



STUDENTS' PERCEPTION OF HOME AND TEACHER RELATED FACTORS AFFECTING ACADEMIC PERFORMANCE

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ABSTRACT: *Education is a fundamental human right for economic growth and human development (Okumu et al. 2008). The quality of education employed by a certain school, college or university is assessed on the basis of learners' academic achievement. Academic success has a great influence on a student's self-esteem, motivation, and perseverance in higher education. Students who pursue their education see themselves achieving their future goals. This study was conducted to determine the student's perception of home and teacher related factors affecting the academic performance of the Bachelor of Science in Accounting Information System students of the Cagayan State University. This study was conducted at the College of Business, Entrepreneurship and Accountancy of Cagayan State University- Andrews Campus, Tuguegarao City where the respondents were enrolled first semester for the SY 2018 – 2019. The respondents of this study were the students of the BS in Accounting Information System program of the college. The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean. Descriptive method was used to come up with a good result of the study. Result of the study revealed that under the teacher-related factors, "Teacher's techniques and strategies in teaching" got the highest mean of 4.65 while "Civil status of the teacher (single, married, widow (er), separated)" got the lowest with a mean of 2.84. The category mean of 4.11 or with a descriptive value of "agree" implies that the BSAIS students perceived that the teacher-related factors affect their academic performance. On the other hand, under the home-related factors, "Attitude of parent(s)/guardian(s) towards education (parental guidance)" got the highest mean of 4.13 while "Family values, customs and traditions" got the lowest with a mean of 3.85. The category mean of 4.03 or with a descriptive value of "agree" implies that the BSAIS students perceived that the home-related factors affect their academic performance. The result also unveiled that there is a significant difference in the perceptions of the student-respondents on the teacher-related and home-related factors affecting their academic performance when grouped according to family economic status and that there is no significant difference on the perceptions of the student-respondents on the teacher-related and home-related factors affecting their academic performance when grouped according to age and sex.*

KEYWORDS: *Academic performance, Teacher-related factors, home-related factors, family economic status, Bachelor of Science in Accounting Information System*



INTRODUCTION:

Education is a fundamental human right for economic growth and human development (Okumu et al. 2008). Education aims to maintain and develop social wellbeing of individuals and society in general. Education is not solely about the content of the subject that you learnt but instead many-sided and complex and involve much more than those factors which may come to mind when talked about. The importance of education in national growth as well as individual improvement is undeniable. An educated person contributes maximally to national progress in various aspects. According to Niguana (2011). people have employed education as a ladder to climb to desired social economic levels. The government spend fortunes to develop the education process and improve academic performance of students. Education is necessary for the development of the society and the more educated the people of a society are, the more civilized and well disciplined the society might be. Kapunga (1992) also states that education liberates society from socio-political forces that affect and influence his personality at global level. The quality of education employed by a certain school, college or university is assessed on the basis of learners' academic achievement.

Academic success has a great influence on a student's self-esteem, motivation, and perseverance in higher education. Students who pursue their education see themselves achieving their future goals. They select a field of specialization and then spend years in order to pursue their goals. Without students, university has no meaning. Students are the most essential asset of any university. A country's growth and development is contingent on students' performances and their attitude towards higher learning which predicts the performance. There are a lot of factors which affect these perceptions and attitude and ultimately affecting their academic performances of the students. Student's academic performance has been the area of interest for higher education institutions. Analysis of factors associated to the academic performance of students becomes a subject of growing interest in higher education. Many studies were carried out to search for factors that have a great impact on student's academic performance.

Research on education intended to identify students academic achievement often look into which factors have the greatest impact on the students' academic achievement. Survey



showed that students' academic achievement is influenced by various factors such as the student, school, teacher, and home related factors and so with the socioeconomic factors. Good education does not happen by chance. It is a product of effective teaching and learning coupled with the effort of the teacher, the school, the students, parents and their various home environments.

The most essential factor affecting the quality of education is the quality of the teacher in the classroom. There is an apparent proof that a teacher's talent, ability, efficiency and effectiveness are the most significant determinants of student accomplishment and success. The main source of learning for the students are the teachers regardless of the resources that are provided, rules that are adopted and curriculum that is revised. A study conducted by Okoye (1998) confirms that, the quality of the learning environment at the school depends to a large extent on the quality of the teacher available. Okoye, (1998) on the other hand states that the quality of teachers in any educational system determines, to a great extent, the quality of the system itself. According to Whitaker (2005), the main variable in the classroom is not the student, but the teacher. Great teachers have high expectations for their students, but even higher expectations for themselves. These teachers recognize the importance of connecting with their students, that if they are unable to connect with them emotionally then influencing their minds may be impossible. Teachers are then considered as the most important human resource and remain the backbone of any educational system (UNDP, 2003).

Various literatures affirm that there is awareness on the importance of the home environment or family on students' academic performance. Ajila and Olutola (2007), stated that the status of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affect his reaction to life situations and his level of performance. More critically, the importance of good teaching to the academic success of students is intuitively obvious to any parent (Council for Education Policy, Research and Improvement, 2003). Omolewa (2002) affirmed that academic performance of the child could be traced to the home he comes from. Synder et al (2000) claimed that the family environment is the most powerful influence in determining the child's academic performance. Home is referred to as the place



from where the foundation of learning and education takes place. In order to produce good academic outcomes, it is vital for the parents, children and other family members to encourage a learning atmosphere within homes.

The academic performance of students distinguish performance outcomes that points out the extent to which an individual has accomplished certain goals. Thus, it is necessary to examine the teacher related and home related factors on the academic performance of students. Therefore, this study is aimed to explore the effects of student and school related factors on the academic performance of the Bachelor of Science in Accounting Information System students of the College of Business Entrepreneurship and Accountancy of Cagayan State University, Andrews Campus.

STATEMENT OF THE PROBLEM:

This study attempted to ascertain the factors affecting the academic performance of the Bachelor of Science in Accounting Information System students of the College of Business, Entrepreneurship and Accountancy. Specifically, it attempts to answer the following questions:

1. What is the profile of the student-respondents relative to:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Family economic status
2. What is the perception of the student-respondents with regard to the factors affecting their academic performance as to:
 - 2.1 Teacher – related factors
 - 2.2 Home- related factors
3. Is there is a significant difference in the perceptions of the student-respondents on the teacher related and home related factors affecting their academic performance when grouped according to:
 - 3.1 Age
 - 3.2 Sex
 - 3.3 Family economic status



HYPOTHESES

This study is guided by the following hypotheses:

1. That there is no significant difference in the perception of the student-respondents on the teacher and home related factors affecting their academic performance when grouped according to their age.
2. That there is no significant difference in the perception of the student-respondents on the teacher and home related factors affecting their academic performance when grouped according to their sex.
3. That there is no significant difference in the perception of the student-respondents on the teacher and home related factors affecting their academic performance when grouped according to family economic status

METHODOLOGY

This study made use of the descriptive research method employing the questionnaire as main data-gathering instrument. The researcher made use of structured questionnaires to gather the needed data which were given to the respondents.

This study was conducted at the Cagayan State University, Andrews Campus, Tuguegarao City where the respondents were the pioneer BSAIS students.

The respondents of this study were 82 BSAIS students enrolled for the First Semester of SY 2018-2019. Total enumeration was used by the researcher in obtaining the results.

The data gathered were tabulated, analyzed and interpreted using the descriptive statistics like frequency counts, rank, percentage and weighted mean.

The weighted mean was interpreted using the following criterion scale:

Numerical Value	Mean Range	Descriptive Scale
5	4.20-5.00	strongly agree
4	3.40-4.19	agree
3	2.60-3.39	uncertain
2	1.80-2.59	disagree
1	1.00-1.79	strongly disagree



To test any significant difference in the perceptions of the student-respondents on the different factors affecting their academic performance when grouped according to sex, t-test was used and to treat the age and family economic status ANOVAs was used.

RESULTS AND DISCUSSIONS

Table 1.1

Frequency and Percentage Distribution of the Student-Respondents' Profile Relative to Age

Age	Frequency	Percentage
17	3	3.66
18	12	14.63
19	63	76.83
20	4	4.88
	82	100.00

Table 1.1 shows the frequency and percentage distribution of the student – respondents' profile relative to age. It shows further that the ages range from 17 years old to 20 years and the bulk of the respondents with a frequency of 63 or 76.83 percent are aged 19 years while the least – numbered, 3 or 3.66 percent are aged 17 years old and still, those who are 18 years old are 12 in number or 14.63 percent and there are 4 or 4.88 percent who are 20 years old. The mean age is 18.83 years and this implies that majority of the student – respondents are already at the age of majority.

Table 1.2

Frequency and Percentage Distribution of the Student-Respondents' Profile Relative to Sex

Sex	Frequency	Percentage
Male	14	17.07
Female	68	82.93
	82	100.00

Table 1.2 shows the frequency and percentage distribution of the student – respondents' profile relative to sex. As shown by the table, the female student – respondents outnumbered the males with the frequencies of 68 and 14 or 82.93 and 17.07 percent respectively which implies that the pioneer Bachelor of Science in Accounting Information System program of CSU are female – dominated.



Table 1.2

**Frequency and Percentage Distribution of the Student-Respondents' Profile
Relative to Economic Status**

Sex	Frequency	Percentage
Above Average	6	7.32
Average	14	17.07
Below Average	62	75.61
	82	100.00

Table 1.3 shows the frequency and percentage distribution of the student – respondents' profile relative to family economic status. As shown in the table majority of the student-respondents belong to the below average status with a frequency distribution of 62 or 75.61 percent. There are 14 or 17.07 percent who are on the average status and only 6 or 7.32 percent are above average.

Table 2.1

**Item Mean and Descriptive Value Distribution of the Student-Respondents' Perception with Regard to
Teacher-Related Factors Affecting their Academic Performance**

TEACHER-RELATED FACTORS	Item Mean	Descriptive Value
1. Civil status of the teacher (single, married, widow (er), separated)	2.84	Uncertain
2. Attitude of the teacher towards teaching	4.54	Strongly Agree
3. Absenteeism and tardiness of the teacher	4.40	Strongly Agree
4. Initiative and resourcefulness of the teacher	4.45	Strongly Agree
5. Rapport between the teacher and students	4.27	Strongly Agree
6. Teacher's techniques and strategies in teaching	4.65	Strongly Agree
7. Teaching aides and materials	4.12	Agree
8. Voice or tone of teacher	4.49	Strongly Agree
9. Mastery of the lesson/s	4.61	Strongly Agree
10. Experience and training of teacher	4.63	Strongly Agree
11. Grooming and personality of the teacher	3.84	Agree
12. Physical disability and Psychological make-up of the teacher	3.49	Agree
13. Practice of religion	3.13	Uncertain
Category Mean	4.11	Agree

Table 2.1 shows the item mean and descriptive value distribution of the student-respondents' perception with regard to teacher-related factors affecting their academic



performance. As seen on the table 8 out of 13 variables have a descriptive value of “Strongly Agree.” There are 3 “Agree” descriptive values and 2 “Uncertain.” The top 3 teacher-related factors affecting the academic performance of students are “Teacher’s techniques and strategies in teaching”, “Experience and training of teacher” and “Mastery of lesson/s” with a mean of 4.65, 4.63 and 4.61 respectively. With the result generated, it is therefore important that teachers should possess adequate knowledge and information regarding the subjects that they are teaching, usage of technology, modern and innovative methods in the teaching and learning processes, managing discipline and directing all of the classroom as well as school activities and functions in a well-organized manner. According to Maina (2010) the main objective of the teachers should only be to enhance the academic performance of the students and lead to their effective development and Alos et al. (2015) greatly emphasized the importance of having qualified teachers in the field of teaching, and said that success of any program is conditioned by the ability of the teacher to teach. If there is failure at this point, the whole structure fails. On the other hand, with a mean value of 2.84 and 3.13, the civil status of the teacher and the practice of religion do not affect much the academic performance of the students. The category mean of 4.11 or with a descriptive value of “agree” implies that the BS AIS students perceived that the teacher-related factors affect their academic performance.

Table 2.2

Item Mean and Descriptive Value Distribution of the Student-Respondents’ Perception with Regard to Home-Related Factors Affecting their Academic Performance

HOME-RELATED FACTORS	Item Mean	Descriptive Value
1. Distance of school from home	3.99	Agree
2. Attitude of parent(s)/guardian(s) towards education (parental guidance)	4.13	Agree
3. Socio-economic status of parents	3.95	Agree
4. Availability of learning materials at home	4.12	Agree
5. Family values, customs and traditions	3.85	Agree
6. Family Status (e.g. intact, broken, single parent)	4.10	Agree
7. Environment or atmosphere at home/boarding houses	4.00	Agree
8. Income level of the family	4.11	Agree
Category Mean	4.03	Agree



Table 2.2 shows the item mean and descriptive value distribution of the student-respondents' perception with regard to home-related factors affecting their academic performance. As seen on the table, the result shows that all variables got a unanimous "Agree" descriptive value "Attitude of parent(s)/guardian(s) towards education (parental guidance)" and "Availability of learning materials at home" got the highest mean of 4.13 and 4.12 respectively. According to Obeyan (2003), family is the bedrock of any society. It is also the foundation of academic achievements of the child. K.Magnuson (Magnuson, 2007) on the other hand pointed out that parent's academic socialization is a term describing the way parents influences student's academic achievement by shaping students skill, behaviors and attitude towards school. He further explained that parent's influences student through the environment and discourse parents have with their children. Also (Ajira et al, 2007), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and the context of the child affect her reaction to life situations and his level of performance. Uwaifo (2008) asserts that parents and the individuals experience at home play a tremendous role in making the child what he or she is. "Family values, customs and traditions" got the lowest mean of 3.85. The category mean of 4.03 or with a descriptive value of "agree" implies that the BSAIS students perceived that the home-related factors affect their academic performance.

Table 3.1

Test for Significant Difference in the Perceptions of the Student-Respondents on the Teacher-related and Home-related Factors Affecting Their Academic Performance when Grouped According to Age

Factors	Mean Square		df	P-value	F	Interpretation
Teacher-related factors	Between groups	.287	3	.344	1.126	Not significant
	Within groups	.255	78			
Home-related factors	Between groups	.511	3	.262	1.359	Not significant
	Within groups	.376	78			

Table 3.1 shows the results on the test of significant difference in the perceptions of the student - respondents on the teacher-related factors affecting their academic performance when grouped according to age. As seen from the table, the P value of the teacher-related factors is .344 and the home-related factors have a P-value of .262 which is more than the significant level of 0.05, therefore it is suggested that the null hypothesis which states “



There is no significant difference in the perceptions of the student – respondents on the different factors affecting their academic performance when grouped according to age” is accepted which implies that the student respondents does not significantly differ in their perceptions on the effect of the teacher-related and home-related factors when grouped according to age to their academic performance. This therefore implies that the respondents who belong to the different age are unanimous in their perceptions on the teacher-related and home-related factors which affect their academic performances when grouped according to age.

Table 3.2

**Test for Significant Difference in the Perceptions of the Student-Respondents
on the Teacher-related and Home-related Factors Affecting Their Academic Performance
When Grouped According to Sex**

Factors	Sex	Mean	SD	Df	P-value	t-value	Interpretation
Teacher-related factors	Male	4.0779	.42059	80	.780	-.280	Not significant
	Female	4.1197	.52417				
Home-related factors	Male	4.0829	.40475	80	.749	.321	Not significant
	Female	4.0244	.65427				

Table 3.2 shows the results on the test of significant difference in the perceptions of the student - respondents on the teacher-related factors affecting their academic performance when grouped according to sex. As seen from the table, the P value of the teacher-related factors is .780 and in the home-related factors, the male and female respondents have a P-values of .749. As indicated above, the P-values for both factors is more than the significant level of 0.05, therefore it is suggested that the null hypothesis which states “ There is no significant difference in the perceptions of the student – respondents on the different factors affecting their academic performance when grouped according to sex” is accepted which implies that the student respondents does not significantly differ in their perceptions on the effect of the teacher-related and home-related factors when grouped according to sex to their academic performance. This therefore implies that the respondents who belong to the different age are unanimous in their perceptions on the teacher-related and home-related factors which affect their academic performances when grouped according to age.

Table 3.3



**Test for Significant Difference in the Perceptions of the Student-Respondents
on the Teacher-related and Home-related Factors Affecting Their Academic Performance when Grouped
According to Family Economic Status**

Factors	Mean Square		df	P-value	F	Interpretation
Teacher-related factors	Between groups	1.143	2	.010	4.897	Significant
	Within groups	.233	79			
Home-related factors	Between groups	1.285	2	.032	3.590	Significant
	Within groups	.358	79			

Table 3.2 shows the results on the test of significant difference in the perceptions of the student - respondents on the teacher-related and home-related factors affecting their academic performance when grouped according to family economic status. As seen from the table, the P value of the teacher-related factors is .010 and the home-related factors have a P-value of .032 which is less than the significant level of 0.05, therefore it is suggested that the null hypothesis which states “ There is no significant difference in the perceptions of the student – respondents on the different factors affecting their academic performance when grouped according to family economic status” is rejected which implies that the student respondents significantly differ in their perceptions on the effect of the teacher-related and home-related factors when grouped according to family economic status to their academic performance; that the respondents who belong to the different family economic status are not unanimous in their perceptions on the teacher-related and home-related factors which affect their academic performances when grouped according to family economic status. The result is backed up by the study conducted by Machebe, Ezegbe; Onuoha (2017) wherein they have found out that greater academic achievement for a student is attained by those students from financially buoyant families. Also, Smith et al., 2002; Hill et al., 2004; Rothstein 2004 shared the same observations stating that family income is one major factor that affects their children’s educational level, competitive ability and performance. Another study conducted by Lacour and Tissington (2011) examined the effects of poverty on academic achievement in the USA. They concluded their study that poverty directly affects academic achievement due to the lack of resources available for students’ success; thus low academic achievement is closely correlated with lack of resources, with emphasis on financial resources.



SUMMARY OF FINDINGS

1. Profile of the Respondents in Terms of the following Variables:

1.1 Age – 76.83 percent or 62 are 19 years of age and the mean age is 18.83 years and this implies that majority of the student – respondents are already at the age of majority.

1.2 Sex - Bachelor of Science in Accounting Information System program of CSU are female – dominated with a frequency of 68 for female and 14 for male respondents.

1.3 Family income status - Majority of the student-respondents belong to the below average status with a frequency distribution of 62 or 75.61 percent.

2. Student-respondents' perceptions with regard to the factors affecting their academic performance as to:

2.1 Teacher – related factors - "Teacher's techniques and strategies in teaching" got the highest mean of 4.65 while "Civil status of the teacher (single, married, widow (er), separated)" got the lowest with a mean of 2.84. The category mean is 4.11 or with a descriptive value of "agree".

2.2 Home- related factors - "Attitude of parent(s)/guardian(s) towards education (parental guidance)" got the highest mean of 4.13 and "Family values, customs and traditions" got the lowest with a mean of 3.85. The category mean is 4.03 or with a descriptive value of "agree".

3. Significant difference in the perceptions of the student-respondents on the teacher related and home related factors affecting their academic performance when grouped according to:

3.1 Age - There is no significant difference in the perceptions of the student – respondents on the different factors affecting their academic performance when grouped according to age therefore the null hypotheses is accepted.

3.2 Sex - There is no significant difference in the perceptions of the student – respondents on the different factors affecting their academic performance when grouped according to sex therefore the null hypotheses is accepted.



3.3 Family economic status - There is a significant difference in the perceptions of the student – respondents on the different factors affecting their academic performance when grouped according to family economic status therefore the null hypotheses is rejected.

CONCLUSION:

The research was conducted among the pioneer batch of the Bachelor of Science in Accounting Information System students of the College of Business, Entrepreneurship and Accountancy with the end goal of improving and enhancing the academic performance of the BSAIS students by looking into the factors that have an enormous impact in their academic performance. It was disclosed by the researcher that the factors used in the study is divided into two which is the teacher-related factors and home-related factors.

In the teacher-related factors, “Teacher’s techniques and strategies in teaching” got the highest mean of 4.65 while “Civil status of the teacher (single, married, widow (er), separated)” got the lowest with a mean of 2.84. The category mean is 4.11 or with a descriptive value of “agree”. While under the home-related factors, “Attitude of parent(s)/guardian(s) towards education (parental guidance)” got the highest mean of 4.13 and “Family values, customs and traditions” got the lowest with a mean of 3.85. The category mean is 4.03 or with a descriptive value of “agree”. Further, from the results generated it was unveiled that there is a significant difference in the perceptions of the student-respondents on the teacher-related and home-related factors affecting their academic performance when grouped according to family economic status and that there is no significant difference on the perceptions of the student-respondents on the teacher-related and home-related factors affecting their academic performance when grouped according to age and sex.

RECOMMENDATIONS:

1. Teachers play a great role in influencing academic performance of the students. It is vital therefore those teachers should possess the traits of professionalism and consciousness.



2. The university should devise a tool to ensure that they hire only teachers who are qualified, certificated, competent and of a good moral standing. They should be dedicated teachers who would serve as role models in matters of punctuality, self-discipline, accountability, integrity and sound leadership styles.
3. The university should also look into how they will monitor and evaluate the efficiency and effectiveness of their instructors to ensure that they are performing their job well.
4. In-service training should be provided to the teachers for them to be able to learn on how to use the available teaching resources more effectively and efficiently.
5. Further studies should be conducted to investigate other variables like physical attributes, approaches, classroom management, etc. that have the greatest impact and influence in the interest of the students to their subject.
6. Students should learn to manage their time and resources in a way that they can be academically productive.
7. Parents should provide their children with essential materials that will help them improve on their academic performance.
8. Parents should encourage and give their children enough time to read and do their home works at home rather than engaging those watching non educational movies or surfing the net most of the time.
9. Parents should update their children with their children's academic progress. This will help identify the student's academic problems so as to handle it promptly before it affects the students.
10. Conduct a more specific study on the factors that affects the academic performance of the students.

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