



Factors Affecting Students' Academic Performance: (In the case of the Accounting study of National University of Mongolia)

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Abstract. Many factors such as student goals, teacher skills, school management attitudes, and curriculum have influenced students' academic performance. In this study, we considered some core factors affecting students' performance and their influence. The information of the research was collected by students of the Accounting Department of the National University of Mongolia and processed by the researchers. For data collection, we used descriptive and inferential statistics. The contribution of this study is to explore the five factors that affect students' academic performance. These factors are students' attitudes, profession/career choice, family support, institutional environment (materiality and teachers), and friends. The mean age of students/respondents was 22.5 years. About 81% of the respondents were between 18-21 years of age, 11% were 22-25 years and others were above 26 years old. And 80% of the students were female, and 20% were male. 66% of the respondents' parents' income were only up to 2 million tugrugs. 66% of the respondents' families have 2-3 children and 22% have more than three children. About 55.26% of the students are on average in terms of their performance in the course of study, 23.68% had a high performance in the course of study and 16.67% performed poorly. The effect of five factors on students' academic success was determined by regression analysis. According to the results of the regression analysis, the value of R Square .179 shows that about 18% variation in student performance was due to the independent variables of students' attitude, family, institutional environment, career choice, and friends. The results of the study showed that the students' attitude causes 41% positive variations in student performance, profession/career choice causes 2%, institutional environment (materiality and teachers) making 9% variations positive, family support causes 13% negative variation (but the significant level is low), and friend's characteristics causes 18% positive variations in student performance.

Keywords: Students' Attitude, affecting factors, regression analysis

1 Introduction

Students' performance is one of the important factors in higher education. According to Section 2.1.21 of the "Vision - 2050" Mongolian Development Policy 2021-2030 approved by the Mongolian parliament, stated that research on the factors affecting the academic success of students will be conducted regularly, and policy planning will be carried out based on the results, hence, it shows the importance of the study. Academic performance is the measurement of student achievement across various academic subjects. Students are the most important resource for any nation and country. Because the social and economic development of the country is directly related to higher education quality. Furthermore, higher education quality is directly linked with student academic performance. Many researchers considered students' performance at an academic level. The students' performance factor is one of the most challenging aspects in many academic works of literature because it affects their performance in academic, social, psychological, economic, and environmental cohesion [1]. The most research papers found in the literature, revealed that the student's factors which affect the student academic performance are gender, high school grade, student's parental education, financial background, student's family status, and living location [2]. This study focuses on the National University of Mongolia (NUM). "The study considers students at NUM as the target population, with a focus on evaluating their academic performance and achievements throughout the academic year".

2 Literature review

- Students' performance

As a concept, academic achievement means the degree of success of students in mastering the knowledge and curriculum provided by higher education. Student success is a form of diagnosing and predicting the degree of return of a future specialist, as well as an indicator of the university's activity in solving educational problems [9]. Researchers used grade point average (GPA), test results or previous year results since they are studying to measure student performance, (Hijazi & Naqvi, 2006), (Hake1998), Galiher (2006) and Darling (2005) and thus, we used GPA.

- Students' attitude

The main activity of the student is the learning activity aimed at acquiring professional knowledge, skills and practices. In order to successfully study, a student needs to be not only passionate about his/her field of study, but also to master the methods of self-study. As part of a study on the psychological readiness for training of future teachers, T. V. Zhukova found that those striving to gain knowledge and master a profession have high indicators of this readiness, and 40% of those who entered a university only for the purpose of obtaining a diploma are low in readiness [3]. M. V. Lyashenko considered the constituent components of the educational motivation of students of vocational education and investigated the significance of motivating factors, such as "the creation of special educational recommendations" and "a favorable educational environment that has a positive and negative impact on the internal motivation of students" [4]. Attitudes towards learning are important factors on the learners' levels of goal setting, problem solving abilities, their beliefs towards learning, their internal and external motivations in the process of learning and all the academic performances. Students have negative or positive attitude [5] in the learning process.

- Profession/career choice

Students' career choice is significantly associated with several independent variables such as their academic departments/majors, family preferences, teachers' advice, and career development trainings while the other variables such as gender and social class do not have significant association with the students' career choice [6]

- Family support

In particular, the research demonstrates that work-life balance creates a sense of belongingness and a feeling of positive connectivity while positively influencing the student performance in a new learning environment [7]. Poor student achievement at university is strongly correlated with lack of resources, and some research confirms the relationship between low socioeconomic status and low academic achievement. A study by Azhar et al (2014) revealed a positive relationship between income and academic performance of students. Low family income forces parents to spend more time meeting the basic needs of the whole family, therefore, time to support their children and monitor their progress is limited, and vice versa. The results of the study show that the higher the family income, the higher the student's GPA [8]. The next family factor influencing academic performance is social capital. The concept of social capital was introduced by a sociologist P. Bourdieu who defined it as a set of real or potential resources associated with group membership. It is the group that gives its members support in the form of collective capital, including "reputation". The social capital of children begins to form on the basis of their relationships with family members (family social capital), which determine the ability of children to build social interactions in the family, and subsequently beyond it. P. Bourdieu described a direct relationship between family origin, social capital and academic performance and used social capital to explain the inequality in the academic success of students [9]. Strikingly, the COVID-19 emergency states that work-life conflict and weak social interactions have reduced academic integrity, constraining the students to moan over the misfortune of an interactive learning environment [10]. Indeed, the COVID-19 pandemic has disturbed the social connection of the students with their family and friends, inevitably affecting their academic achievement [11].

- Institutional environment (materiality and teachers)

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. Hence, the implementation, selection, preparation and supervision of education will be affected. Moreover, Dewett (2007) mentioned that good teachers are constantly on the alert for methods and instructional materials that will make learning meaningful. With the wise selection and use of a variety of instructional materials or audio-visual materials, experiences may be provided to develop understanding.

- Friends

Education researchers generally identify four factors that influence student achievement: family socioeconomic status, time spent on self-study and preparation for classes, time spent on additional work and hobbies, and the institutional environment. The university environment is not only teachers and educational methods, not only conferences, research projects, it is also the students themselves. And it is the factor of the social environment of students, the factor of classmates, that is largely underestimated - despite the fact that many scientific works have shown that classmates influence each other's behavior and academic performance by their example.

An article in performance of learning outcomes /PloS/ says that just tutors do not actually affect academic performance. But friends do influence. If a student makes friends with someone who is doing well, then he himself will begin to study better [12]. The friends provide support and resources to promote and encourage academic achievement. As a result, adolescents' preferences for friends are important. These preferences determine the group of friends because the advantages of academic students are compounded, and the concentration of academic advantages is achieved. Friendship forms between people with similar values who spend time in similar ways and who understand the choices and decisions of each other [13].

3 Research objectives

The objective of this research is to explore how some important factors affect students' academic performance. Until today, a number of research has been conducted on this topic. Different researchers considered various variables and a lot of different variables were studied. This study is different as a variable "students' attitude" is studied. The contribution of this study is to explore the five factors that affect students' academic performance. These factors are students' attitudes, profession/career choice, family support, institutional environment (materiality and teachers), and friends. In Mongolia, many researchers have done a lot of work on communication or attitude, and family influence. The result of this research will be helpful for the teachers of the students, as well as employers to guide them properly and as per their abilities.

Theoretical background and hypotheses development

Students' performance is an influencing factor on learning quality. The following factors will affect the student's academic performance.

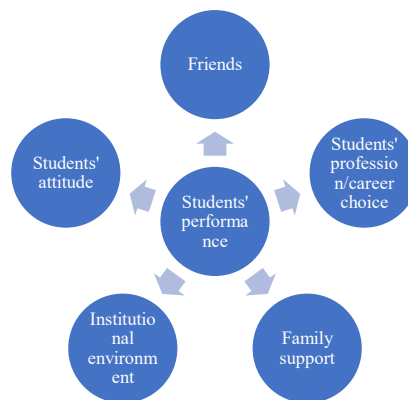


Figure 1. Factors affecting the student's academic performance

Measures: Dependent variable or student achievement was measured by academic grade point average (GPA). And independent variables are calculated as the arithmetic mean of the values of each factor.

Hypotheses: Multivariate regression analysis shows the direct effect of the independent variable on the dependent variable. We forwarded the following hypotheses within the scope of this research.

H1: There is a positive relationship between students' attitude, profession/career choice, family support, institutional environment, friends and students' performance.

H2: Dependent variable and independent variables are directly related.

4 Methodology

In this research, regression evaluation method was used. More than 90% of the students of the Department of Accounting of the National University Mongolia participated in the survey.

Factors affecting students performance: research result: The survey was conducted using a closed-ended questionnaire with a total of 15 questions. The first 8 questions of the survey questionnaire were designed to obtain basic information such as the student's age, gender, level of study, academic achievement, and marital status. However, questions 9-15 were aimed at discovering the factors that influence the student's academic results.

General information of the survey participants: The mean age of respondents was 22.5 years. Over eighty percent (81%) of the respondents were between 18-21 years of age, 11% were 22-25 years and others were above 26 years old. About 80 percent of the students were female, and 20 percent were male.

Considering all the students according to their territorial affiliation, the majority of them, 69%, are from rural areas, but 61% said they live in their own apartment, while only 12% said they live in a school dormitory. Based on this, it can be concluded that the living conditions and learning environment are relatively good. However, considering parents' income and family size, different conclusions can be drawn. Because 66% of families have 2-3 children and 22% have more than 3 children, but considering their household income, 66% have only up to 2 million, considering today's inflation, researchers are looking it as a relatively low indicator for the economy's independence.

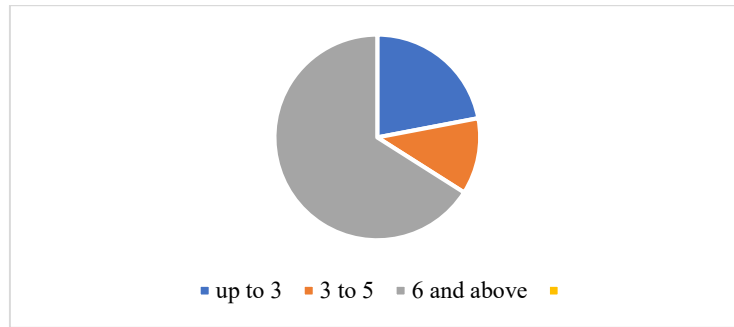


Figure 2. Number of people in family

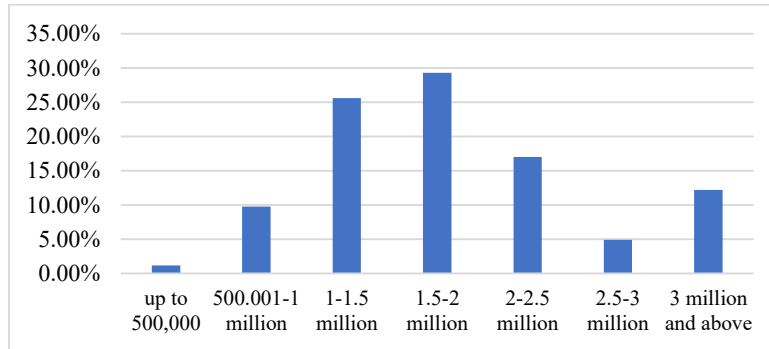


Figure 3. Parent's income

Considering the academic results as well, it can be seen from the table below that active students with good grades participated in the study.

Table 1. Academic results

GPA score	Average point of high school graduation	GPA during the period of studying at NUM			
		up to 70	71-80	81-90	91 and above
up to 500	1.2%	0	0	13.3%	86.7%
501-600	13.4%	D	C	B	A
601-700	74.4%	4.90%	22%	61%	12.10%
701 and above	11%				

Most of the students (63 percent) are on average in terms of their performance in the course of study, and 27 percent had a high performance in the course while 19 percent performed poorly. It could be deduced from the study that the students are on the group of average in their course of study.

Table 2. Regression model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.423 ^a	.179	.120	.639

a. Predictors: (Constant), Friends, Environment, Attitude, Family, Profession

Table 2 shows the summary result of the regression analysis. The value of R Square. 179 shows that 18% variation in student performance due to the independent variables of students' attitude, family, institute environment, career choice, and friends. For the F statistics equation, the F statistic was significant.

From the value of B of a regression model, the students' attitude accounts for 41%, environment 9.2%, profession choice 1.9%, friends 17.8% positive variations in student performance, and t-value is also significant.

Family support causes a 13% negative variation in students' performance and the -value is not significant. It was an unexpected result for our research.

So, our first hypothesis “There is a positive relationship between students’ attitude, profession/career choice, family support, institutional environment, friends and students’ performance” is not accepted and H2: “Dependent variable and independent variables are directly related” is accepted.

5 Conclusion

This research was conducted to explore some important factors that affect students’ academic performance, in Accounting Department at the National University of Mongolia.

Two hypotheses were used in the study to check the effect of independent variables on dependent variables. By using the appropriate statistical package, it is found that student’s attitudes, family support, profession/career choice, institutional environment, and friends’ characteristics are the factors that affect students’ academic performance. Our one hypothesis is accepted and another hypothesis is rejected.

So, it indicates that the student’s attitude and friends are more important factors that affect the student's academic performance. Student performance has a direct relationship with the institutional environment and career choice.

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