



Factors Affecting the Academic Achievement of the Students in Community Campuses

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Abstract

Academic achievement holds significant importance in education as well as in the learning process representing the level at which both teachers and the students attain educational goals. This study aims to identify the factors influencing academic achievement among students on community campuses. The descriptive survey research design was employed. By using the purposive sampling method, four community campuses were selected out of ten community campuses from Tanahun district of Nepal. A total of 359 respondents were selected from 2479 students across the selected campuses, employing a survey with Five-Points Likert scaling technique conducted through Google form. Descriptive statistics was applied to analyze the gathered data. The finding indicated that home-related factors, campus facilities, the teaching-learning environment and resources, habits of students, teacher-student relations, and institutional factors significantly affect students' academic achievement at the university level. The study provides valuable insights for educators, policymakers, and institutions to improve the academic achievement of students.

Keywords: Community campus, resources, affecting factors, environment, significant

Introduction

Academic achievement represents performance results that indicate the extent to which a person has achieved certain goals that have been the focus of activity in education, especially in schools, colleges, and universities (Steinmaryr, 2014). Academic achievement refers to the extent to which a student, teacher, or institution has achieved its educational goals and is measured by a continuous assessment or cumulative grade point average (Talib, 2012). Academic achievement is a very

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important element in education as well as in the learning process. It is the most important goal of the educational process. One of the most important outcomes of any educational setup is the academic achievement of the students. Measuring the student's academic achievement is a complex task since it cannot easily be quantified in standardized units. Students' achievement may be deemed to be a product of psychological, socio-economic, environmental, and personal factors.

In higher education, students are valuable assets for any institution because they represent the essence of learning, growth, and a single mission (Kahu, 2013). The evaluation of students' achievement across various academic fields is termed academic achievement, linked to the social and economic development of a country. The academic success of students plays a pivotal role in producing high-quality graduates viewed as significant human resources and potential leaders contributing to the economic and social development of the nation (Ali et al., 2009). Education is crucial in generating qualified human resources that expedite economic development and address the genuine issue of the community. However, it is noteworthy that the trend of university students is not proportional to the trend of enrolled students, and the increasing number of students opts for readmission, suggesting that they have not performed well in their academic pursuits (Tadese et al., 2022). The research shows that the educational environment plays a role in improving student skills, interests, and attitudes (Feldman, 1988; Feldman et al., 2001).

Higher education in Nepal started with the establishment of Trichandra College in 1918. In 1959, Tribhuvan University was established in Nepal. After the establishment of Tribhuvan University, both the government managed colleges and community managed colleges were affiliated to Tribhuvan University (Trichandra College, 2023). As per the annual report of the University Grants Commission (UGC) (2023), thirteen universities including two provincial universities and 5 medical academies are providing higher education in Nepal. Altogether there are 1,455 campuses, among them 162 are constituent, 539 are community, and 754 are private, whereas a total of 579,448 students are studying. Among them, 37.04 percent are getting higher education in community campuses. The UGC has awarded altogether 82 campuses from QAA. Among them, 56 are community campuses. The data shows that community campuses are taking a vital role in providing higher education in Nepal. According to ADB (2015), the local community established and owns the community campus. The campus must be accountable and transparent to the local community. The governance of these campuses is performed by the local people under the published rules and regulations. This campus has been autonomous in recruitment of faculty members, infrastructure development, budgeting, etc. Thus, local people must be more participative to increase enrollment rates, manage

resources, and increase academic achievement. Janajyoti Campus (2023), a community campus, serves a vital role in expanding access to higher education, particularly in rural areas. Their significance lies in providing locally relevant education, affordability, diverse programme offerings, and contributing to community development. These campuses aim to make education accessible to a broader demographic, including economically disadvantaged individuals. According to the UGC Annual Report (2023), there are ten community campuses in Tanahun district. There is no government campus in this district. The responsibility of providing higher education to the students of this district has been fulfilled by the community campuses here. Thus, it became essential to conduct this study focusing on the issue of students' academic achievement on community campuses.

As per the annual report of the University Grants Commission (2023), seventy eight percent share students in enrollment at Tribhuvan University. Besides this rate of enrollment, the pass rate is 29.33 percent. In Tanahun district, nine campuses affiliated to Tribhuvan University have a pass rate below 29.33 percent. Tanahun district in Nepal marked by its reliance on community campuses for higher education faces a critical challenge regarding the academic achievement of its students.

Despite the crucial role of community campuses in making education more accessible, there is still a limited understanding of what factors contribute to students' success. This research aims to analyze various factors that affect the academic achievement of the students attending community campuses in Tanahun district. The study focuses on understanding the factors affecting students' academic achievement, aligning with the main goal of supporting both the campus and university in achieving academic success. This research is essential to evaluate the student's level of achievement, identify influencing factors, and improve the quality of education in community campuses. Therefore, the study aims to explore students' perceptions of the factors that affect their academic achievement in community campuses.

Literature Review

There is a considerable amount of research conducted on students' perception of factors affecting academic achievement of students at different study levels. The earlier research identified several variables that affect students' academic achievement. Walberg's theory (1981) is a useful framework for understanding the factors that affect learning and academic achievement in students. There are three major categories of factors that affect learning: motivation, student aptitude and instructional quality. These factors are interconnected and have the potential to exert an impact on each other. The concept of student aptitude encompasses the

student's cognitive abilities, learning style, and prior knowledge. The evaluation of instructional quality encompasses the teacher's proficiency, curriculum, and teaching techniques. The factors that influence motivation include the student's level of interest in the subject, their level of engagement and their perception of the value of the learning experience. Further, Walberg's research identified nine key factors that affect academic achievement: age, number of instructions, quality of instruction, student ability and prior achievement, inspiration, classroom environment, home environment, peer group, and introduction to mass media exterior of the school (Walberg et al., 1986). Several studies of learning environments have been concerned with conceptualization and theory development. Academic achievements have been traditionally included in faculty and course evaluation in higher education settings. The study on learning environments (Astin, 1984; Fraser et al., 1987; Fullarton, 2002) shows that psychosocial characteristics of classroom learning environments demonstrate incremental validity in predicting students' academic achievement. Chhetri (2022) claimed that learners' learning engagement significantly affects their achievement.

Ermisch and Francesconi (2001) stated that parents' educational attainments and family background are very powerful predictors of their children's educational attainments. Alfani and Othman's (2005) study found that previous academic performance is observed to have a positive correlation with the academic performance of the students. It also found that female students perform better than male students. Ali et al. (2009) stated that demographic variables and parents' income level are observed to have a positive correlation with the academic performance of the students. The result also shows that students who are actively engaged in the learning process, and extracurricular activities and attend classes regularly obtain better performance in the final result. Ale et al. (2013) stated that age guardian social economic status daily study hours significantly affected the academic achievement of university students. Okioga's (2013) study stated that the students' social-economic factors influenced their academic performance. Jayanthi et al.'s (2014) study stated that gender, age, nationality of students, part-time employment, extracurricular activities, and interest in pursuing higher studies affected the academic success of students. Abdulghani et al.'s (2014) study revealed that attending lectures regularly, early revision, prioritization of learning needs, time management, student support, student counseling, family support, stress management techniques, and school culture affect the academic performance of students. Shathele et al. (2015) investigated that facilities available for study, family support and awareness about the course have positive effects whereas anxiety, stress, and lack of sleep had a negative effect on the academic achievement of university students. Akessa and Dhufera's

(2015) study revealed that teacher-related, students-related home-related factors affect the academic performance of students. Cheng and Kaplowitz's (2016) study stated that economic status and cultural capital invested by the parents affect the academic performance of students. Singh et al.'s (2016) study revealed that learning facilities, guidance from parents, and communication skills have a positive impact on the academic performance of students. Mahammedhussen (2016) stated that entrance exam scores, family income levels, time management, and learning habits significantly affected the academic achievement of university students. Some studies show that home related factors (family) influences students' academic achievement (Christenson et al., 1992; Delelis, 2019; Dudaite, 2016; Herndol & Hirt, 2004; Mwaura, 2014; Khan, 2019).

According to Sebro and Goshu (2017), student performance is linked to learning opportunities, teaching methods, teacher-student relationships, class connections, and the presence of teaching-learning resources within the school, additionally, considering that having books at home was not significant. Likewise, Alshammari et al.'s (2017) study revealed that teacher-related, students-related, school-related, home-related factors affect the academic performance of students. Similarly, demographic variables such as age, gender, year, marital status, socio-economic status, and previous school attended by the students also influence the academic performance of a student. Arona and Singh's (2017) study revealed that the teaching effectiveness of faculties, family environment, students' habits, teachers' motivation to students, interaction with students, and ability to create interest in the subject are the factors that can influence the academic performance of students. Rossi's (2017) study revealed that there is a significant relationship between academic performance and parental socioeconomic status. Azis and Muda's (2019) study revealed that lecturers' knowledge has a positive and significant influence on students' achievement. However, the interaction between students and lecturers, and lecturers' characteristics do not influence students' achievement. Duwal and Khonju's (2020) study stated that there is a low degree of a positive relationship between teaching methodology, students' habits, and students' academic performance. The study also indicated that there is a positive relationship between students' attendance and students' academic performance. Dhakal's (2020) study revealed that students, parents, schools, and teacher-related factors affect the student's academic achievement. According to Bostala (2021), the primary discoveries of the research entail a strong correlation between workloads and motivation. However, there was no notable correlation observed between teaching methods and home background. The study identified motivation and prior knowledge of the subject matter as influential factors affecting students' final grades. Furthermore, the research highlighted that

peer interaction played a significant role in contributing to students' overall academic achievement. Chapagai's (2021) study concludes that the nature of the examination, student age, and ethnicity make a significant difference in students' achievement whereas gender does not. Al husaini and Shukor's (2022) results revealed that family support, student's gender, previous study level, internal assessment, accommodation, and student's e-learning activities are the most significant factors influencing students' academic achievement. Bataybeh's (2023) study indicated that social, economic, and academic factors affect the student's academic achievement. Ghimire (2023) concluded that the E-libraries, as learning facilities, contributed significantly to the students' academic achievement whereas the gender, ethnicity, father's education, socio-economic status, learning facilities, lecturer style of teaching had no significant effect on the academic achievement of students. This study tries to find out the factors that affect the academic performance of public campuses in Tanahun district to improve education equality.

Methods and Procedures

This study employed a descriptive survey method to investigate the Students' Perception of Factors Affecting Academic Achievement in Community. Descriptive survey research aims to provide essential knowledge about the nature of objects and individuals (Apuke, 2017). In alignment with this approach, the researchers utilized the descriptive survey technique (Cresswell, 2014) to identify factors affecting academic achievement. The survey research design was chosen to collect data from respondents and assess students' opinions on their academic success. Out of the 537 Tribhuvan University-affiliated community campuses in Nepal, four were purposefully selected from Tanahun district, Bagmati province, using purposive sampling. A total of 359 respondents were selected from 2479 students in the chosen campuses, namely Janajyoti campus, Bhanu Bhakta multiple campus, Aadikabi Bhanubhakta multiple campus, and Kalika Purkot campus in Tanahun district. To gather information about various factors related to academic achievement, a survey was conducted using a five-point Likert scaling technique through Google Forms. The questionnaire, distributed via messenger, comprised two parts. The first part focused on the socio-economic characteristics of the respondents, while the second part addressed factors influencing academic performance. Respondents used a five-point Likert scale (Strongly Agree = SA, Agree = A, Disagree = D, Undecided = U, Strongly Disagree = SD) to provide their responses. Descriptive statistics, percentages, and means were applied for data analysis, directly extracted from the questionnaire. The Statistical Package for the Social Sciences (SPSS) version 26.0 was employed for thorough data analysis.

Results and Discussion

This section presents the analysis and interpretation of data, factors affecting students' academic performance of community campuses of Tanahun district measured with the various aspects such as home related factors, facility provided by the campus, teaching learning environment and resources, personal factors, teacher-related factors.

Home Related Factors Affecting Students' Academic Achievement

Student's educational activities at home are based on academic achievement. Class preparation and practice at home are fundamental for students, as a student spends only four or five hours at campus and the remaining time is spent at home. Home is the first institution for students that has significant relationships with students' overall life. The focus of the study is to find out the impact of family support, availability of ICT at home, stress and parental motivation, and student's academic achievement.

Table 1

Home Related Factors Affecting Students' Academic Achievement

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	No.	%	No.	%	No.	%	No.	%	No.	%	
Family support	85	23.68%	160	44.6%	114	31.8%	0	0.0%	0	0.0%	2.08
Available of ICT in home	66	18.38%	214	59.6%	40	11.1%	39	10.9%	0	0.0%	2.14
Stress	1	0.28%	101	28.1%	103	28.7%	154	42.9%	0	0.0%	3.14
Parental motivation	216	60.17%	88	24.5%	0	0.0%	55	15.3%	0	0.0%	1.70
Mean value of mean											2.265

Sources: Field survey, 2079

Table 1 shows the percentages of respondents indicating the impact of home-related factors on their academic success. A significant 68.68% either strongly agree or agree with the notion of receiving family support, while 78.98% express similar sentiments about the availability of ICT at home. In terms of stress, 56.18% either agree or remain undecided, contrasting with 42.9% who disagree with experiencing stress in their home environment. Notably, 84.67% of respondents strongly agree or agree that parental motivations play a crucial role in students' academic achievement. The study highlights mean values and an overall mean value for these factors, ranging from 1.7 to 3.14 all values are below 3 except for stress levels. This suggests a generally positive perception of these factors, except for stress at home. The study

reveals that home-related factors like family support, access to ICT, and parental motivation have a substantial impact on academic achievement. It also emphasizes the nuanced understanding of stress perceptions among respondents. These findings align with previous research conducted by Christenson et al. (1992), Herndol and Hirt (2004), Mwaura (2014), Dudaite (2016), Delelis (2019), and Khan (2019).

Facility Available on Campus Factors Affecting Students' Academic Achievement

Campus facilities include libraries, infrastructure, computers and photocopiers, student support services, drinking water, and sanitation.

Table 2

Facility Available on Campus Factors Affecting Students' Academic Achievement

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	No.	%	No.	%	No.	%	No.	%	No.	%	
Library	82	22.8%	273	76.0%	4	1.1%	0	0.0%	0	0.0%	1.78
Scholarship and student support program	51	14.2%	289	80.5%	19	5.3%	0	0.0%	0	0.0%	1.91
Extra -curricular activities	197	54.9%	159	44.3%	0	0.0%	3	0.8%	0	0.0%	1.47
Drinking water and sanitation	333	92.8%	26	7.2%	0	0.0%	0	0.0%	0	0.0%	1.07
Administrative service	105	29.2%	168	46.8%	86	24.0%	0	0.0%	0	0.0%	1.95
Computer, photocopy and printing	52	14.5%	284	79.1%	23	6.4%	0	0.0%	0	0.0%	1.92
Physical infrastructure	199	55.4%	159	44.3%	1	0.3%	0	0.0%	0	0.0%	1.45
Mean value of mean											1.793

Sources: *Field survey, 2079.*

In Table 2, the percentages of respondents indicating agreement (strongly agree or agree) on various campus facilities affecting academic performance are presented. Notably, 98.68% agree on the library, 94.7% on scholarship availability, 99.2% on extra-curricular activities, 100% on drinking water and sanitation, 76% on administrative service, 93.6% on photocopy and printing service, and 99.7% on physical infrastructure. The study highlights mean values and an overall mean value for these factors, ranging from 1.07 to 1.95 all falling below 3. The overall mean

values being less than 3 suggest that, on average, respondents perceived these factors as positively influencing their academic achievement. The study concludes that the mentioned factors significantly contribute to students' academic success, consistent with prior research by alshammari et al. (2017) and Arona and Singh (2017).

Teaching Learning Environment and Resources Factors Affecting Students' Academic Achievement

A learning environment encompasses the physical, social, and psychological elements that influence academic achievement. Key factors include a peaceful environment, methods of teaching, use of ICT in the classroom, a cooperative environment, student-friendly environment, textbook and library access, teacher and student relationship, appropriate seating arrangement in the classroom, and access to educational resources.

Table 3

Teaching Learning Environment and Resources Factors Affecting Students' Academic Achievement

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	No.	%	No.	%	No.	%	No.	%	No.	%	
Peaceful environment	47	13.1%	312	86.9%	0	0.0%	0	0.0%	0	0.0%	1.87
Method of teaching	260	72.4%	99	27.6%	0	0.0%	0	0.0%	0	0.0%	1.28
Used of ICT in class room	80	22.3%	132	36.8%	0	0.0%	0	0.0%	147	40.9%	3.01
Cooperative environment	151	42.1%	199	55.4%	9	2.5%	0	0.0%	0	0.0%	1.60
Students friendly environment	227	63.2%	108	30.1%	5	1.4%	19	5.3%	0	0.0%	1.49
Tax book and library	156	43.5%	132	36.8%	1	0.3%	0	0.0%	70	19.5%	2.15
Relation between teacher and students	247	68.8%	112	31.2%	0	0.0%	0	0.0%	0	0.0%	1.31
Proper seating arrangement	347	96.7%	12	3.3%	0	0.0%	0	0.0%	0	0.0%	1.03
Mean value of mean											1.668

Sources: Field survey, 2079.

In Table 3, the percentages of respondents agreeing (strongly agree or agree) on factors influencing academic performance in the teaching-learning environment

are outlined. Notably, 86.9% strongly agree on a peaceful environment, 72.4% on classroom teaching methods, 59.1% on the use of ICT in the classroom, and 97.5% on a cooperative institutional environment. Additionally, 93.3% either strongly agree or agree on a student-friendly environment, 82.32% on access to textbooks and the library, 100% on a positive teacher-student relationship, and 96.7% on proper seating arrangements in the classroom. The study highlights mean values and an overall mean value for these factors, ranging from 1.03 to 3.1 all values are below 3, except for the use of ICT in the classroom. The overall mean values being less than 3 suggest a strong consensus among respondents about the positive impact of these factors on academic success, except for the use of ICT in the classroom, which appears to be perceived less positively. These findings are in line with previous research by Walberg et al. (1986), Astin (1984), Fraser et al. (1987), Fullarton (2002), Chhetri (2022), Sebros and Goshu (2017), Singh et al. (2016), alshammari et al. (2017), Dhakal (2020), and Al Husaini and Shukor (2022).

Personal Habit Factors Affecting Students' Academic Achievement of Students

Personal habits play a crucial role in shaping students' academic achievement. These habits, whether positive or negative, can significantly affect an academic achievement of the student.

Table 4

Personal Habit Factors Affecting Students' Academic Achievement of Students

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
	No.	%	No.	%	No.	%	No.	%	No.	%	
Hard work, dedication and self –confident	78	21.7%	281	78.3%	0	0.0%	0	0.0%	0	0.0%	1.78
Interest of study	117	32.6%	236	65.7%	6	1.7%	0	0.0%	0	0.0%	1.69
Medium of study	246	68.5%	14	3.9%	99	27.6%	0	0.0%	0	0.0%	1.59
Regular attendant	18	5.0%	340	94.7%	1	0.3%	0	0.0%	0	0.0%	1.95
Capacity of capturing lecturer	281	78.3%	72	20.1%	0	0.0%	6	1.7%	0	0.0%	1.25
Used of library	91	25.3%	226	63.0%	29	8.1%	13	3.6%	0	0.0%	1.90

Previous academic result	37	10.3%	316	88.0%	6	1.7%	0	0.0%	0	0.0%	1.91
Cooperation to others	321	89.4%	38	10.6%	0	0.0%	0	0.0%	0	0.0%	1.11
Mean value of mean											1.647

Sources: *Field survey, 2079.*

Table 4 shows the percentages of respondents expressing agreement (strongly agree or agree) on personal habit factors influencing academic achievement. Specifically, 100% strongly agree or agree on hard work, dedication, self-confidence, and cooperation with others, 98.33% on interest in the study, the capacity to capture lectures, and previous academic results, 99.72% on regular attendance in the classroom, and 88.30% on the use of the library as a major factor affecting academic performance. The study highlights mean values and an overall mean value for these factors, ranging from 1.11 to 1.91; all below 3, for these factors suggest a strong consensus among respondents about their positive impact on academic achievement. These findings align with previous research by Jayanthi et al. (2014), Abdulghani et al. (2014), and Alshammari et al. (2017).

Institutional-related Factors Affecting Students' Academic Achievement of Students

Institutional-related factors play a crucial role in shaping students' academic achievement. These factors, whether positive or negative, can significantly affect the academic achievement of the students.

Table 5

Institutional-related Factors Affecting Students' Academic Achievement of Students

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
	No.	%	No.	%	No.	%	No.	%	No.	%	
Adequate class work (class work, assignment, and presentation)	212	59.1%	105	29.2%	42	11.7%	0	0.0%	0	0.0%	1.53
Good relationship between faculties and students	95	26.5%	239	66.6%	25	7.0%	0	0.0%	0	0.0%	1.81
Extra-curricular activities	250	69.6%	64	17.8%	5	1.4%	0	0.0%	40	11.1%	1.65
Refreshment program	103	28.7%	235	65.5%	21	5.8%	0	0.0%	0	0.0%	1.77

Pressure created by curriculum	260	72.4%	0	0.0%	99	27.6%	0	0.0%	0	0.0%	1.55
Fully equipped classroom	78	21.7%	85	23.7%	89	24.8%	32	8.9%	75	20.9%	2.84
Students faculty ratio	175	48.7%	59	16.4%	125	34.8%	0	0.0%	0	0.0%	1.86
Learning environment	138	38.4%	206	57.4%	15	4.2%	0	0.0%	0	0.0%	1.66
Administrative function	161	44.8%	179	49.9%	19	5.3%	0	0.0%	0	0.0%	1.60
Efficiency of teacher delivery of knowledge	215	59.9%	7	1.9%	137	38.2%	0	0.0%	0	0.0%	1.78
Mean value of mean											1.755

Sources: *Field survey, 2079*

Table 5 presents data indicating that 88.3% of respondents strongly agree or agree that classwork, assignments, and presentations are major factors influencing academic performance. Additionally, 88.30% strongly agree or agree on a good relationship between faculties and students, 88.3% on extra-curricular activities, 94.2% on refreshment programs, and 72.4% on the pressure created by the curriculum. Similarly, 45.4% strongly agree or agree on fully equipped classrooms, 65.1% on the student-faculty ratio, 95.8% on the learning environment, 94.7% on administrative services, and 61.8% on the efficiency of teacher delivery of knowledge as major factors for academic performance. The study highlights mean values and an overall mean value for these factors, ranging from 1.53 to 2.84, all below 3, indicating a strong consensus the overall mean values being less than 3 for these factors suggest a strong consensus among respondents about their positive impact on the academic achievement of students in the university. This aligns with previous research by Walberg et al. (1986), Astin (1984), Fraser et al. (1987), Fullarton (2002), Chhetri (2022), Seburo and Goshu (2017), Singh et al. (2016), alshammari et al. (2017), Dhakal (2020), and Al Husaini and Shukor (2022), as well as Azis and Muda (2019) and Ghimire (2023).

Teacher-related Factors Affecting Students' Academic Achievement of Students

Teachers are the pillars for their students. They play a vital role in their student's academic achievement by guiding them in the right direction. They are the facilitator of learning in the learning-teaching process.

Table 6*Teacher-related Factors Affecting Students' Academic Performance of Students*

	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Mean
	No.	%	No	%	No	%	No.	%	No	%	
Provides support for all students	1	0.3%	352	98.1%	0	0.0%	6	1.7%	0	0.0%	2.03
Positive attitude on a daily basis	320	89.1%	14	3.9%	25	7.0%	0	0.0%	0	0.0%	1.18
Presents the information in a way that is easy to understand	29	8.1%	327	91.1%	3	0.8%	0	0.0%	0	0.0%	1.93
Sensitive to all students	206	57.4%	90	25.1%	7	1.9%	56	15.6%	0	0.0%	1.76
Motivates me to give my best effort.	110	30.6%	223	62.1%	26	7.2%	0	0.0%	0	0.0%	1.77
I admire my teacher	134	37.3%	198	55.2%	27	7.5%	0	0.0%	0	0.0%	1.70
Guides students	109	30.4%	229	63.8%	21	5.8%	0	0.0%	0	0.0%	1.75
Encourages student feedback	58	16.2%	221	61.6%	80	22.3%	0	0.0%	0	0.0%	2.06
Uses examples of student background experiences, beliefs, and knowledge	19	5.3%	333	92.8%	7	1.9%	0	0.0%	0	0.0%	1.97
Provides high and clear expectations for academic performance	244	68.0%	115	32.0%	0	0.0%	0	0.0%	0	0.0%	1.32
Takes the time to assist individual students that need help	17	4.7%	305	85.0%	37	10.3%	0	0.0%	0	0.0%	2.06
Motivates students through inspiring teaching	31	8.6%	328	91.4%	0	0.0%	0	0.0%	0	0.0%	1.91
Teaching is attractive in line with theory.	329	91.6%	5	1.4%	25	7.0%	0	0.0%	0	0.0%	1.15
Focuses on stopping behavior in classroom	0	0.0%	354	98.6%	5	1.4%	0	0.0%	0	0.0%	2.01
Accepting to all student's cultures	0	0.0%	353	98.3%	0	0.0%	0	0.0%	6	1.7%	2.05
I enjoy coming to my teacher's classroom	149	41.5%	205	57.1%	5	1.4%	0	0.0%	0	0.0%	1.60
Uses various strategies to promote unity, order, satisfaction, and less conflict in the classroom	17	4.7%	316	88.0%	26	7.2%	0	0.0%	0	0.0%	2.03
Connects emotionally with the students	292	81.3%	11	3.1%	56	15.6%	0	0.0%	0	0.0%	1.34
Expects me to succeed	82	22.8%	271	75.5%	0	0.0%	0	0.0%	6	1.7%	1.82
Mean value of mean											1.826

Sources: Field survey, 2079

Table 6 presents the percentage of respondents endorsing various teacher-related factors impacting academic performance. Notably, 98.05% of respondents

express strong agreement or agreement on providing support for all students, making teaching attractive by relating theory to real-world applications, and maintaining a positive attitude daily. Similarly, 99.16% agree on presenting information in an understandable manner, 82.45% on sensitivity to all students, and 92.75% on motivation and admiration for their teacher. Furthermore, 94.2% agree on guiding students positively and employing strategies for unity, order, satisfaction, and less conflict in the classroom. Encouraging students' feedback is supported by 77.8%, and 98.1% agree on using examples from student background experiences, beliefs, and knowledge, while expecting students to succeed receives a 100% agreement. Additionally, 89.7% agree on taking time to assist individual students, and 98.6% agree on addressing unwanted behavior, accepting all students' cultures, and creating an enjoyable classroom environment. The study highlights mean values and an overall mean value for these factors, ranging from 1.15 to 2.06, all below 3, indicating a strong consensus. The findings emphasize the substantial influence of these factors on students' academic performance, underscoring the pivotal role teachers play in shaping educational experiences. This is consistent with prior research by Abdulghani et al. (2014), Akessa and Dhufera (2015), Sebro and Goshu (2017), Azis and Muda (2019), alshammari et al. (2017), Dhakal (2020), Ghimire (2023). The tables from 1 to 6 indicate that home-related factors, facilities available on campus, teaching-learning environment and resources, personal habits of students, and institutional-related factors significantly affect the academic achievement of students in the university

Conclusion

The academic achievement of students in the university is influenced by various factors. The findings of the study highlight the significant factors that affect student's academic performance and contribute to enhancing the quality of education at university. Home-related factors have a positive impact on students' academic performance. The study identified that the facilities provided by the campus are a significant factor influencing students' academic performance. The teaching-learning environment, methods, resources, students-friendly environment, and positive teacher-student relationships were key contributors to students' academic success. Personal attributes and behaviors contribute to students' overall educational achievement. Teacher-related factors were identified as significant factors impacting students' academic performance. In conclusion, this study reveals the multifaceted nature of factors affecting the academic performance of students in community campuses of the Tanahun district. The study provides valuable insights for educators, policymakers, and institutions to improve the academic achievement of students. However, knowledge limitations, specifically the study's confinement to the

University of Nepal, particularly community campuses in the Tanahun district, may limit the generalizability of the findings to other contexts.

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