External and Internal Factors Affecting Students' Academic Performance

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المعايير الخارجية والداخلية المؤثرة على أداء الطلبة الاكاديمي

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الملخص:

يهدف هذا البحث الى معرفة المعايير الخارجية والداخلية التي من شأنها التأثير على أداء الطلبة الاكاديمي. حيث قسمت هذه المعايير الى قسمين رئيسيين هما: اولا معايير خارجية شملت اربع معايير: اولا الفعاليات الاضافية للمنهج الدراسي الخارجية، وثانيا المشاكل العائلية والعمل الذي يقوم به الطالب أثناء دراسته، وثالثا الحالة المادية لدى الطالب، ورابعا المشاكل الاجتماعية والمشاكل الاخرى التي من شأنها التأثير على مستوى الطالب الاكاديمي. ثانيا معايير داخلية شملت كذلك اربع معايير: اولا ذكاء وكفاءة الطالب، ثانيا القاعة الدراسية فيما يتعلق بجدولها وحجمها وملائمتها البيئية، أنظمة المنهج الدراسي والامتحانات، التقنيات المساعدة في التعلم. تكونت الدراسة من عينة ضمت (٨٠) طالب وطالبة بواقع (٤٠) ذكور و(٤٠) أناث موزعة على (٢٠) طالب وطالبة لكل مرحلة دراسية لمراحل قسم اللغة الانجليزية الاربعة في كلية الآداب – جامعة الكوفة. وقد وزع استبيان لهذا الغرض متعدد الخيارات يهدف الى قياس المعايير آنفة الذكر والمقارنة لإجابات الذكور والاناث والاعمار للمراحل المختلفة. تم تحليل البيانات باستخدام برنامج (SPSS). أظهرت النتائج بان الطلبة بالدرجة الاساسية يعانون من المنهج الدراسي الكلاسيكي وأنظمة الامتحانات المتبعة بالإضافة الى المشاكل العائلية. وبين كذلك النتائج بأن هنالك ميول كبيرة للمتعلمين الى استخدام الوسائل المساعدة في عملية التعلم الحديثة وقد فاقت رغبة الذكور على رغبة الاناث فيها. وفي النهاية بين التحليل بان الاعمال ما بين ٢٠ و٢٣ من الطلبة أكثر رغبة في استخدام التقنيات الحديثة.

الكلمات المفتاحية: مشاكل الطلبة، الأداء الأكاديمي، وسائل التعلم، المشاكل العائلية، انظمة الامتحان، المنهج الدراسي.

Abstract

This study was conducted to examine factors influencing academic performance of students. The measured factors have been divided into: External Factors (Extracurricular Activities, Family Problems, Work and Financial, Social and other Problems) and Internal Factors (Students' Competence and Aptitude, Class: Schedule, Size, Environment, Text Books and exam systems, learning Facilities and Technology). Eighty students, (40 males and 40 females) from the English department, College of Arts, University of Kufa, have been subjected in a survey by using a questionnaire to measure their academic performance. The data of questionnaire have been analyzed by many statistical methods (SPSS, Microsoft Excel program, ANOVA, and Histograms). The results of the study reveal that students are suffering from outdated text books and routine exam systems align with family problems. The test also shows that the majority of students have a great zeal towards the systematic application of knowledge in classroom through technological facilities, males are more eager in this aspect. A deeper analysis displays that the age between 20-23 is more acceptable of this application than the others.

Keywords: Students' problems, academic performance, learning facilities, family problems, text books, exam systems.

1-1 Introduction

Measuring of academic performance of learners is challenging as students' performance is a result of socio-economic, psychological and environmental factors. Education is growing as a

profitable industry with prime goal to produce high quality education which delivers well-educated and skillful students, because institutions are valueless without quality students.

Grade point averages (GPA) represent student's academic accomplishments. A good average is useful for students who are seeking further education or decent jobs, while low average can crash their hopes and careers. This research is set to detect the most effective factors on student's academic performance. This research would contribute to find out the problems which are responsible for students' inelastic behavior towards study, along with identifying those factors which would fundamentally help learners to recognize and focus on their weaknesses and to overcome their flaws.

College years play an important role in developing one's own character. Character is defined as: the particular combination of qualities that makes them different from others (Cambridge English Dictionary). During college times, the five domains of beliefs: Trust, safety, power, esteem, and intimacy (Cognitive behavioral theory, A. Antonio and Stella M., 2012), are firmly merging with each other. Every single student experiences a set of positive and negative feelings during college years. Most of the time, students will seek a source of support which families have the biggest part concerning this support (Brown and Robinson Kurpius, 1997: 8).

This work is divided into four sections. The first section introduces a general introduction about the factors that may have an influence on students' academic performance and the purpose of the study. Section two presents the literature review where the factors are given. Section three demonstrates the methodology of the research, research design, participants and data analysis while section four provides the conclusion.

1-2 Statement of the Problem

Academic performance, which is measured by examination results, is one of primary aims of a university. Hoyle (1986) exhorted that universities are established with the priority of imparting knowledge and skills to those who go through them. Universities whose vision is to be a center of excellence in the heart of education system are competing with one another for the sake of having a better ranking; therefore, they have noted that while some students perform high; others do not. As a result, they are concerned about those who do not do well, because if this poor performance goes unnoticed, universities may risk losing their reputation being amongst the finest institutions in the world. Hence, in this work, the researcher tries to stand on the factors that may affect students' academic performance in the department of English, College of Arts, University of Kufa. Consequently, results can be generalized to all departments of English in the University as they have almost the same educational and environmental background.

1-3 Purpose of the Study

The purpose of this study is to determine which factors are having the greatest influence on students' academic performance, and to provide a better understanding of what is going on in a student's mind.

1-4 Specific Objectives

i) To point out the mutual effect between external classroom factors and academic performance of undergraduate students.

ii) To point out the mutual effect between internal classroom factors and academic performance of undergraduate students.

1-5 Research Questions

i) What are the external factors that heavily affect students' academic performance of EFL learners

ii) What are the internal factors that may more affect students' academic performance of EFL learners

1-6 Significance of the Study

This study can be of considerable value from a theoretical and practical point of view. Theoretically, it is hoped that researchers in the field of linguistics will derive the benefit of its theoretical issues. Publishers and text analysts could take the results of this study into consideration. Practically, it will help English teachers as well as learners to understand the common features of the

factors affecting students' academic performance and assist them in overcoming some of the difficulties encountered in this area.

1.7 Operational Glossary

Competence Competence in Chomsky's sense is defined as the system of rules that governs an individual's tacit understanding of what is acceptable and what is not in the language they speak.

External Outside influences that can impact students' academic performance.

Internal Influences within the class that can impact students' academic performance.

Extracurricular An activity that is not part of the usual college subject.

2-1 Literature Review

Educational services are not tangible and are difficult to measure because they result in the form of transformation of knowledge, life skills, and behavioral modification of learners (Tsnidou, Gerogiannis, and Fitsilis, 2010). So, there is no generally agreed upon definition of quality that is applied to education scope. The definition varies from culture to culture (Michael, 1998). The environment and the personal characteristics of learners play an important role in their academic success. The school personnel, members of families and communities can also provide an appreciated help and support to students for the quality of their academic performance. This social assistance has a crucial factor in the achievement of academic aims (Goddard, 2003: 62). Besides the social structure, parents' involvements in their family members' education increase the rate of their success (Furstenberg and Hughes, 1995: 583).

Above the demographic factors, the influences of SES (socio-economic status) are still diffused at the individual level (Caparo and Wiggins, 2000). The SES can be deliberated in many ways; calculated by the parental education, occupation, income, and facilities used by individuals separately or collectively. Parental education and family SES level have a positive relation with the students' quality of achievement (Caldac & Bankston 1997; Jeybes, 2002; Parelius and Parelius 1998; Mitchell and Collom, 2001; Ma & Klinger, 2000). The students with high level of SES perform better than those with lower SES (Kirkup, 2008).

The accomplishment of students is negatively correlated with the low SES of their parents because it prevents the individual from gaining access to sources and resources of learning (Duke, 2000; Lopez, 1995). It is also observed that the economically disadvantaged parents are less able to afford the cost of education of their sons and daughters at higher levels and consequently they do not work at their fullest potential (Rouse & Barrow, 2006). Fntuzzo and Tighe (2000) concluded that students whose parents are educated score higher on standardized test than those whose parents are less educated. The reason beyond it that educated parents can better communicate with their sons and daughters regarding the university work, activities, and the information that have been taught. So, educated parents can better assist them with their course of study.

Theory of Educational Productivity by Walberg (1981) determined three groups of nine factors based on affective, cognitive, and behavioral skills for optimization of learning that affect the quality of academic outcome: Aptitude (ability, development and motivation); Instruction (quantity and quality); environment (home, class, peers, and lecturers) (Roberts, 2007).

There are two types of factors: first, the external factors that include (Irfan 2012):

A- Extracurricular Academic Activities.
B- Family Problems.
C- Work and Financial Situation.
D- Social and other Problems.

Second, the internal factors that include:

A- Students' Competence and Aptitude.
B- Class: Schedule, size, environment.
C- Text Books and Exam Systems.
D-Learning Facilities and Technology

2-2 External Factors

2-2-1 Extracurricular Academic Factors:

Ahealthy balance of academic and extracurricular activities is a key to a successful college experience. An imbalance causes poor performance in one area, but it can lead to stress and anxiety in both. University students engage in a variety of co-activities; these can be sports, debate, drama, university publications, student council, and many others. Mostly, these activities are voluntary and students are not expected to get paid or get grades (Holloway, 1999: 57). Many extracurricular activities have proven to be useful in developing academic efficacy, despite that they are not directly related to academic subjects. Students taking part in co-activities did better academically than those who did not (Marsh and Kleitman, 2002: 72)

Extracurricular activities help students to demonstrate their drive, focus, and passion in addition, they show the ability of students to effectively communicate their ideas and voice their opinions. These qualities matter to college because college students should and are expected to be independent in designing and keeping up with their course of study than high schoolers. Generally, colleges do not really want homogeneous population. They request students to be interested in multi different things, so that academic and extracurricular life on campus can be thrived as in supported by Robert Freeman (2017).

2-2-2 Work and Financial Situation

Zest is not an ample supply since work and finances are having a great impact on students' academic experience as stated in UCE's Center for Research into Quality (CRQ). As from a country that suffers from the recession, in addition to tuition and life expenses continue to rise, a lot of students are under heavy pressure to make ends-meet. For some students it is at the cost of their academic pursuit. National Survey of Students Engagement (NSSE) in 2012 asked how finances were effective on students' academic activity. The results are as follows: sixty per cent of full-time seniors who are having more than 80 hours work per month said it interfered with their academic performance. A group of 32% of fresh students and 36 percent of seniors also indicated that financial concerns interrupted their academic achievement. Besides, 27% of first-year students and 34% of seniors said that they "often" or "very often" chose not to purchase required academic materials. This proves that work and financial concerns endanger students' performance at universities.

2-2-3 Family Problems

Hagridden diverse problems that families experience such as unfaithfulness, violence, and separation are having a strong negative impact on students' academic performance (Waihaka, 2006, P.4). These experienced problems in families are having negative impact on members of the family. Students who have tested family problems deal with wide range of issues during their college years, such as the inability to manage conflict between roommates; challenging relationship with friends, and troubles inside the class. These are results from the fact that they learn from their parents how to react towards a problem, disagreement, or anger. They will try to imply the same tactics used by their parents and this would lead to even worse troubles that would firmly affect their psychology and drive them away from being attentive in classes and distract their focus from only on study to endlessly repeated problems. Billingham and Notebart (1993) declare that family members often react compulsively in an attempt to avoid repeating the same actions by their parents. This rarely leads to a progress in dealing with the conflict-filled situation (Fagan and Rector, 2000).

2-2-4 Social and Emotional Problems

Personal factors, like instincts and emotions and social factors such as cooperation rivalry, are directly related to a complex psychology of motivation. It is a recognized fact that the various responses of the individuals to various kinds of stimuli are determined by a wide variety of tendencies. Some of these innate tendencies are constructive while others are harmful. For some reason, a student may have developed a dislike for some subjects because they may fail to observe its value or may lack

foundation. This dislike results in a bad emotional state. Social discontent springs from the knowledge or delusion that one is below others in welfare (Oman, J. 2009: 2013).

2-3 Internal Classroom Factors

2-3-1 Students' Competence and Aptitude

Competence is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of individual students (Robert, 1995: 380). A research by Harb and El- Sharawi (2006) finds that the most important factor with positive influence on students' performance is students' competence in English language. If the student has a strong grip on English, it will heighten their communication skills and enhance their academic output. This will lead to encourage them to take turns in presentations.

Another factor that may have an impact on students' performance is aptitude. Carrol (1965-1991: 40) reports that aptitude contains four sub-components, namely, phonetic coding ability, grammatical sensitivity, inductive language analytic ability, and associative memory. Their descriptions can be expanded and their perspectives can be processed to SLA by using the four factors as described below.

A- Phonetic Coding Ability

It is the capacity for sound discrimination. It varies between students but this variation does not correlate with learning success.

B- Associative Memory

Associative memory is the ability to make links or connections between stimuli and responses for instance, native language words and foreign language equivalents. Nowadays associative memory is not so important, and the capacity to memorize more auditory complex material and the capacity to impose organization and structure on the material are more useful predictors of success (Girgoris and Truszczynski, 1998: 70).

C- Grammatical Sensitivity

It is the ability to understand the contribution that words can make in sentences. It emphasizes recognition of function, rather than explicit representation.

D- Inductive Language Analytic Ability

It is the capability to examine corpus of language material and from this, patterns of correspondence and relationships can be noticed and identified whether involving an implicit or explicit rule representation.

2-3-2 Class: Size, Schedule, Environment

Students can face difficulty in learning due to the factors related with internal classroom. Some of these factors are physical aspects. These can have negative or positive impact on students' ability to learn.

The physical aspects of a classroom are made up of temperature, size, timetable, and acoustics of a classroom. If these factors are unsatisfactory, then they could hinder students from proper learning. For instance, if a classroom is too warm or too cold students will face difficulty to concentrate. As for size, merging two classes into one, may have a very strong negative impact, in addition to the background noises of the classroom and its surrounding environment that may also have a bad influence on students' mood as supported in (Hughes and Jones, 2001, P.55). When there is a negative impact on students' mood, then the learning facilities are no more favorable to study in.

2.3.3 Text Books and Exam Systems

Exam systems could have their share of negative impact on quality performance of students as they often result in a huge amount of stress (Wang and Yeh, 2005: 111). Many students today feel much pressure. Megan Weyrauch (2012: 89) indicates that stress is a normal physical response to events that make you feel threatened. Edward (2006: 51) suggests that standard exam systems are not adequate to determine intelligence, many highly intelligent people are poor thinkers, and many people of average intelligence are skilled thinkers. The power of a car is separated from the way it is driven. The roughening of the surface is never ideal for academic advancement, because it creates as a distance

between two points rather than a straight line, an arabesque, i.e., it makes us pause over what we are reading. It obstacles the way of arriving at knowledge if one arrives at all.

2.3.4 Learning Facilities and Technology

Regarding the fact that the world is in a digital age, technology has taken a central stage in virtually every human endeavor. Technology has revolutionized the ways human think and act. Hence, every country has tried to embrace in educational organization for proper positioning. Since education holds the key to national development, learning facilities must be placed in a greater pedestal (Ntukidem and Jaja, 2011).

Technological facilities are tools, equipments, and gadgets used for systematic application of knowledge to heighten classroom learning and teaching, they include: Computers, Interactive Videos, Power Point Projectors, Software Package, Network Hardware, Cellular Phone, Satellite System, Internet and other communication devices used in transmitting, receiving, and retrieving information (Oloube, 2015).

The importance of teacher education cannot be over emphasized. This is because lecturers play a critical role in any education system; no education can rise above the quality of its professors. Apart from this, university leaders are expected to ensure that the instruments are properly used and are kept in the right condition for use at all times. This calls for institutional leaders to supervise the activities of lecturers with regards to the deployment of technology in classroom instruction. Such leaders must be versatile in the utilization of technology in classrooms (Cakir, 2012).

3-1 Methodology

The given data and statistical analysis are collected in January, 2018 from eighty students after providing them with clear knowledge about the nature of factors affecting students' performance, henceforth (FASP). For the purpose of this study, tables, charts, and SPSS were used to analyze the data that have been collected from students.

3-1-1 Research Design

A survey (FASP) has been applied on sample of 80 students. See questionnaire in (Appendix I). The nature of questionnaire shows which of the external and internal factors have a negative impact on students' performance and which have a positive contribution to theirs.

The answers of the questionnaire are typical answers (a. Strongly Agree, b. Agree, c. Disagree, and d. Strongly Disagree). Each answer represents a level of agreement with the statement; (A) stands for the highest level of agreement while (B) represents a specific level of agreement, and so on for C and D in terms of disagreement. For this sake, ANOVA, Histograms, and Microsoft Excel program have been used to analyze the collected data.

3-1-2 Participants

The study participants are undergraduate students in the English Department, College of Arts, University of Kufa (evening study). A number of 80 students ranging from (19) to (30) or more have been randomly subjected to the survey of research. Twenty students (10 males and 10 females) are freshmen and the same number, and is also followed with the year subject.

3-2 Results and Data Analysis

The data collected from the questionnaire are converted to numbers and percentage as in (Table: 1). The data are divided according to students' age and gender, and then converted to percentage for each. Statistical analysis has been applied on data to investigate the frequency and differences in answers.

Scores acquired from students' questionnaire in general.

A-External Factors	Strongly Agree	Agree	Disagree	Strongly disagree
1- Extracurricular Activities	34 (42.5%)	40 (50%)	5 (6.3%)	1 (1.3%)
2- Family Problems	34 (42.5%)	31 (38.8%)	11 (13.8%)	4 (5%)
3- Work & Financial	24 (30%)	30 (37.5%)	21 (26.3%)	5 (6.3%)

4 Social and Others	16 (20%)	34 (42.5%)	21 (26.3%)	9 (11.3%)
B-Internal Factors	Strongly Agree	Agree	Disagree	Strongly Disagree
1- Competence and Aptitude	38 (47.5%)	36 (45%)	6 (7.5%)	
2- Class: Schedule, Size, Environment	23 (28.8%)	38 (47.5%)	12 (15%)	7 (8.8%)
3- Text Books and Exams System	35 (43.8%)	32 (40%)	8 (10%)	5 (6.3%)
4- Learning Facilities and Technology	45 (56.3%)	20 (25%)	9 (11.3%)	6 (7.5%)

1-External Factors:

A-Extracurricular Activities.

Table 1: Scores acquired from students' questionnaire (F: female, and M: male)

QNO 1	Strongly Agree	Agree	Disagree	Strongly Disagree
First Year F	2 (20%)	7 (70%)	0	1 (10%)
First Year M	4 (40%)	6 (60%)	0	0
Second Year F	3 (30%)	7 (70%)	0	0
Second Year M	6 (60%)	1 (10%)	3 (30%)	0
Third Year F	8 (80%)	2 (20%)	0	0
Third Year M	5 (50%)	5 (50%)	0	0
Fourth Year F	4 (40%)	5 (50%)	1 (10%)	0
Fourth Year M	2 (20%)	7 (70%)	1 (10%)	0
Total F (N-40)	17 (42.5%)	21 (52.5%)	1 (2.5%)	1 (2.5%)
Total M (N-40)	17 (42.5%)	19 (47.%)	4 (4%)	0
Total (N-80)	34 (42.5%)	40 (50%)	5 (6.3%)	1 (1.3%)

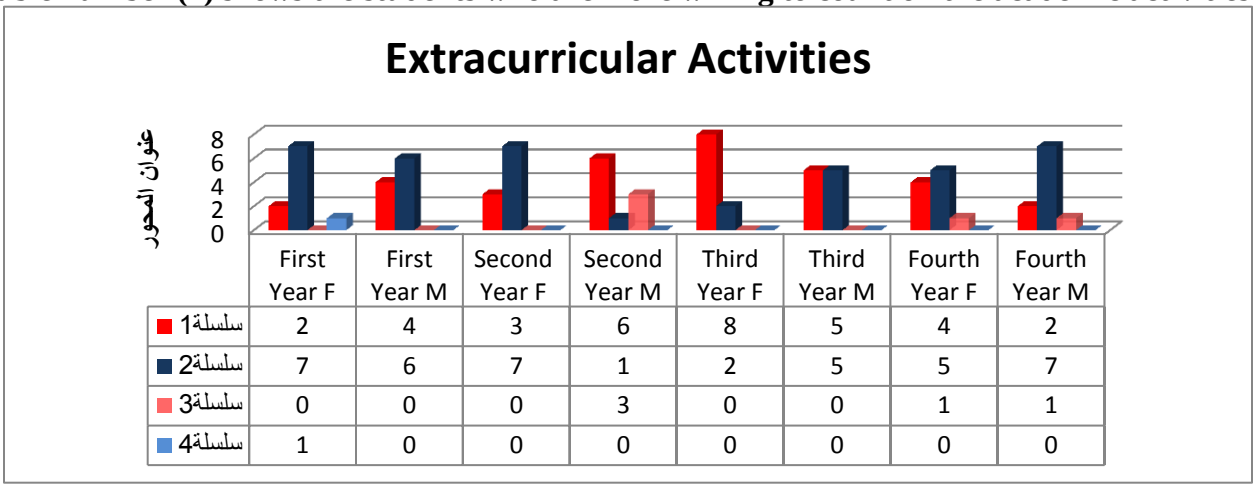
Refers to students who strongly agreed with the statement.

Refers to students who agreed with the statement.

Refers to students who disagreed with the statement.

Refers to students who strongly disagreed with the statement.

Table number (1) shows the students who are more willing to count on the academic activities to



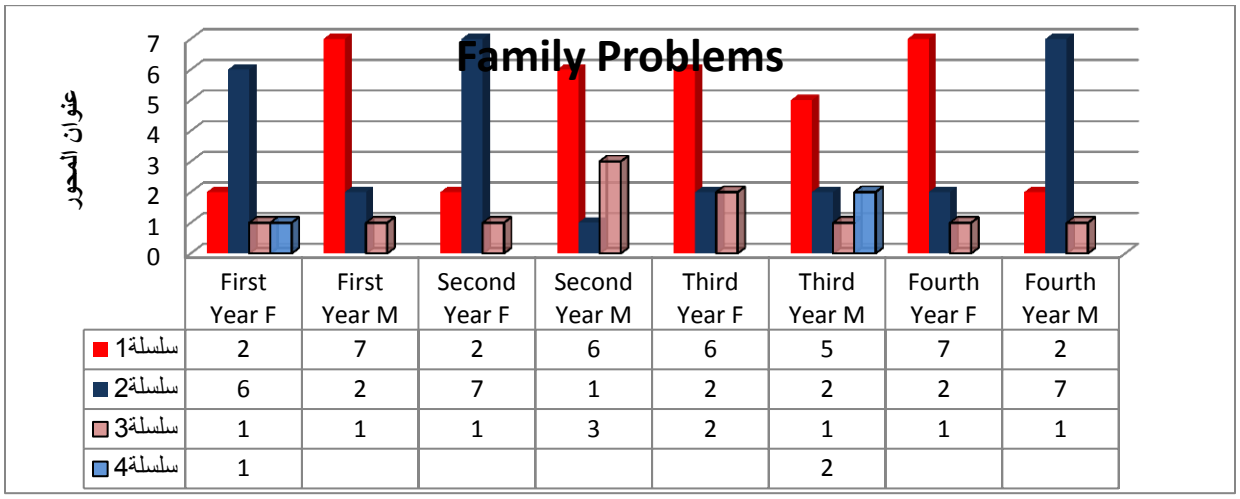
heighten their scores. It can be seen that both genders (42.5%) have equally scored for strongly agree with a slight margin of advantage when it comes to females as (52.5%) of them choose agree for (47.5%) of males. One male student has made up his mind to strongly disagree with the statement

about the positive impact of the activities. All of first year female students, second year female students and fourth year male students have equally agreed with the statement (70%). Third year female students scored the highest scores when (80%) of them strongly agreed with the statement.

B-Family Problems:

Table 2: Scores acquired from students' questionnaire (F: female, and M: male)

QNO 2	Strongly Agree	Agree	Disagree	Strongly Disagree
First Year F	2 (20%)	6 (60%)	1 (10%)	1 (10%)
First Year M	7 (70%)	2 (20%)	1 (10%)	0
Second Year F	2 (20%)	7 (70%)	1 (10%)	0
Second Year M	6 (60%)	1 (10%)	3 (30%)	0
Third Year F	6 (60%)	2 (20%)	2 (20%)	0
Third Year M	5 (50%)	2 (20)	1 (10%)	2 (20%)
Fourth Year F	7 (70%)	2 (20%)	1 (10%)	0
Fourth Year M	2 (20%)	7 (70%)	1(10%)	0
Total F (40)	17 (42.5%)	17 (42.5%)	4 (10%)	2 (5%)
Total M (40)	17 (42.5%)	14 (35%)	7 (17.5%)	2 (5%)
Total (80)	34 (42.5)	31 (38.8%)	11 (13.8%)	4 (5%)



Refers to students who strongly agreed with the statement.

Refers to students who agreed with the statement.

Refers to students who disagreed with the statement.

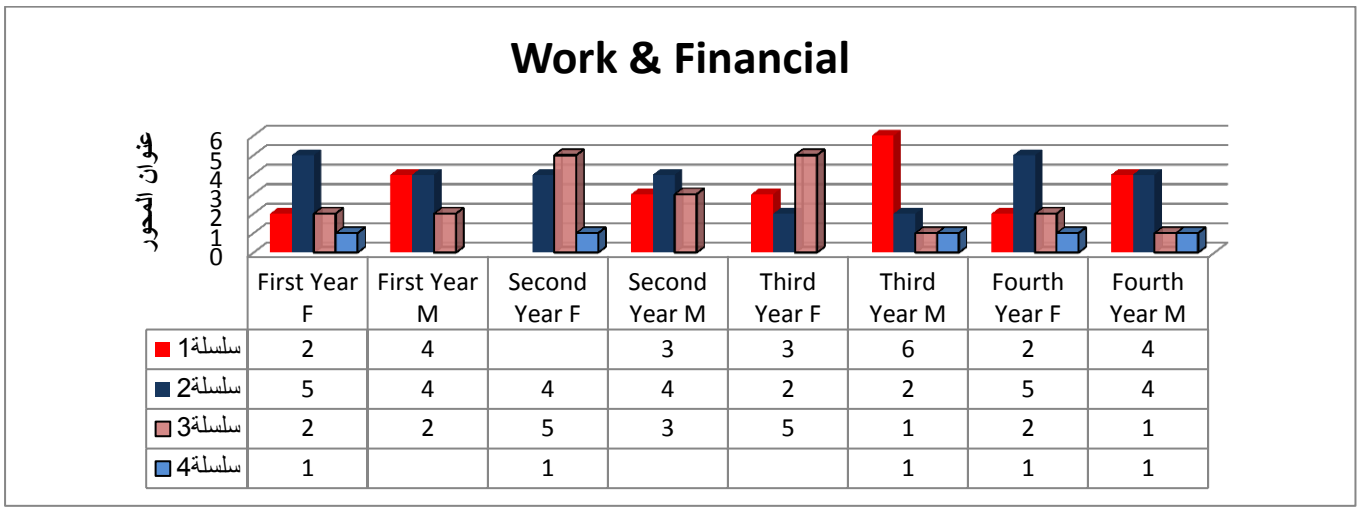
Refers to students who strongly disagreed with the statement.

Table number (2) shows that both genders are having similar level of suffering, (42.5%) of both genders selected strongly agree, on the other hand more females (42.5%) agreed on the negative impact than males (35%) concerning the family problems. Both of second year female students and fourth year male students have scored the same agreement (70%), on the other side all stages have equal agreement concerning their agreement or strongly agreement with the statement.

C-Work and Financial Situation:

Table 3: Scores acquired from students' questionnaire (F: female, and M: male)

QNO 3	Strongly Agree	Agree	Disagree	Strongly Disagree
First Year F	2 (20%)	5 (50%)	2 (2%)	1 (10%)
First Year M	4 (40%)	4 (40%)	2 (20%)	0
Second Year F	0	4 (40%)	5 (50%)	1 (10%)
Second Year M	3 (30%)	4 (40%)	3 (30%)	0
Third Year F	3 (30%)	2 (20%)	5 (50%)	0
Third Year M	6 (60%)	2 (20%)	1 (10%)	1 (10%)
Fourth Year F	2 (20%)	5 (50%)	2 (20%)	1 (10%)
Fourth Year M	4 (40%)	4 (40%)	1 (10%)	1 (10%)
Total F (40)	7 (17.5%)	16 (40%)	14 (35%)	3 (7.5%)
Total M (40)	17 (42.5%)	14 (35%)	7 (17.5%)	2 (5%)
Total (80)	24 (30%)	30 (37.5%)	21 (26.3%)	5 (6.3%)



Refers to students who strongly agreed with the statement.

Refers to students who agreed with the statement.

Refers to students who disagreed with the statement.

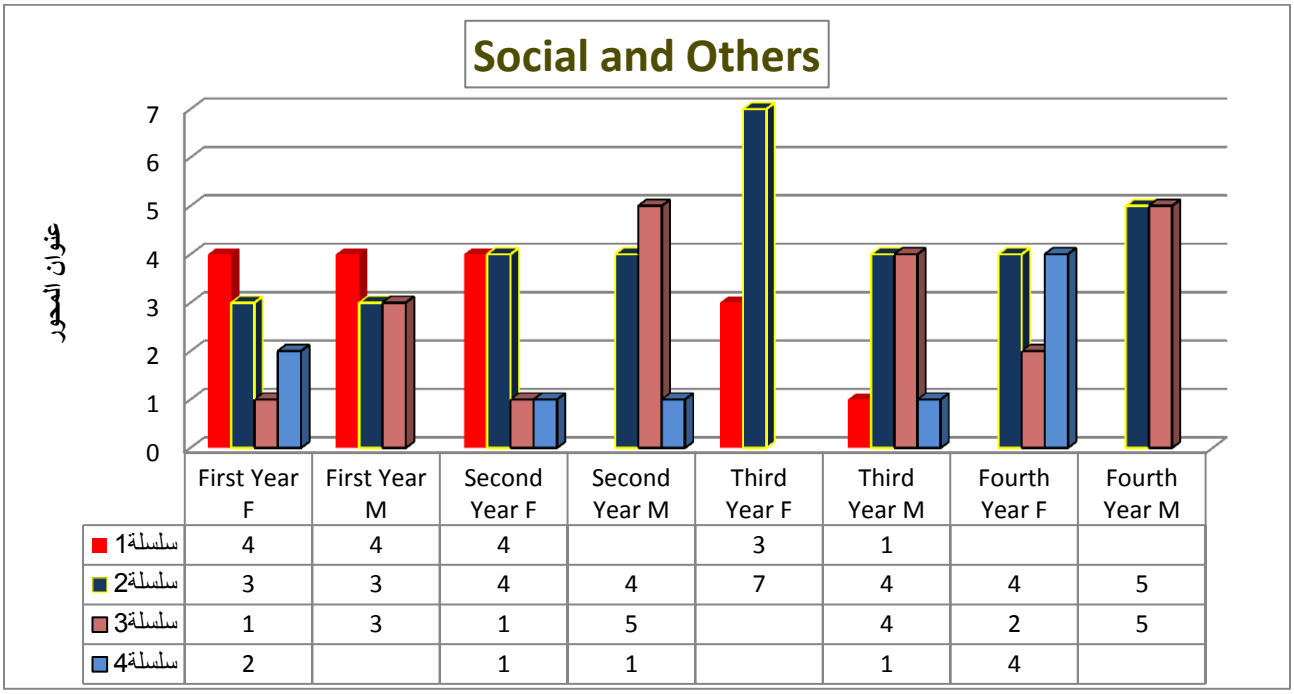
Refers to students who strongly disagreed with the statement.

Table number (3) indicates that work and financial have a significant effect on student's overall academic achievement, especially on males. (42.5%) of males have proclaimed that this factor has a huge negative impact on their learning, compared to only 17.5% of females. It also displays that females (double in numbers) have slightly rejected the statement about the noxious impact of this aspect. This table illustrates a big difference in the answers of third stage students, while (60%) of males have strongly agreed with the negative impact of the work and financial factor, (50%) of females have disagreed with the statement. First year male students, second year male students, and fourth year students recorded (40%) of agreement.

D-Social and other Problems:

Table 4: Scores acquired from students' questionnaire (F: female, and M: male)

QNO 4	Strongly Agree	Agree	Disagree	Strongly Disagree
First Year F	4 (40%)	3 (30%)	1 (10%)	2 (20%)
First Year M	4 (40%)	3 (30%)	3 (30%)	0
Second Year F	4 (40%)	4 (40%)	1 (10%)	1 (10%)
Second Year M	0	4 (40%)	5 (50%)	1 (10%)
Third Year F	3 (30%)	7 (70%)	0	0
Third Year M	1 (10%)	4 (40%)	4 (40%)	1 (10%)
Fourth Year F	0	4 (40%)	2 (20%)	4 (40%)
Fourth Year M	0	5 (50%)	5 (50%)	0
Total F (40)	11 (27.5%)	18 (45%)	4 (10%)	7 (17.5%)
Total M (40)	5 (12.5%)	16 (40%)	17 (42.5%)	2 (5%)
Total (80)	16 (20%)	34 (42.5%)	21 (26.3%)	9 (11.3)



Refers to students who strongly agreed with the statement.
Refers to students who agreed with the statement.
Refers to students who disagreed with the statement.
Refers to students who strongly disagreed with the statement.

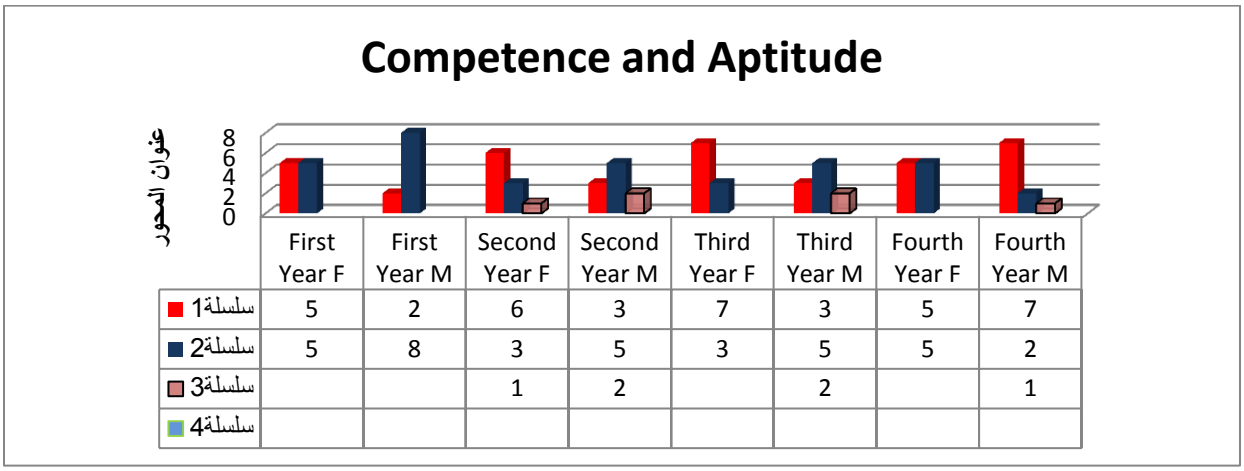
The above table (4) proves that social and other problems factor have affected mostly females from all the four stages, (27.5%) of them have been highly influenced, and slightly suffered (45%) in comparison with males whom the indicator reflects a rapid decrease with only (12.5%) of them have been heavily affected, and gradual decrease (40%) when it comes to the slight impact made by this redounding. Third year female students seem to be affected by the social factor (70%), compared to their peers. The other three stages have nearly the same answers with only fourth year male students have slight increase in agreement and disagreement with social and other problems factor (50%).

2-Internal Factors:

A-Students' Competence and Aptitude:

Table 5: Scores acquired from students' questionnaire (F: female, and M: male)

QNO.1	Strongly Agree	Agree	Disagree	Strongly Disagree
First Year F	5 (50%)	5 (50%	0	0
First Year M	2 (20%)	8 (80%)	0	0
Second Year F	6 (60%)	3 (30%)	1 (10%	0
Second Year M	3 (30%)	5 (50%)	2 (20%)	0
Third Year F	7 (70%)	3 (30%)	0	0
Third Year M	3 (30%)	5 (50%)	2 (20%)	0
Fourth Year F	5 (50%)	5 (50%)	0	0
Fourth Year M	7 (70%)	2 (20%)	1 (10%)	0
Total F (40)	23 (57.5%)	16 (40%)	1 (2.5%)	0
Total M (40)	15 (37.5%)	20 (50%)	5 (12.5%)	0
Total (80)	38 (47.5%)	36 (45%)	6 (7.5%)	0



Refers to students who strongly agreed with the statement.

Refers to students who agreed with the statement.

Refers to students who disagreed with the statement.

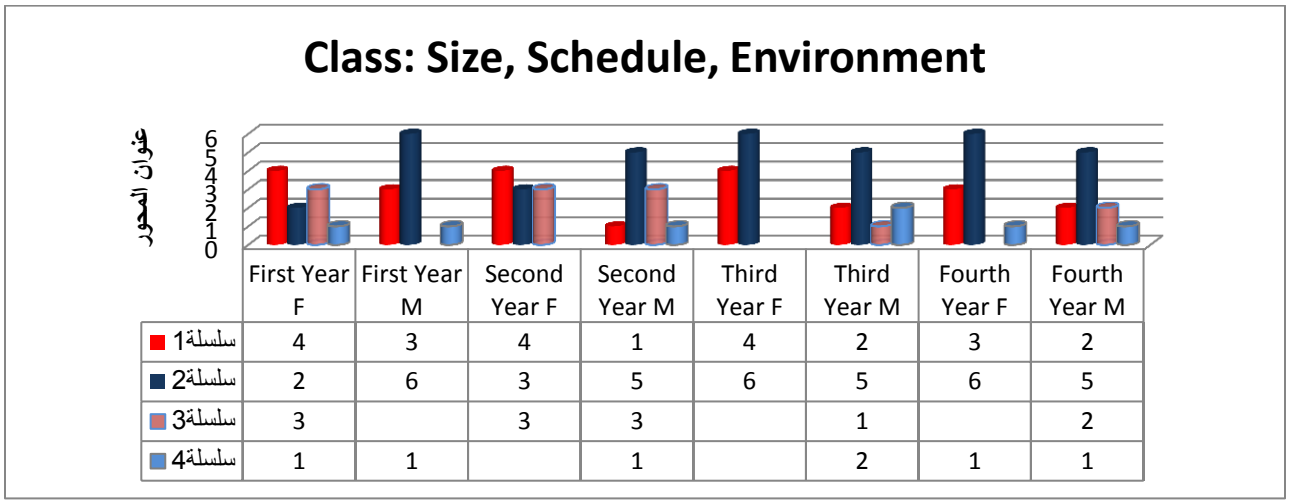
Refers to students who strongly disagreed with the statement.

In table number (5), it can be seen that there is a high tendency from students towards agreeing that competence and aptitude are the magnificent backers of one's academic progress with more females (57.5%) strongly counting on competence as the sole factor for their procession, bear comparison with only (37.5%) of males. There is an inclination for males not to regard competence as the only factor they might need for their advancement when (12.5%) of them have made up their mind to disagree.

B-Class: Schedule, Size, Environment:

Table 6: Scores acquired from students' questionnaire (F: female, and M: male)

QNO. 2	Strongly Agree	Agree	Disagree	Strongly Disagree
First Year F	4 (40%)	2 (20%)	3 (30%)	1 (10%)
First Year M	3 (30%)	6 (60%)	0	1 (10%)
Second Year F	4 (40%)	3 (30%)	3 (30%)	0
Second Year M	1 (10%)	5 (50%)	3 (30%)	1 (10%)
Third Year F	4 (40%)	6 (60%)	0	0
Third Year M	2 (20%)	5 (50%)	1 (10%)	2 (20%)
Fourth Year F	3 (30%)	6 (60%)	0	1 (10%)
Fourth Year M	2 (20%)	5 (50%)	2 (20%)	1 (10%)
Total F (40)	15 (37.5%)	17 (42.5%)	6 (15%)	2 (5%)
Total M (40)	8 (20%)	21 (52.5%)	6 (15%)	5 (12.5%)
Total (80)	23 (28.8%)	38 (47.5%)	12 (15%)	7 (8.8%)



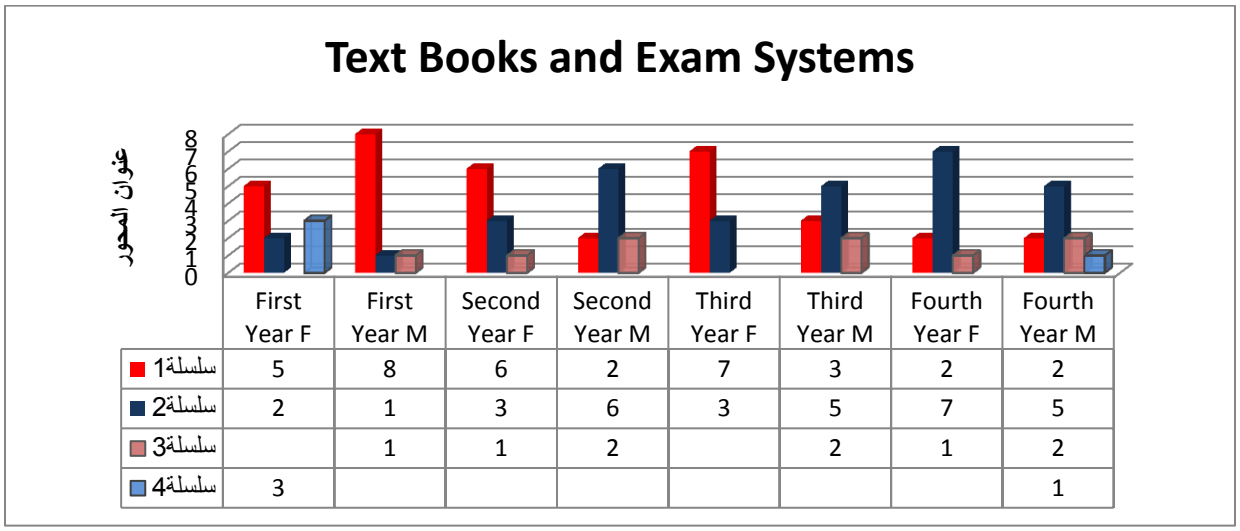
Refers to students who strongly agreed with the statement.
Refers to students who agreed with the statement.
Refers to students who disagreed with the statement.
Refers to students who strongly disagreed with the statement.

The above table (6) demonstrates that females (37.5%) have greater concern and pay more attention to their surrounding than men (20%) do. This is related to their psychology as they value environmental concern as more important than men do and see environmentalism as important to escalate their skills, because it gives them more relief, as supported by Gary Polakovic (2012). First year female students, second year female students, and third year female students have strongly agreed (40%) with the statement about the impact of class: size, schedule, and environment factor. Third year male students and fourth year male students displayed same percentage of agreement (50%) in comparison with (60%) of female students of the same stages.

C-Text Books & Exam Systems:

Table 7: shows Text Books & Exam Systems answers

QNO. 3	Strongly Agree	Agree	Disagree	Strongly Disagree
First Year F	5 (50%)	2 (20%)	0	3 (30%)
First Year M	8 (80%)	1 (10%)	1 (10%)	0
Second Year F	6 (60%)	3 (30%)	1 (10%)	0
Second Year M	2 (20%)	6 (60%)	2 (20%)	0
Third Year F	7 (70%)	3 (30%)	0	0
Third Year M	3 (30%)	5 (50%)	2 (20%)	0
Fourth Year F	2 (20%)	7 (70%)	1 (10%)	0
Fourth Year M	2 (20%)	5 (50%)	2 (20%)	1 (10%)
Total F (40)	20 (50%)	15 (37.5%)	1 (2.5%)	4 (10%)
Total M (40)	15 (37.5%)	17 (42.5%)	7 (17.5%)	1 (2.5%)
Total (80)	35 (43.8%)	32 (40%)	8 (10%)	5 (6.3%)



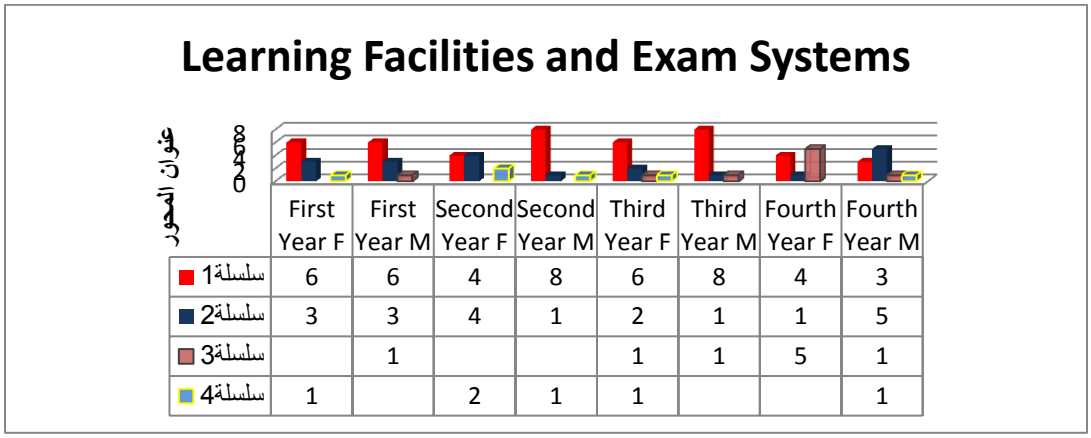
- Refers to students who strongly agreed with the statement.
- Refers to students who agreed with the statement.
- Refers to students who disagreed with the statement.
- Refers to students who strongly disagreed with the statement.

The table (7) displays that there is a balance in the answers of both genders when it comes to agree on the statement with a regard to its two variables. 50% of females set their mind to strongly agree while 37.5% of them chose agree compared to 37.5% and 42.5% of males respectively. It is worth mentioning that answers of freshman students are in a rapid changing, 80% of males strongly agreed in contrast with only 50% of females. Also 30% of females chose to strongly disagree with this factor while nothing to mention concerning males about this choice. This can confirm that females are more committed to rules by their nature as supported by (Peter, Kallberg, Cynthia, 1993, P.369).

D-Learning Facilities and Technology:

Table 8: Scores acquired from students' questionnaire (F: female, and M: male)

QNO. 4	Strongly Agree	Agree	Disagree	Strongly Disagree
First Year F	6 (60%)	3 (30%)	0	1 (10%)
First Year M	6 (60%)	3 (30%)	1 (10%)	0
Second Year F	4 (40%)	4 (40%)	0	2 (20%)
Second Year M	8 (80%)	1 (10%)	0	1 (10%)
Third Year F	6 (60%)	2 (20%)	1 (10%)	1 (10%)
Third Year M	8 (80%)	1 (10%)	1 (10%)	0
Fourth Year F	4 (40%)	1 (10%)	5 (50%)	0
Fourth Year M	3 (30%)	5 (50%)	1 (10%0	1 (10%)
Total F (40)	20 (50%)	10 (25%)	6 (15%)	4 (10%)
Total M (40)	25 (62.5%)	10 (25%)	3 (7.5%)	2 (5%)
Total (80)	45 (56.3%)	20 (25%)	9 (11.3%)	6 (7.5%)



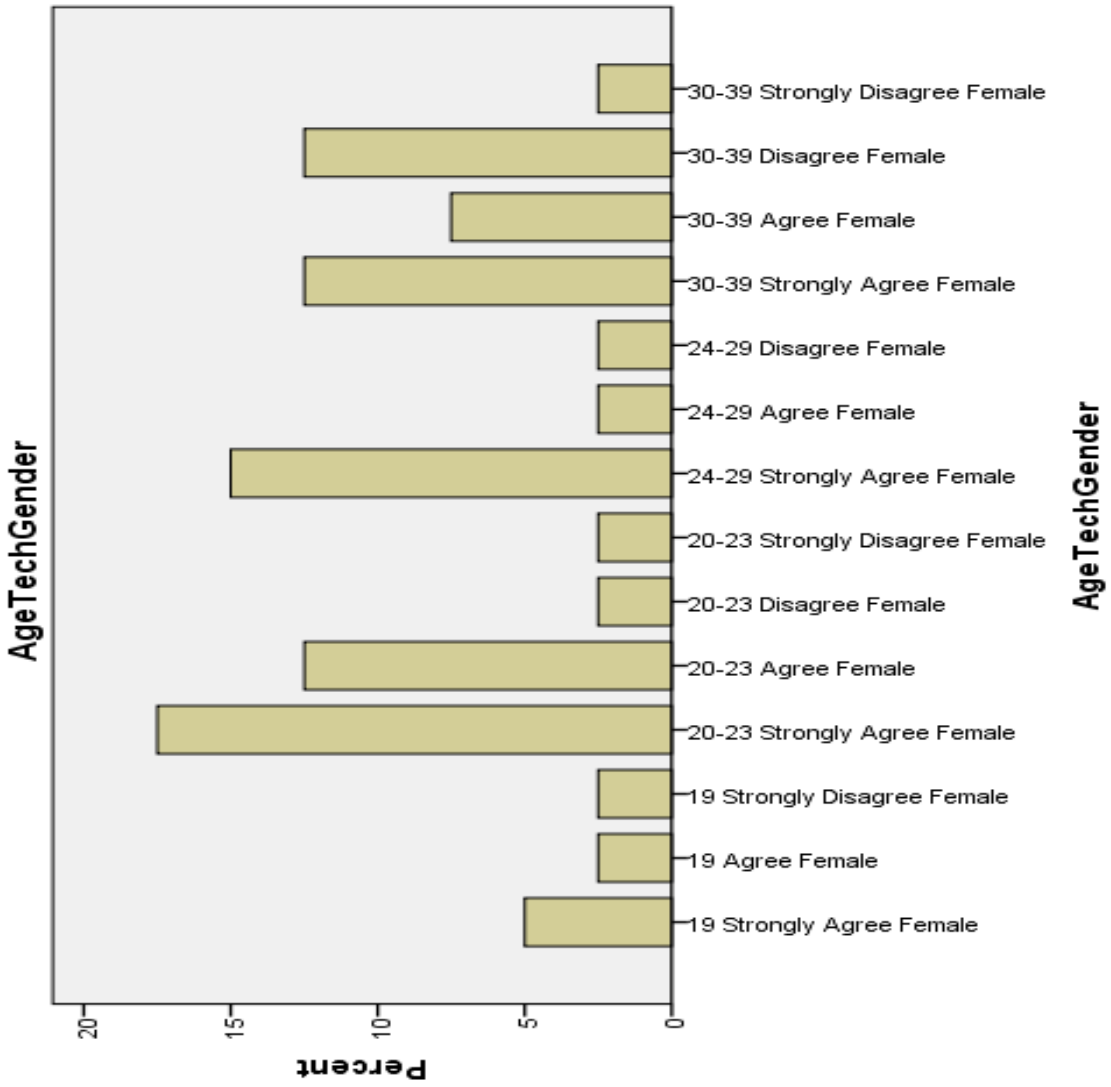
Refers to students who strongly agreed with the statement.
Refers to students who agreed with the statement.
Refers to students who disagreed with the statement.
Refers to students who strongly disagreed with the statement.

Statistics of learning facilities and technology confirm that males are more willing and more confident in the systematic application of knowledge in classrooms than females. In general, 62% of males strongly agree that learning and technological facilities would definitely have a prime positive impact on their academic experience. This called for further investigation as seen in table (9) to determine which age would be more beneficial of this application. Based on the results from table (9), it is seen that the age between (20-23) have a tendency to use benefits from the technological environment. There are 40% male students aged between (20-23) set to choose strongly agree to only 17.5% of females. This percentage shows beyond doubt that males more than preferable to be provided with this learning aspect. Another point is that students who are aged 30 have more tendencies to see that technological aspect brings nothing to their quality performance than the other ages. There are 12.5% of females of the age mentioned earlier choose disagreement item.

Table 9: Scores acquired from students' questionnaire

Female students Data	Frequency	Percent	Cumulative Percent
19 Strongly Agree Female	2	5.0	5.0
19 Agree Female	1	2.5	7.5
19 Strongly Disagree Female	1	2.5	10.0
20-23 Strongly Agree Female	7	17.5	27.5
20-23 Agree Female	5	12.5	40.0
20-23 Disagree Female	1	2.5	42.5
20-23 Strongly Disagree Female	1	2.5	45.0
24-29 Strongly Agree Female	6	15.0	60.0
24-29 Agree Female	1	2.5	62.5
24-29 Disagree Female	1	2.5	65.0
30-39 Strongly Agree Female	5	12.5	77.5
30-39 Agree Female	3	7.5	85.0
30-39 Disagree Female	5	12.5	97.5
30-39 Strongly Disagree Female	1	2.5	100.0
Total	40	100.0	
Male Students Data	Frequency	Percent	Cumulative Percent
19 Strongly Agree Male	1	2.5	2.5
20-23 Strongly Agree male	16	40.0	42.5
20-23 Agree Male	3	7.5	50.0
20-23 Disagree Male	1	2.5	52.5
20-23 Strongly Disagree Male	2	5.0	57.5
24-29 Strongly Agree Male	4	10.0	67.5
24-29 Agree Male	1	2.5	70.0
30-39 Strongly Agree Male	4	10.0	80.0
30-39 Agree Male	6	15.0	95.0
30-39 Disagree Male	2	5.0	100.0
Total	40	100.0	

The below charts show the answers of female and male students' answers respectively.
Chart 1 shows the answers of female students



(AgeTechGender) are randomly labeled for proceeding with the programme.

Chart 2 shows the answers of male students

4.1 Conclusions

According to the results and their discussions, the study concluded the following:

1- Extracurricular activities can help heighten students' academic achievements as well as enriching the college experience.

2- Family problems can highly affect students and reduce their performances.

3- Work and financial have a significant effect on student's overall academic performance besides the other characteristic factors like socio-economic status (SES). Higher SES leads to higher performance of students in studies, and vice versa.

4- Social and other problems can have a slight influence on quality performance but they are easier to overcome.

5- Competence and aptitude are remarkable predictors for students' academic performance.

6- Class: Schedule, size, and environment can greatly contribute to poor learning process.

7- Most of the students are suffering from text books and exam systems factor, these suffering factors result in poor academic performances.

8- Learning facilities and technology as a factor have the biggest share of influence on students' academic performance as they hold the highest percentage of influence ever recorded in this paper (56.3%).

4.2 Suggestions for Further Research

The following suggestions could be investigated in further research:

1- A study can be undertaken to measure the factors that contribute in both writing and speaking for students.

2- More research can be carried out to include different colleges from different Universities to monitor the changing in factors affecting academic performance of students.

3- Further research is needed to explore the problem on a large sample from more scattered geographical regions including other individual differences factors, parental education factors, University factors and most importantly the academic level of teachers' factors.

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