

## An Investigation into the Factors Influencing Students' Academic Performance at University Level

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### Abstract

*This study aimed at exploring the perceptions of students about the influence of two factors; Parents' Guidance and Social Media upon the students' academic performance at university level. This research employed quantitative method of research by collecting data through cross-sectional survey applying convenient sampling technique. Data was collected by administering survey questionnaire among sample of 240 students of social sciences disciplines of The Women University Multan and Bahauddin Zakariya University. While analyzing the statistical data, one way ANOVA and Pearson Correlation were applied in order to explore the influence of the different factors upon the students' academic performance. The findings of the study indicated there is a statistically significant difference of all the factors i.e. Parents' Guidance and Social Media with respect to the demographic variable of Parents' education. The results also showed that there is a significant correlation among all the influencing factors; Parents' Guidance and Social Media on the p value with respect to the students' academic performance.*

**Key Words:** Academic Performance, Factor, Parents' Guidance, Social Media

### Introduction

Students are the asset for any nation as they play a fundamental role in the nation's prosperity and progress. They are considered to be important human resource for the social and economic development of a country. Providing them with the quality education enhances their capabilities and sharpens their skill to contribute positively in the country development in the twenty first century (Mushtaq & Khan, 2012). Therefore, enhancing students' academic performance is the prime need of time for coming generation to become productive member of a society.

Review of the literature indicates that there are many factors influencing students' academic performance. These factors include personal, environmental and socio-economic status, parental and other demographic factors etc (Considine & Zappalà, 2002; Geiser & Santelices, 2007; Mushtaq & Khan, 2012; Alhajraf, 2014; Enu, Agyman, and Nkum, 2015; Kudari, 2016). However, this paper report on the finding of a study measuring the influence of two factors like parents' guidance and use of social media upon University students' academic performance in the context of Multan Pakistan. These two factors are particularly selected in this study as it has been personally observed that lacking of proper guidance from Parents and use of social media to be influencing students' academic performance to a larger extent. For the purpose of data collection survey questionnaire was distributed among the university students in the city of Multan Pakistan.

In the background this paper present conceptual framework with brief explanation of its component like definition of academic performance and influence of parents' guidance and social media on students' academic performance. Then, it will present research methodology and development of survey questionnaire. Next, the findings of the study will be reported and conclusion will be drawn based on the discussion on the findings.

### Background of the Study

The academic performance of students being an important predicator of country progress has gained a lot of attention from researcher and academician in the developed and developing world in the contemporary time. Researchers have been taking a lot of interest in identifying and understanding factors which contribute in enhancing students' academic performance (Jayanthi, Balakrishnan, Ching, Latiff, and Nasirudeen, 2014). These factors include personal, environmental and socio-economic status, parental and other demographic factors etc (Considine & Zappalà, 2002; Geiser & Santelices, 2007; Mushtaq & Khan, 2012; Alhajraf, 2014; Enu, Agyman, and Nkum, 2015; Kudari, 2016). However, these factors vary from country to country, person to person and context to context. And the degree of influence of these factors also varies in different backgrounds (Mushtaq & Khan, 2012; Ogunsola, Osulale, & Ojo, 2014). Hence, the developed conceptual framework for this study presented in figure 1 illustrate the academic performance as a dependent variable and parents' guidance and social media as independent variables.

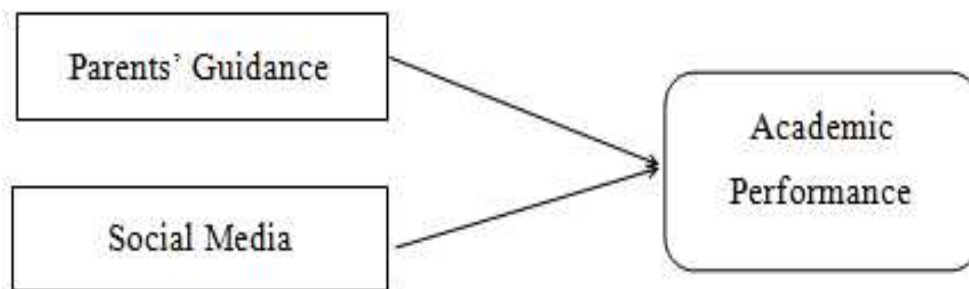


Figure 1 Conceptual framework

In the literature different definition of students' academic performance have been presented. Dimkpa (2013) define students' academic performance as their ability to cope with the challenges of studies. Similarly, Cambridge University Report (2003) described the term Academic Performance as the level of students' performance in the examination or in major courses. Hence, theses definition indicate that academic performances is the competency of students to complete various assignment allocated by their teachers.

### **Parents' Guidance and Students' Academic Performance**

Parents' Guidance is one of the most essential factors that have been explored to have significant effects on students' academic performance in various researches conducted in different contexts of the world (Singh, Malik, and Singh, 2016). Hussain (2016) explored that Guidance is the element that plays a vital role in improving students' study behavior and students' academic performance. The studies of Barnard (2004); Henderson (1988); Shumox & Lomax (2001) also highlighted that the parents' Guidance towards the educational activities of their children highly influential for the quality of students' academic performance.

Kudari (2016) described that the parent-children relationship is the most reliable, most secure and most trustworthy bond in the world. As Health & Human department Services (1992) also stressed upon the importance of parents' role in the performance of students. It considers that the most appealing feature of child's learning is the guidance of parents who not only reinforce their children but they also have a long lasting impact in enhancing students' academic performance.

Noble (2006) revealed that students who receive proper attention from their parents have shown good performance in their studies. He found that the students' family background including their parents' income, parents' education and guidance provided by their parents are associated with the students' performance. Similarly, Cohan & Khan (2010) also established that the role and responsibilities fulfilled by the parents have endless and persistent effects on students' academic performance.

Family income has been recognized as an important aspect that has positive impacts on students' academic performance (Ogunsola & Osuolale, 2014). The findings of Bozick (2007) revealed that students who belong to the families of low income have to struggle more as compare to the students from the families of high income. Such financial issues enforce the university students to spend their study time on doing some job to bear the expenses of their education rather than paying proper attention on their studies. Such challenges related to their family income may cause of influencing students' academic performance negatively or result in dropping out (Leppel, 2002). So, there is a significant association between family income and students' quality of performance (Kudari, 2016).

Educated parents clearly recognize the need for the provision of educational facilities and parents' guidance for their children. They are well aware about the interests and attitudes of their children with regards to their education. So, it can be undoubtedly established that the students from well stable families don't have to face any financial problems. Rather they gain higher education from well reputed educational institutions by getting easy access to all the updated and modern learning facilities that enable them to perform well academically. The difference between these two groups can be easily experienced by observing the students of various financial and educational backgrounds (Fantuzzo & Tighe, 2000).

Muola (2010) also reinforced the idea that there is strong connection between the provisions of parents' guidance and students' performance. Some students have to face lots of challenges during their education as their parents don't show their interest in the academic matters of their children (Ongeti, 2005). That's why; Krashen (2005)

also determined that students from educated families have shown high academic performance as compare to the students of uneducated families. The reason behind is the involvement of parents and their concerns in their children' academic matters. In this way, their children can benefit from the great parental support, guidance and their supervision to perform well (Wasanga & Kyala, 2007). Therefore, parental Guidance greatly affects students' academic performance in the light of literature discussed above (Barnard, 2004).

### **Social Media**

Ayiah and Kumah (2011) defined the concept of Social Media as a web base network that allow the people from different locations and backgrounds to connect, share and exchange information with each other. Similarly, Junco, Heiberger, and Loken (2010) defined that Social Media is a group of different social network sites and internet services that assists and maintains the connection among people and sustains the community building with regards to their contribution in the society. Likewise, Kaplan and Haenlein (2010) described that the concept of Social Media as a sum total of internet base programs that have been developed on the conceptual and technical basis that enable wide range of interchange in the user-produced material.

Different researches have been conducted about exploring the effects of Social Media on the academic performance of students. Experts have diverse opinions about the influence of Social Media upon the students' academic performance. Researches indicated that the use of Social Media has both positive and negative effects with regards to students' education (Mehmood & Tawir, 2013). Social Media is a vast platform that covers numerous networking sites but the present study focuses only on exploring the effects of using of Facebook, Whatsapp and YouTube on students' academic performance.

Davis (2012) explained that the purposes of using Social Media is to communicate, share and exchange of information about of several activities performed by people around the world. Boyd & Ellison (2007) highlighted that the materials shared on Social Media may vary from person to person in the form of beliefs, emotions, discussions and pictures etc. Different information shared on Social Media is accessible for friends and relatives in groups by using these social networking platforms. They further described that in present time, Social Media has not been delimited to computers or laptops rather these sites could be easily accessed on smart phones by installing application software like Facebook, Twitter, Whatsapp and YouTube etc.

The development of Social Media is very essential to continue the process of connectivity that doesn't require receiving any technical or complex knowledge or skill. In the present time, the process of connectivity has become simpler and more accessible for everyone. That is why; Social Media has changed the whole social structure, social norms and standards of living (Sudha & Kavitha, 2016).

There is no field of education that could not be affected by the impacts of Social Media. Different ways of communication have been developed in the modern

era but among all of them, Social Media has gained key attention to attract the millions of people who interact with each other (Aghazamani, 2010). It provides an opportunity to the people to exchange their thoughts, feelings, daily activities with each other.

Ndaku (2013) shared that the ratio of using Social Media by the students has been increased that decreased the effectiveness of their academic performance at university level. Such extensive use of Social Media has not only influenced their study habits but also results in incorrect spell mistakes and grammatical errors during their interaction on Social Media and distracted students' attention from their studies. Mensah and Nizam (2016) established that students are mostly found to be using Social Media rather than devoting their efforts in improving grades and performance. That is why Banquil et al. (2009) established that students who are spending more time on Social Media have faced a continuous decline in their assessment procedures.

Karpinski and Dubersein (2009) affirmed that the Social Media platforms (Facebook, Whatsapp, YouTube) are the major disruption for the students of the present era during their studies. They compared a group of Social Media users with the students who don't use it. Their findings revealed that Social Media users spend most of the time in using Facebook, Whatsapp and YouTube etc that consequently affected their performance. On the other hand, the other group showed good performance because their attention was not distracted by the Social Media platforms. So there is a direct association between Social Media and students' academic performance (Kubey, Lavin & Barrows, 2001) & (Muzaffar, et. al, 2019)

Karpinski and Duberstein (2009) are of the view that one of the major distractions faced by the youth in present time is Facebook because most of the time; students using Facebook have poor Time Management academically. As compare to the past, students' tendency towards Social Media has been increased due to the unlimited access and provision. Even now days, it is observed that free Wi-Fi connections are provided free of cost in the public places and students are also found there using different networking sites.

San Miguel (2010) found an association between students' academic performance and the degree of time spent by the students using Facebook. He revealed that students using Facebook most of time have less academic attainment. He even explored that these Social Media platforms like Facebook or YouTube running on the backgrounds of students' smart phones or Personal computers may cause of continuous students' distraction from their studies that couldn't permit them to provide productive educational output. Most of the parents also showed their concerns about their children using Social networking sites regularly and spent less time for education (Mehmood & Taswir, 2013). This is the reason that students are less able to produce creative, innovative and productive learning outcomes (Junco & Cotten, 2011).

### **Research Hypothesis**

The study has the following research hypothesis given as below:

- H<sup>0</sup>:** There is no significant difference between the influence of social media and parent's guidance on the academic performance of students across gender.
- H<sup>0</sup>:** There is no significant difference between the influence of social media and parent guidance on students from rural and urban context.
- H<sup>0</sup>:** There is no significant difference between the influence of social media and parents' guidance on students' academic performance.
- H<sup>0</sup>:** There is no correlation among the influencing factors and students' academic performance at university level.

### **Material and Methods**

This research aimed at exploring the perceptions of university students about the influence of the factors i.e. Parents' Guidance, Social Media on their academic performance at university level. Hence, quantitative research with survey design was found to be the most appropriate design for this study.

### **Population of the Study**

The population of the study consisted of all the male and female students of social science departments of two Government universities in Multan, the Women University Multan and Bahauddin Zakariya University. The targeted population of the study included total 94 students in WUM and 280 students in BZU studying in M.A disciplines. So the total population of the study comprised of 374 university students.

### **Sampling Technique and Sample**

Convenient sampling technique was used to draw the sample from the targeted population. The researcher preferably selected the final year students of M.A Disciplines because they have better understanding about these factors and they have already spent enough time in the university during their studies. A total of 83 students from WUM and 157 students from BZU Multan of M.A discipline from social sciences departments participated in this study.

### **Instrument Development**

A questionnaire was developed by the researcher herself on exploring the influence of each factor on students' academic performance after in-depth review of the relevant literature such as Owioye & Yara, 2011; Farooq, Chaudhry, Shafiq & Berhanu, 2011; Mushtaq & Khan, 2012; Dimkpa, 2013; Kosgei, Mise, Odera, & Ayugi, 2013; Akiri, 2003; Islam, 2014; Ogunsola, 2014; Shathele, 2015; Asfani, 2016; Obeta, 2014; Tesfay & Zekiros, 2015; Aduke, 2015; Ntitika, 2014; Kola, Sunday, & Ayinde, 2015; Kudari, 2016; Akomolafe & Adesua, 2016; Singh, Malik, & Singh, 2016; Elsabagh & Elhefnawy, 2017. The questionnaire was developed on 5 point Likert scale format ranging from Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree in order to take students' views about the factors. The questionnaire comprised of two

sections. Section A consisted of demographic information of the research participants. Section B contained 12 statements with respect to the factors i.e. Parents' Guidance and Social Media (See Appendix A).

### **Validity and Reliability of the Instruments**

For the purpose of the content validity regarding the statements of the questionnaire, 2 experts from the social science discipline were requested to check each item of the questionnaire and provide their feedback after reviewing and analyzing it. The researcher improved each statement in the light of the given feedback of the experts.

To test the reliability of the research tool, a pilot study was conducted on 30 students selected from the M.A disciplines other than the main sample. After the collection of data for pilot study, all the data was entered in Statistical Package for Social Sciences (SPSS) to check the reliability of the instrument and the value of Cronback Alpha was found to be 0.747 (Creswell, 2018).

### **Data Collection**

For the purpose of data collection, 240 questionnaires were distributed among the male and female students of WUM & BZU available conveniently. Researcher personally gathered the data from the students of both universities in almost three weeks and the return rate of the questionnaires was accomplished successfully as per the required sample size.

### **Scoring Procedure**

The questionnaire consisted of 35 statements that were scored by using Likert scale in which 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (UD), 2 = Disagree (D), 1 = Strongly Disagree (SD) were applied. Out of total 35 item statements, only 1 statement was negative and 34 statements were positive.

### **Data Analysis**

All the research data given by the students were analyzed by using both descriptive and inferential statistics. SPSS was used by the researcher to analyze the information received from the students regarding each factor influencing student's academic performance. In descriptive statistics, the researcher applied Mean, Percentage and Standard Deviation and presented the factor wise analysis in the form of tables. While in Inferential Statistics, ANOVA and Pearson Correlation were used to analyze the different variables.

### **Results and Discussion**

**Table No 1**  
**Internal Consistency of the Items for Exploring Influence of Factors**

<b>S #</b>	<b>Factors/Dimension</b>	<b>Number of Items</b>	<b>Value of Cronbacc Alpha</b>
1	Parents' Guidance	6	0.6

2	Social Media	6	0.7
<b>Total</b>		<b>35</b>	<b>0.8</b>

Table 1 shows that the internal consistency of the items in the constructs Social Media ( $\alpha=0.7$ ) found to be in the optimal range as per the required criteria (Creswell, 2018) and the value of the reliability regarding the construct Parents' Guidance ( $\alpha=0.6$ ) also found to be adequate and acceptable in the Social Sciences (Field, 2005).

### Factor Wise Analysis

Factor Wise Analysis included the descriptive information about the perceptions of students regarding the influence of each factor i.e. Parents' Guidance and Social Media upon students' academic performance in the forms of Frequency, Percentages, Mean and Standard Deviation along with the description of each statement. The statistical results are given as below in the forms of tables;

**Table 2**  
**Responses of the Participants to the Items of Parents' Guidance**

S #	Statements	f/%	Levels of Responses					Mean	Std. Dev
			SD	D	UD	A	SA		
1	My parents regularly supervise my home assignments to enhance my academic performance.	F	8	31	13	126	62	3.85	1.054
		%	3.3	12.9	5.4	52.5	25.8		
2	My parents reward and give me positive remarks about my performance.	F	5	13	28	104	90	4.09	.944
		%	2.1	5.4	11.7	43.3	37.5		
3	My parents provide me all the facilities (e.g. Books, Stationary and Internet etc.) to fulfill my educational needs.	F		1	17	71	151	4.55	.645
		%		.4	7.1	29.6	62.9		
4	Parents with high income can better fulfill their children's needs.	F	1	13	12	124	90	4.20	.800
		%	.4	5.4	5.0	51.7	37.5		
5	I always discuss my academic matters with my Parents.	F	8	19	31	100	82	3.95	1.044
		%	3.3	7.9	12.9	41.7	34.2		
6	My parents always encourage me to work hard.	F	3	7	21	71	138	4.39	.861
		%	1.2	2.9	8.8	29.6	57.5		

Table 2 shows that 78.3 % respondents agreed and 16.2 % disagreed towards the statement that parents regularly supervise their home assignments to enhance their academic performance. However, the mean score 3.85 (SD=1.054) represents students' level of agreement towards this statement.

Similarly, 80.8% participants agreed and 7.5% disagreed for the statement that the parents rewarded and gave them positive remarks about their performance. The



mean score 4.09 (SD=.944) shows students' high level of agreement towards this statement.

Likewise, 92.5% respondents agreed and only 0.4% disagreed with the statement that the parents provided their children all the facilities (e.g. Books, Stationary and Internet etc) to fulfill their educational needs. The mean score 4.55 (SD=.645) represents students' greater level of agreement towards this statement.

Moreover, 89.2% respondents agreed and only 5.8% disagreed with the statement that parents with high income can better fulfill their children's needs. The mean score 4.20 (SD=.800) represents students' high level of agreement towards this statement.

Similarly, 75.9% respondents agreed and only 11.2% disagreed with the statement that they always discuss their academics matters with their parents. The mean score 3.95 (SD=1.044) shows students' level of agreement towards this statement.

In the same manner, 87.1% respondents agreed and only 4.1% disagreed with the statement that parents always encouraged their children to work hard. The mean score 4.39 (SD=.861) represents students' greater level of agreement towards this statement. (Table 4.4.1)

**Table 3**  
**Responses of the Participants to the Items of Social Media**

S #	Statements	f/%	Levels of Responses					Mean	Std. Dev
			SD	D	UD	A	SA		
1	Social Media has improved my academic performance.	F	4	18	23	123	72	4.00	.922
		%	1.7	7.5	9.6	51.2	30.0		
2	Social Media facilitates my academic activities in the university.	F	3	25	33	139	40	3.78	.889
		%	1.2	10.4	13.8	57.9	16.7		
3	Social Media facilitates me to interact with my classmates.	F	2	17	15	144	62	4.03	.825
		%	.8	7.1	6.2	60.0	25.8		
4	Use of Social Media is not wastage of time.	F	13	52	38	97	40	3.41	1.157
		%	5.4	21.7	15.8	40.4	16.7		
5	Excessive use of Social Media doesn't affect my academic performance.	F	34	63	33	83	27	3.02	1.277
		%	14.2	26.2	13.8	34.6	11.2		
6	Students use Social Media mostly for academic purposes instead of socializing activities.	F	25	51	45	79	40	3.24	1.254
		%	0.4	1.2	8.8	2.9	6.7		

Table 3 shows that 81.2 % respondents agreed and 9.2 % respondents disagreed towards the statement that Social Media has improved their academic

performance. The mean score 4.00 (SD=.922) represents students' high level of agreement towards this statement.

Similarly, 74.6% respondents agreed and only 11.6% disagreed with the statement that Social Media facilitated their academic activities in the university. The mean score 3.78 (SD=.889) represents students' level of agreement towards this statement.

Likewise, 85.8 % respondents agreed and only 7.9 % disagreed with the statement that Social Media facilitated them to interact with their classmates. The mean score 4.03 (SD=.825) represents students' high level of agreement towards this statement.

While, 57.1 % respondents agreed and 27.1% disagreed with the statement that the use of Social Media is not wastage of time for students. The mean score 3.41 (SD=1.157) represents students' level of agreement towards this statement.

Moreover, 45.8 % respondents agreed and only 40.4 % disagreed with the statement that excessive use of Social Media doesn't affect their academic performance. The mean score 3.02 (SD=1.277) represents students' level of agreement towards this statement.

In the same way, 49.6 % respondents agreed and only 31.6% disagreed with the statement that students use social media mostly for academic purposes instead of socializing activities. The mean score 3.24 (SD=1.254) represented students' level of agreement towards this statement. (Table 4.4.4)

#### ANOVA Test Results

The test results of ANOVA have been conducted in the study with respect to the confirmation or disconfirmation of the research hypothesis. To test the hypothesis, One Way ANOVA was applied and the results are presented in the following tables:

**Table 4**  
**One Way ANOVA for Gender**

		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Parents' Guidance</b>	Between Groups	3.535	1	3.535	8.959	0.003
	Within Groups	93.895	238	.395		
	Total	97.429	239			
	Total	473.060	239			
<b>Social Media</b>	Between Groups	.001	1	.001	.001	0.978
	Within Groups	154.079	238	.647		
	Total	154.080	239			

Table 4 shows the results of the ANOVA analysis with one of the demographic variable of Gender with all the independent variables of Parents' Guidance and Social Media to measure the significant differences between or within group means. It is observed that the significant value is below 0.05 for Parents' Guidance. Therefore, it can be concluded that there is a statistically significant relationship of all above described variables with gender. That's why the null hypothesis is rejected.

**Table 5**  
**One Way ANOVA for Area**

		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Parents' Guidance</b>	Between Groups	.959	1	.959	2.367	0.125
	Within Groups	96.470	238	.405		
	Total	97.429	239			
<b>Social Media</b>	Between Groups	2.832	1	2.832	4.456	0.036
	Within Groups	151.248	238	.635		
	Total	154.080	239			

Table 5 shows the results of the ANOVA analysis with one of the demographic variable of Area with all the independent variables of Parents' Guidance and Social Media to measure the significant differences between or within group means. It is observed that the significant value is below 0.05 for Social Media. Therefore, it can be concluded that there is a statistically significant relationship of all above mentioned variables with Area. That's why the null hypothesis is rejected.

**Table 6**  
**One Way ANOVA for Parents' Education**

		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Parents' Guidance</b>	Between Groups	1.750	1	1.750	4.353	0.038
	Within Groups	95.679	238	.402		
	Total	97.429	239			
<b>Social Media</b>	Between Groups	2.667	1	2.667	4.192	0.042
	Within Groups	151.413	238	.636		
	Total	154.080	239			

Table 6 shows the results of the ANOVA analysis with one of the demographic variable of Parents' Guidance with all the independent variables of Parents' Guidance and Social Media to measure the significant differences between or within group means. It is observed that the significant value is below 0.05 for Parents' Guidance and Social Media. Therefore, it can be concluded that there is a statistically significant relationship of all above described variables with Parents' Education. That's why the null hypothesis is rejected.

### Pearson Correlation Results

The study also focuses on exploring the correlation among these two factors i.e. Parents' Guidance and Social Media. Pearson Correlation measures the strengths and directions of relationship between different variables. The result of correlation between the different factors besides the correlation of each factor with students' academic performance is based upon the following null hypothesis:

**H<sup>0</sup>:** There is no correlation between Parents' Guidance and students' academic performance at university level.

**H<sup>0</sup>:** There is no correlation between Social Media and students' academic performance at university level.

To test the above mentioned hypothesis, Pearson Correlation was applied and the results are presented in the following tables:

**Table 7**  
**Pearson Correlation Summary: Correlation of different Factors Influencing Students' Academic Performance**

		<b>CGPA</b>	<b>Parents' Guidance B</b>	<b>Social Media E</b>
<b>CGPA</b>	Pearson Correlation R value	1	.581	.390
	Sig. (2-tailed)		.045	.049
	N	240	240	240
<b>Parents' Guidance</b>	Pearson Correlation	.581	1	.690**
	Sig. (2-tailed)	.045		.000
	N	240	240	240
<b>Social Media</b>	Pearson Correlation	.390	.690**	1
	Sig. (2-tailed)	.049	.000	
	N	240	240	240

Table 7 describes the value of coefficient of correlation between students' academic performance (CGPA) and Parents' Guidance (.581), students' academic performance (CGPA) and Social Media (.390). Table 4.8.1 indicates that there is a significant correlation among all the influencing factors; Parents' Guidance and Social Media on the p value of 0.05 with respect to the students' academic performance. It describes the value of coefficient of correlation between Parents' Guidance and Social Media (.690). The value of coefficient of correlation between Social Media and Parents' Guidance is .690.

### Discussion

The main objective of the study was to investigate the influence of the factors; Parents' Guidance and Social Media upon students' academic Performance at university level. Findings and conclusion of the study has led towards the following discussion.

The present study revealed that the Parents' Guidance is the most influential factor that influences the students' academic performance at university level as a result of mean score. According to the findings of this study, 92.5% students perceived that they perform well academically because their parents provide them all the learning facilities to fulfill their basic educational needs. This finding is also in accordance with Dills (2006) who found that students belong to the high socio-economic backgrounds perform better than the students who have low socio-economic backgrounds because they receive less support from their parents. The findings of the present study are found to be in harmony with the literature. Therefore, it is clear from the results of this study that the Parents Guidance Factor highly influence the students' academic performance at university level.

As far as the factor of Social Media is concerned, it was found by analyzing the students' responses that Social Media has highly positive influence on students' academic performance. Such results are aligned with the findings of Oye (2012) who found that according the perceptions of students; Social Media platforms have highly significant influence upon the students' academic performance. The mean score of all the statements ranges from 3.02 to 4.03 which show high level of students' agreement for this factor to have significant impact upon students' academic performance.

## **Conclusions**

This study aimed at exploring the perceptions of students about the influence of Parents' Guidance, Time Management, Learning Facilities, Social Media and Teachers' Effectiveness on the students' academic performance at university level. The following conclusions have been drawn on the basis of research findings.

On the basis of students' perceptions, it is concluded that the majority of the students accepted that parents regularly supervise their home assignment to enhance their academic performance. A large number of students perceived that parents reward and give them positive remarks about their performance. Highest number of students agreed that parents provide them all the facilities (e.g. Books, Stationary and Internet etc.) to fulfill their educational needs particularly those who have high income can better fulfill their children's educational needs. The results showed that most of the students always discuss their academics matters with their Parents and such parental involvement and support motivate them to work hard to show good academic performance.

Large number of the students approved that Social Media has improved their academic performance because it not only facilitates them during their academic activities but also helps them to interact with their classmates effectively. Significant number of students understood that social media is not wastage of time neither excessive use of social media affect their academic performance. Even the findings showed that most of the students use social media mostly for the academic purposes instead of socializing activities.

On the basis of ANOVA test results, it was concluded that there is a statistically significant difference between the male and female students with the variables i.e. Parents' Guidance with respect to the demographic variable of Gender. On the basis of ANOVA test results, it was concluded that there is a statistically significant difference between the rural and urban students with the variables i.e. Social Media with respect to the demographic variable of Area. On the basis of ANOVA test results, it was concluded that there is a statistically significant difference of all the variables i.e. Parents' Guidance and Social Media with respect to demographic variable of Parents' education.

On the basis of Pearson Correlation results, it was concluded that students' academic performance (CGPA) has statistically significant correlation with the factors of Parents' Guidance and Social Media.

Therefore, it can be concluded on the basis of exploring students' perceptions by using different statistical techniques that various factors i.e. Parents' Guidance, Time Management, Learning Facilities, Social Media and Teachers' Effectiveness have significant positive influence on the academic performance of students at university level. The nature of the influence depends upon the manipulation of these factors in the academic lives of the students by parents, teachers and students themselves. As far as the level and extent of Parents' Guidance, Time Management, Learning Facilities, Social Media and Teachers' Effectiveness will increase in the form of independent variable; in the same manner students' academic performance will also increase as a dependent variable.

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