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Factors Influencing Academic Performance: Insights from Nursing Students

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ABSTRACT

This study provides an in-depth overview of the factors influencing academic performance and highlights the importance of developing effective study habits, as well as academic and family support, to improve student outcomes in higher education institutions. In this context, the term "study habit" encompasses a range of behaviors and strategies that students employ during the learning process, which contribute to achieving better academic results.

The study was conducted with a sample of 781 students from "Aleksandër Xhuvani" University in Elbasan and aimed to identify the factors affecting academic performance, focusing primarily on study habits and methods. The main objectives of the project were:

- Identifying learning habits and behaviors,
- Evaluating the impact of study habits on academic performance,
- Determining the relationship between study habits and methods, and
- Analyzing the influence of familiar, academic, and individual factors on students' academic performance.

This analysis is developed across two main dimensions. First, it examines students' perceptions of the impact of familiar, academic, and personal factors on their performance. Second, it further analyzes the purpose of evaluating academic performance influenced by the same factors, but this the study provides a dual-dimensional time not based on perception. Instead, it utilizes an approximation through a quantitative variable as an indicator of academic performance, such as the Grade Point Average (GPA). approach to understanding factors influencing academic performance at "Aleksandër Xhuvani" University. The perceptions of students in Chapter 3 align closely with the statistical findings in Chapter 4, reinforcing the vital role of familiar support in shaping academic outcomes. The emotional and financial support from parents positively influence the academic achievements. Also, the results of the study indicate that academic factors, particularly support from lecturers and the quality of teaching, have the most significant impact on students' academic performance. There is also strong alignment between perceived and actual impacts of academic support on performance. This underscores the need for universities to prioritize academic resource availability and faculty engagement to improve student outcomes. While students perceive stress as a detriment to academic performance, the objective findings in chapter 4 suggest that some personal challenges might drive students to adapt and succeed. Stress management programs could help balance these effects. Socio-demographic factors play a nuanced role in academic success. The objective analysis in chapter 4 validates many of the perceived challenges, particularly the influence of living conditions and age. Perceptions of gender differences in Chapter 3 are partially validated by Chapter 4. Tailored academic and psychological support strategies might help address stress-related disparities among female students. Technology, although it can provide support for students, has a more limited impact compared to other factors. On the other hand, time management was identified as a key personal factor closely linked to academic performance.

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Abbreviations
GPA: Grade Point Average
(H_o): Null hypothesis
(H_1): Alternative hypothesis

Introduction

This study aims to identify and analyze the factors that influence the academic performance of students in higher education institutions. By considering their study habits and methods, this research provides a framework for understanding how personal, socio-economic, and institutional factors affect students' academic success.

A key part of the study focuses on study habits, which include the techniques and approaches students use to acquire academic material in a sustainable and effective manner. These habits include elements such as planning, time management, setting clear goals, and creating an optimal study environment. Research shows that effective study habits are significant indicators of academic success, as they help students improve focus, better structure their schedules, and develop a deeper connection with the subjects they study.

In addition to study habits, the impact of family support and the socio-economic environment is also an important component. The study examines how factors such as emotional and financial

support from parents, family conflicts, or pressures to achieve affect academic performance. Continuous support from the family is essential for many students, while pressure for high results can have negative effects.

The use of technology in university environments is another important aspect. Technology has become a key tool for developing students' skills, providing resources that help them better prepare for academic demands. Through this study, the role of technology in improving results and the effectiveness of teaching methods in universities is also analyzed.

For this study, both local and international literature has been extensively used, including articles published in scientific journals, study materials, and documents from international institutions. The analysis of factors influencing academic performance and their relationship with other explanatory variables was carried out through statistical processing and empirical analyses supported by econometric models, such as the binary regression technique. For the data base, primary data sources collected through surveys were utilized. Using a quantitative descriptive methodology, based on the survey of a sample of students from "Aleksandër Xhuvani" University in Elbasan, this project summarizes a range of data and findings regarding the impact of study habits, personal and family challenges, and other factors that may either enhance or hinder academic success. This monograph consists of three chapters:

The First Chapter focuses on a general overview of education and academic performance. It discusses the importance of education and the factors affecting academic performance, including socio-economic, personal, and institutional factors, as well as an analysis of the characteristics of higher education at "Aleksandër Xhuvani" University.

The Second Chapter focuses on the empirical analysis of the factors influencing students' academic performance, including the identification of the problem, the study objectives, and the methodology of the survey conducted.

The Third Chapter focuses on evaluating the student's perceptions on the impact of familiar, academic, and personal factors on their academic performance. This chapter focuses on the subjective aspect of academic performance, specifically how students perceive the influence of familiar, academic, and personal factors on their success. By examining perceptions, the study delves into students' attitudes, beliefs, and experiences, providing insight into how they interpret the support, challenges, and resources available to them. As a result, understanding students' perceptions is essential because these perceptions often influence their behaviors and decisions. This chapter is important as it provides qualitative and subjective data that complements the empirical findings in Chapter 4.

The Fourth Chapter focuses on evaluating the impact of familiar, academic, and personal factors, same factors as above, on their academic performance utilizing the general average as an approximation quantitative variable for the academic performance. This chapter transitions to an objective, data-driven analysis of the same factors explored in Chapter 3. However, instead of relying on perceptions, it examines the actual impact of these factors on academic performance using statistical and econometric methods. The focus is on measuring the relationship between: Familiar academic, and personal factors, and quantitative academic performance indicators, such as the overall grade point average

(GPA). Empirical data gathered through surveys and econometric modeling is used to determine which factors have the most significant correlation or causation with academic success.

The work concludes with findings and suggestions regarding the formulation of strategies to improve study habits, in order to create a more supportive environment for the successful development of students' academic careers.

An Overview of Educational Approaches and Academic Performance
The Importance of Education
Education is a crucial issue for every country, regardless of its development status. It has a multifaceted impact on society, ranging from improving the quality of life to creating favorable conditions for the development of talented individuals capable of changing society. Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world." This is because the development of a country primarily relies on its people and resources, with education being responsible for shaping individuals. Therefore, education is the backbone of every nation, playing a decisive role in technological development by providing various skills and awareness. A thorough investigation of human history, from its genesis to the present day, reveals that every century has witnessed different transformations in educational processes. Education is defined as an activity or process that modifies a person's behavior from instinctive behavior to human behavior. This definition tells us that education aims to discover tendencies and progressively prepare individuals for social activities.

Furthermore, the primary goal of education is to nurture the mind and develop a disciplined and mature personality in students for the improvement of society in general and individuals in particular. It prepares students to face the challenges of the future successfully. On the other hand, an individual's success depends greatly on their educational level and their ability to practically apply what they have learned in school. It is not only the information from lessons that matters, but the entire learning process, from overcoming obstacles to personal development. Thus, mature and accomplished individuals are created, people with a critical view of the world around them, ready to leave their mark. The academic potential of students is reflected in their academic achievements, which show their external and internal motivation for studies.

To deepen the analysis of the role of education in the development of human capital, other studies support these ideas. According to Becker (1993), education is a key investment in human capital that has long-term impacts on individual productivity and a country's economic development. Becker argues that increasing skills through education contributes not only to individual well-being but also to social and economic development.

Dewey also emphasizes that learning through experience is an essential component of the educational process [1]. He suggests that the learning process is more effective when based on practical experiences that are directly linked to the student's real world, helping them reflect and apply knowledge in concrete situations.

Moreover, Bandura brings a social perspective on learning, arguing that individuals learn by observing and imitating others, as well as through reinforcement of positive experiences [2]. This approach, known as "social learning theory," highlights the importance of the social environment in the formation of new skills and knowledge.

In the context of active education, Piaget and Vygotsky present theories that support the idea that students build their knowledge through interactions with the environment and practical experiences, helping them develop more complex cognitive structures [3,4].

General Perspectives on Influencing Factors in Academic Performance
Literature Review
An individual's performance in any level of study is manifested through academic achievements, which reflect their habits and approach to learning. These habits and behaviors toward learning are formed and reinforced through education. A habit is a second nature routine that a person performs in any state, one that cannot be changed merely by changing places or schedules, and can be characterized as either good or bad. A habit is something done in a planned, regular manner, without hesitation or justification. A study habit is a behavior such as reading, note-taking, or participating in study groups, which students regularly perform in order to fulfill their learning tasks. Without it, a person cannot grow and may limit themselves in life. Study habits show a person how much they will learn, how far they want to go, and how much they wish to achieve. All of these can be set with the help of study habits throughout one's life. The importance of study habits in the lives of students plays a major role in their academic success, as without studying, no one can succeed. Study habits can be described as effective or ineffective depending on whether they serve the students well. Developing good study habits and behaviors is not only important for academic work but also for the advancement of one's career. There is an interrelationship between learning habits and academic achievement that cannot be overlooked, as this relationship ultimately shapes an individual's future. In general, it is believed that students who practice good study habits and behaviors are more likely to excel in academic performance when compared to those with poor study habits. The learning process is still somewhat mysterious, but studies show that the most effective study process involves very active behaviors over a period of time. In other words, effective studying involves reading, drawing, comparing, memorizing, and self-testing over time.

Furthermore, there is tremendous pressure on students to achieve good grades, as academic achievements are believed to be predictive and are used to bridge the gap between elementary schools, high schools, and universities, as well as between universities and certain professions. Parents want their children to achieve the performance ladder to the highest possible level. This desire exerts immense pressure on students, teachers, schools, and the entire educational system, creating a whirlwind around students' academic achievements. The increasing importance of academic performance for all students has raised several questions among education researchers. One of the most fundamental questions is "why does one student perform better than another?" In searching for answers, researchers have made several attempts to identify factors that influence academic achievement. Some of these identified factors include intellectual ability and learning styles, poor study habits, digital tools, motivation for achievement, lack of professional goals, low self-concept, home environment, classroom and school environment, teaching staff, time management, family, nutrition, low socio-economic status, weak family structure, social environment, psychological factors, etc.

To complete these perspectives on the impact of psychological, social, and academic factors on students' performance, some authors offer important descriptions. Ryan and Deci emphasize that motivation is essential for students' involvement and engagement, suggesting that intrinsic motivation is closely linked to commitment to learning and academic achievement. They argue that when students feel supported and valued in the educational environment, they are more likely to engage effectively and achieve high results.

An important perspective is that of Vygotsky, who highlights the role of social interaction in cognitive development, emphasizing that the social environment and support from others play a key role in the development of students' cognitive abilities [4]. According to this concept, students benefit more from education when they receive support from family, teachers, and peers.

Lazarus and Folkman emphasize that coping with stress is critical for students' well-being and success [5]. Stress related to academic responsibilities, family pressures, and social challenges can impact motivation and performance. They suggest that developing effective stress management strategies can help students maintain calm and focus in the educational environment.

Coleman bring the perspective of economic influence, arguing that poverty and financial insecurity are major challenges that negatively affect academic achievements. According to them, students from low-income families have fewer opportunities for educational support, which impacts their academic performance [6]. Meanwhile, Bourdieu and Passeron's study on cultural capital highlights that students with strong economic and cultural support are more likely to achieve academic success [7].

Ardington, Case, and Hosegood argue that students from rural areas often face greater challenges than those from urban areas due to a lack of resources and support [8]. They emphasize that students from rural areas often encounter financial difficulties and other logistical barriers that impact their opportunities for higher education.

Meanwhile, Flavell stresses the importance of metacognitive strategies, where students plan, monitor, and evaluate their learning process [9]. This helps students become aware of how they learn and how they can improve their techniques for better results. Kolb proposes the theory of experiential learning, where students follow a learning cycle that includes concrete experience, reflection on experience, abstract conceptualization, and active experimentation [10]. This approach helps students better connect with learning materials through practical experiences and reflection, allowing them to fully assimilate knowledge.

Zimmerman emphasizes the importance of self-regulated learning strategies, where students take full responsibility for their learning process by setting goals, organizing resources, and monitoring their progress [11]. Self-regulation includes planning and using appropriate strategies to achieve learning goals and is closely linked to higher academic achievement. Meanwhile, Graham stresses that today's education should promote blended learning strategies, which combine traditional methods with digital technologies, allowing students more flexible access to learning resources and benefiting from digital platforms to personalize and deepen their learning experience [12].

Indicators of Higher Education at "Aleksandër Xhuvani" University
Higher education in Albania is organized in public and private

universities. According to the latest data, the majority of students in Albania attend public universities, one of which is the University of Elbasan "Aleksandër Xhuvani," established in 1991 as one of the country's leading universities for training teachers, specialists, and young researchers in various fields of study.

Since 2000, the University of Elbasan "Aleksandër Xhuvani" and other public universities have had as their main objective integration into the European Higher Education Area and aligning the higher education system with the standards of the Bologna Process. The University of Elbasan "Aleksandër Xhuvani" operates based on the higher education law, approved in 2015.

The higher education system in Albania is similar to that of other countries in the Balkan region and is influenced by political and contextual factors, which affect the development of national strategic objectives, the autonomy of higher education institutions, and their quality [13].

The foundational documents on which the activities of the University "Aleksandër Xhuvani" are based, such as the Statute and the Development Strategy, clearly state that the study programs offered aim to foster critical and creative thinking, with the goal of developing the spirit of democratic citizenship, creating a university public space characterized by free, serious debate, and commitment to the public good. In addition to knowledge in various disciplines, students are also offered other essential skills to prepare them not only as good professionals but also as engaged citizens in society.

The University "Aleksandër Xhuvani" has approximately 12,000 students and offers around 34 Bachelor's programs, 18 Master's programs in science, 35 Professional Master's programs, 8 professional programs, and 1 doctoral program. In 2020, the institution underwent the process of institutional reaccreditation. This process was completed with Decision No. 49, dated 27.11.2020. The accreditation ranked the University among the best universities in Albania. Based on its internationalization strategy, the university has signed over 200 bilateral agreements with universities in Europe and beyond; it has more than 50 active agreements for Erasmus+ mobility, is a partner in 9 projects for capacity building across all study programs, and has signed three joint study programs.

Influencing Factors on the Academic Performance of Students at 'Aleksandër Xhuvani' University - Empirical Analysis Identification of the Problem

Education is an important ongoing national issue that often focuses on the parties involved in the education industry. On the other hand, students are the main assets of universities. The academic performance of students plays a significant role in shaping high-quality graduates who will become the leaders of tomorrow or the workforce for the country. These students will also be responsible for the socio-economic development of the country. It is clear that the efforts and resources spent on recruiting students will be of little value if educational resources and programs fail to prepare students for academic success. Academic achievements are one of the main factors considered by employers when hiring workers, especially recent graduates. Thus, students must make significant efforts during their studies to achieve good results, which will later help them both to prepare for future career opportunities and to meet employer demands.

Academic performance, measured by exam results, is one of the main goals of a school. Schools and universities are designed to provide knowledge and skills to those who pass them, and behind all of this lies the idea of enhancing good academic performance. The "Aleksandër Xhuvani" University in Elbasan is a very important institution at the national level, as it offers studies in various important fields, thus becoming a major contributor to the number of graduates. This university is committed to ensuring quality and maintaining the standards set for higher education. Although the academic staff is very dedicated and offers support in the smooth running and development of the intellectual and academic skills of students, it has still been observed by the rector, deans, and academic staff that (academic performance is influenced by various factors) there is a decline among students who have high academic performance and an increase in students who are not performing well. Furthermore, in our country, there is a lack of in-depth studies that analyze the factors affecting students' academic performance. Therefore, this study aims to evaluate the factors influencing students' academic performance based on their study habits and learning behaviors. At the same time, the study also aims to assess their family status, socio-economic background, and academic environments. The study will provide several findings and recommendations which are of great importance for university policymakers, the Ministry of Education and Sports, creating a solid foundation for which policies and strategies can be used to improve academic performance in higher education institutions regarding learning habits. Additionally, the findings will assist university admissions leaders in reviewing their student admission methods to improve academic performance. This study, along with the respective findings, can also serve as a reference source for other researchers who aim to study the academic performance of students in other universities within the country.

Although studies analyzing the factors that influence changes in study habits or learning behaviors, as well as the impact of these factors on academic performance, are numerous worldwide, in our country there is still a significant lack of such analyses or studies, with no cases found that may be in process or have been completed.

Main Objective of the Study and Research Hypotheses

Students are the main assets of universities, and their academic performance plays a crucial role in shaping high-quality graduates. Academic achievements are one of the key factors considered by employers, especially for recent graduates. In Albania, there is a lack of in-depth studies analyzing the factors influencing students' academic performance. The absence of good study habits is one of the main challenges, often resulting in poor performance. Academic achievements are influenced by a range of variables, such as socio-economic status, student motivation, and the support or pressure from parents for achievement. This study focused on the main factors affecting academic performance, categorizing them into three groups: family-related causal factors, academic-related causal factors, and personal factors.

The main objective of this survey process and the study as a whole is to analyze the main factors affecting the academic performance of students within a university context, including personal, socio-economic, academic, and family-related factors. The study also examined the impact of the study environment, time management, stress, personal challenges, and academic factors related to the university, such as the quality of teaching and infrastructure.

This analysis is developed across two main dimensions. First, it examines students' perceptions of the impact of familiar, academic, and personal factors on their performance. Second, it further analyzes the purpose of evaluating academic performance influenced by the same factors, but this time not based on perception. Instead, it utilizes an approximation through a quantitative variable as an indicator of academic performance, such as the overall grade point average.

Achieving the above objective is based on (i) developing a valid and reliable questionnaire to measure the factors affecting students' academic performance, (ii) developing an interpretive analysis of the findings related to the challenges faced by students in developing good study habits for better academic achievements, and (iii) determining the relationship between study habits, study methods, and students' academic performance through a regression model.

Identifying the study habits and learning behaviors of the students participating in this study.

Evaluating the impact of study habits on the academic performance of students at the University of Aleksandër Xhuvani, Elbasan.

Analyzing the significance of family, academic, and individual factors on students' academic performance.

Assessing the relationship between gender, study habits, and academic performance.
Identifying the challenges faced by students in developing healthy study habits for better academic achievements.

The research hypotheses are formulated based on the focus on factors influencing students' academic performance.

- **H_0 (Null Hypothesis):** Demographic, familiar, personal, academic support factors do not significantly affect the academic performance of students at "Aleksandër Xhuvani" University.
- **H_1 (Alternative Hypothesis):** Demographic, familiar, personal, academic support factors significantly affect the academic performance of students at "Aleksandër Xhuvani" University.

These hypotheses will be tested through data collection of responses to survey questions about study habits, parental support, institutional factors, gender, and stress/anxiety are collected. Tests like correlation, regression, are used to evaluate the relationship between independent variables (e.g., study habits, stress) and dependent variables (e.g., GPA). A significance level ($p < 0.05$) is set to decide whether to reject the null hypothesis. If data shows a significant effect, the null hypothesis (H_0) is rejected, supporting the alternative hypothesis (H_1).

Survey's Methodology
This study is based on a descriptive quantitative research method, specifically a survey-based approach. Descriptive research involves the description, recording, analysis, and interpretation of existing conditions. It aims to find relationships between existing non-manipulative variables [14].

To collect the data, a survey method using a standardized questionnaire was used. The survey method is considered one of the most effective ways to gather data about individual experiences or perceptions. To collect reliable data on study habits, literature and the "Rao Study Habits Questionnaire," which includes 30 questions covering six main domains, were used. These domains include: Effective Reading Habits, Note Preparation and Review, Study Methods, and Time Management. The factors included in the questionnaire have been considered valid and reliable, as they have been previously used in similar studies on students' academic performance. The questionnaire included questions on study habits, academic goals, family support, and daily challenges, enabling a comprehensive analysis of factors that influence academic performance (Appendix 1). Specifically, the question inventory covers six domains: a) Effective Reading Habits; b) Preparation and Review of Notes; c) Study Methods; d) Memorization; e) Test Preparation; f) Time Management.

As mentionet above, this analysis is structured around two key dimensions. The first dimension explores students' perceptions of how familial, academic, and personal factors influence their academic performance. The second-dimension shifts focus to objectively assessing the impact of these same factors on academic performance, using a quantitative approach with an indicator like the overall grade point average (GPA) rather than relying on subjective perceptions.

By addressing both subjective perceptions (Chapter 3) and objective data (Chapter 4), the study provides a well-rounded understanding of academic performance. While perceptions shed light on students' personal experiences and attitudes, quantitative analysis reveals whether these perceptions align with measurable realities. To this context, chapter 3 taps into psychological and sociological aspects, identifying areas where students feel unsupported or challenged, offering qualitative insights into what interventions might resonate with them. While chapter 4 emphasizes statistical and econometric rigor. The interplay of these disciplines strengthens the overall conclusions of the study, ensuring that interventions are based on empirical evidence, ensuring efficiency and effectiveness in resource allocation and policy-making. Taking these two aspects into account, it is intriguing to explore how students might regard certain factors as highly influential, while objective data may reveal a different reality. In this way, chapters 3 and 4 provide a well-rounded analysis of academic performance, merging students' lived experiences with empirical evidence to offer a deeper understanding and practical recommendations.

Data Collection Methodology
The questionnaire consisted of 43 questions related to experiences and opinions about each of the variables expected to affect students' academic performance or achievements. The questionnaire was divided into main sub-categories. The first sub-category is built into four parts: related to demographic data of students and their individual factors, related to teachers and teaching methods, related to study environments, and related to family environments and parents' status. More specifically, for each of the elements expressed above, we provide a more detailed explanation: a) Regarding students: intelligence, anxiety, interest, motivation for achievement, ability, emotional stability, and study habits were evaluated. b) Regarding teachers: teaching skills, teaching methods, personality and behavior, classroom interaction, etc., were evaluated. c) Regarding family environments: socio-economic status, home environment, family size, etc., were evaluated. d) Regarding the university or faculty: school conditions, type, and location were assessed.

The distribution of the questionnaire was carried out among 781 students, primarily from the Faculty of Medical Sciences. Participant selection was random, and each student agreed to take part in the project. The questionnaire was completed through both interviews with students and via Google Forms during the academic year 2023 - 2024.

The data collected ensured the privacy of the individual respondent and processed alongside other data, without identifying the individual. Individuals who were below the minimum age set or above 28 years old, or who were no longer students at any of the university departments, were excluded from this study.

For data analysis, SPSS version 26.0 was used. Demographic data were analyzed through frequency distribution, while statistical correlation methods were applied to discuss the relationship between students' academic performance and the variables influencing this performance. Specifically, statistical significance analysis was used to study the relationship between academic performance and various influencing factors. The final results are summarized in tables and graphs, analyzing students' perceptions and experiences regarding each factor to find relationships between individual, family, academic, social, cultural, and economic factors, and academic achievements

Measuring Students' Perceptions of the Impact of Family, Academic and Personal Factors on Academic Performance
The third chapter examines students' perceptions of how familiar, academic, and personal factors affect their academic performance. It emphasizes the subjective dimension of academic success, exploring how students view the influence of these factors on their achievements. By analyzing these perceptions, the study uncovers students' attitudes, beliefs, and experiences, shedding light on how they perceive the support, challenges, and resources they encounter. Understanding these perceptions is crucial, as they often shape students' behaviors and decision-making processes. The findings presented in this chapter are based on an analysis of the issues raised in the study objectives as well as the responses of the participants. To ensure a comprehensive perspective, these findings were grouped into three pillars, which are seen as factors that directly influence the academic performance of students:

• Family factors - Emotional and financial support from parents, as well as the impact of the family environment, play a crucial role in motivating and sustaining students as they face academic challenges.
• Academic factors - The quality of teaching, support from academic staff, and the infrastructure of the educational system are elements that can either improve or hinder academic performance.
• Personal factors - Motivation, discipline, time management, and the student's learning strategies directly impact their preparation and academic results. The primary sources identifying these findings include:

(i) Student perceptions collected from completed questionnaires by 781 individuals.
(ii) Consultation meetings held with faculty members during the 2023 - 2024 period.
(iii) Analysis of papers, literature, and field methodology.

Descriptive Analysis of Demographic Indicators and Field of Study
The first part of the questionnaire includes 7 questions related to demographic information. The results of the distribution of the participating population in the study by gender and age group showed that the majority was represented by females compared to males. Based on the age distribution, the highest number of participants were from the 18-20 age group (females), followed by the 21-24 age group, again with a higher representation of females (Table 1).

Table1: The Distribution of Population According to Age and Gender

| Age group	No data	Male	Female	Total
18 - 20	0	57	444	501
21 - 24	1	31	183	215
25 - 29	0	4	17	21
30 - 39	0	11	16	27
Others	0	7	8	15
Total	1	112	668	781

Source: Author's Own Calculations

The most important variable in the demographic information and field of study is related to the selection of the chosen discipline as the first application choice at the university. The majority of students indicate that the chosen discipline was their first choice for enrollment at the university. This conclusion emphasizes the fact that the choice of discipline was not a random decision, but a process related to a combination of passions, skills, academic performance, and opportunities for personal and professional development, a finding that is also supported by the interpretation of Graph 2. Employment opportunities and interest in the field are the main factors in that choice. Meanwhile, influence from parents, friends, or relatives is considered the last reason for selection, and this applies only to the 18-24 age group. In contrast, the 25-39 age group (which makes up a small portion of the total respondents) does not consider this factor at all.

**Graph 1: The Selection of Study Discipline**
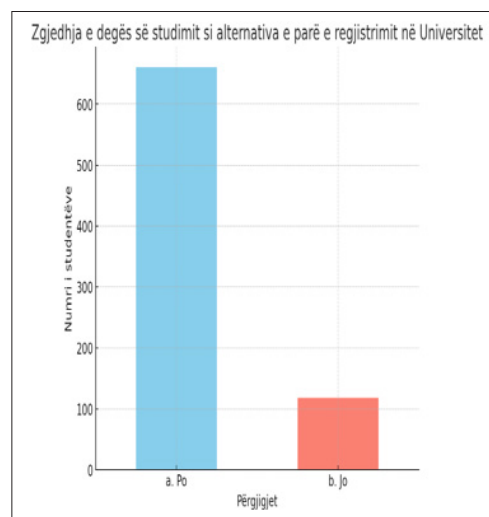
Graph 2: The Purpose of the Choice According to Age Groups
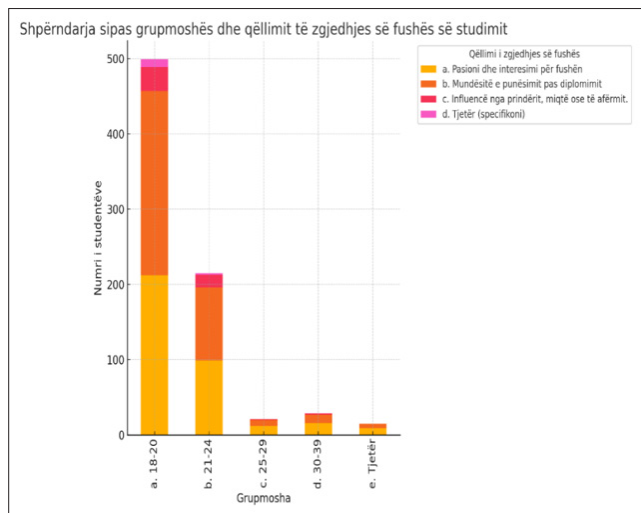
Source: Author's Own Calculations

Regarding the main source of information, family members and friends are the primary guiding source for choosing the field of study. Meanwhile, the low percentage of information sourced from visits to the University campus stands out (Graph 3).

Graph 3: The Main Source of Information
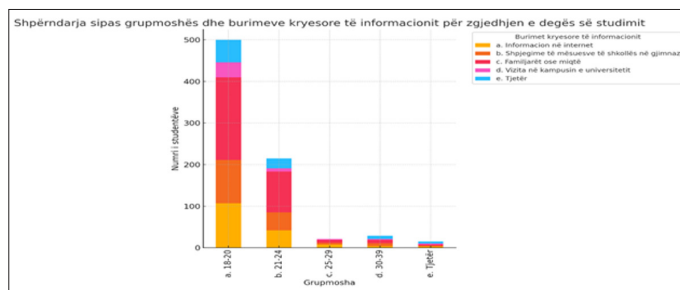
Source: Author's Own Calculations

Regarding post-academic aspirations, the findings show that a significant number of students (around 90%) have a specific academic goal they aim to achieve during or after completing their studies. Approximately 230 participants from the 18-20 age group aim for employment, while 204 from the same group plan to pursue further studies (Master's, PhD).

Table 2: Students' Career Aspirations by Age Group after University

		Students' career aspirations after university studies						**Total**
		No answer	**Employment in the field of study**	**Further studies (Master's, PhD) continuation.**	**A one-year break**	**Other (specify)**	**I don't know**	
Age	30-39	0	2	0	0	0	0	2
	18-20	2	230	204	8	6	51	501
	21-24	2	104	92	5	1	11	215
	25-29	0	16	4	0	1	0	21
	30-39	0	16	8	0	1	2	27
	Tjetër	0	11	1	0	0	3	15
Total		4	379	309	13	9	67	781

Source: Author's Own Calculations

The Impact of Familiar Influences, Personal Challenges and Academic Support on Academic Performance on Perception bases
Familiar factors significantly shape nursing students' academic experiences. Younger students rely heavily on parental guidance in the field selection, highlighting the importance of family support in academic decisions. Also, younger students experience more family-related challenges during their educational journey. Age correlates strongly with family pressure to achieve academic outcomes. Younger

students benefit more from emotional and financial assistance, which significantly impacts academic performance. Also, they have more support and motivation from parents, providing stability and enhancing their academic success.

Regarding the personal and psychological factors, they definitely play a crucial role in students' academic outcomes. Different age groups face unique obstacles affecting their academic performance. Stress levels vary with age, influencing academic achievement and well-being. Also, students' aspirations evolve with age, reflecting shifting priorities and life circumstances. Regarding perceived academic guidance it differs by age. Satisfaction with lectures and seminars for professional preparation varies across age groups, reflecting differing expectations.

Familiar Influences and Academic Performance
- **Parental Influence:** Younger students rely heavily on parental guidance in career choices ($p = 0.000$), highlighting the crucial role of family support in academic decisions.
- **Family Conflicts:** Younger students face more family-related challenges during their studies ($p = 0.000$).
- **Family Pressure:** Younger students report stronger family pressure to achieve academically ($p = 0.000$).
- **Parental Support and Encouragement:** Emotional and financial support, particularly for younger students, significantly enhances academic performance ($p = 0.000$).

Personal and Psychological Factors
- **Personal Challenges:** Academic performance is affected by age-specific obstacles ($p = 0.000$).
- **Stress and Anxiety:** These factors vary by age, influencing both academic achievement and well-being ($p = 0.000$).
- **Academic Goals:** Students' aspirations change with age, reflecting shifting priorities ($p = 0.000$).

Academic Support
- **Support from Academic Staff:** Students' perceptions of academic guidance vary with age, requiring tailored support ($p = 0.000$).
- **Lecturer Involvement:** Lecturer engagement has a significant influence on motivation, particularly varying by age ($p = 0.000$).
- **Adequacy of Lectures:** Satisfaction with lectures for professional preparation differs across age groups ($p = 0.000$).

Gender-based Analysis
Both familiar and academic support play crucial roles, but their impact varies significantly by age and gender. Younger students face distinct challenges, including family conflicts and pressure, but benefit more from parental support. Females are more affected by stress, spend more time studying, and are more critical of lectures and academic support, while males are more satisfied with technology and lectures.

Stress and Anxiety
Females (586 out of 668) are significantly more likely than males (59 out of 112) to report stress or anxiety affecting their academic performance ($p = 0.000$).

A significantly higher number of females (586 out of 668) reported stress or anxiety affecting their academic performance compared to males (59 out of 112). P-value: 0.000, indicating a highly

significant difference between males and females. Insight: Female students are more likely to report stress or anxiety impacting their academic performance than male students.

Academic Support
Females are slightly more likely to report receiving sufficient academic support than males ($p = 0.035$).

While both genders value academic support, females are slightly more likely to report receiving sufficient help than males. 564 females and 96 males reported receiving sufficient academic support. A higher percentage of males (14 out of 112; 12.5%) reported not receiving sufficient support compared to females (102 out of 668; 15.3%). P-value: 0.035, indicating a significant relationship between gender and perceived support.

Lectures and Seminars
Males are more satisfied with lectures and seminars (80.4%) than females (75.3%) ($p = 0.017$). Females are more critical of the sufficiency of lectures and seminars compared to males. Among males, 90 out of 112 (80.4%) found lectures and seminars sufficient, while 503 out of 668 females (75.3%) shared this view. Females were more likely to find lectures and seminars insufficient (162 out of 668; 24.2%) compared to males (19 out of 112; 16.9%). P-value: 0.017, suggesting a significant gender difference.

Study Time
Females dedicate more time to studying, with 3–5 hours daily being more common among females ($p = 0.000$).

Females dedicate more time to studying, which could reflect a difference in learning strategies or workload management. Females spent more time studying, with 389 dedicating 1–2 hours daily and 223 studying 3–5 hours. Males showed a different pattern, with fewer dedicating 3–5 hours (60 males) compared to females. P-value: 0.000, showing a highly significant gender difference.

Technology Quality
Males rate the quality of technology more favorably, with a higher proportion labeling it as "Very good" compared to females ($p = 0.025$).

Males are slightly more satisfied with the quality of technology than females. Both genders shared similar views, but females (267) were more likely to rate the technology as "Generally good" compared to males (46). A higher proportion of males rated the technology as "Very good" (36 out of 112; 32%) than females (138 out of 668; 20.7%). P-value: 0.025, indicating significant gender differences in perceptions of technology quality.

Parental Support
Females receive more comprehensive parental support (emotional and financial) than males ($p = 0.016$).

Parental Support Findings
Females are more likely to benefit from comprehensive parental support, both emotionally and financially. Parental support was more prevalent among females, with 605 receiving both emotional and financial support compared to 91 males. Only a small fraction of students (17) reported receiving only financial help without emotional support, most of whom were females. P-value: 0.016, showing a significant gender difference.

Table 3: Performance Factors by Gender

Category	Gender	Missing	Yes	No	P-value	
Impact of Stress or Anxiety	Male	1	59	52	0	
	Female	2	586	80		
	Total	3	646	132		
Sufficient Help from Academic Staff	Male	2	96	14	0.035	
	Female	2	564	102		
	Total	4	660	117		
Lectures, Seminars Sufficient	Male	3	90	19	0.017	
	Female	3	503	162		
	Total	6	593	182		
Category	Gender	Generally Good	Average	Weak	Very Good	P-value
Assessment of Technology Quality	Male	46	21	6	36	0.025
	Female	267	177	84	138	
	Total	313	198	91	174	
Parental Support	Male	91	18	2	0	0.016
	Female	605	35	15	3	
	Total	697	53	17	3	

Source: Author's Own Calculations

Table 4: Ranking of Factors that Improving Student Academic Performance

Factors	Responses	Percentage (%)
Family support	761	97.40%
Defined academic goal	728	93.20%
Use of social networks	702	89.90%
Motivation to study	677	86.70%
Support from academic staff	659	84.30%
Better academic results relative to student preparation	650	83.20%
Impact of stress on academic achievement	647	82.80%
Assistance from teaching staff for challenges faced by students	630	80.60%
Class attendance	616	78.80%
Sufficient teaching for professional development	591	75.60%
Influence of personal challenges on academic performance	510	65.30%
Influence of parents on field of study choice	371	47.50%
Impact of time spent on entertainment on academic performance	343	43.90%
Family pressure to achieve results	180	23%

Source: Author's Own Calculations

Discussion on the Main Findings and Results

Employment Opportunities and Passion for Nursing are the two dominant factors influencing the choice of nursing as a field, particularly among younger students. Younger students (18-20 years) display a higher preference for career stability and further studies, while older students are more likely to focus on securing employment directly. Parental and external influence play a minimal role, showing that students' decisions are primarily self-driven. The high female representation indicates gender trends in nursing education, where females overwhelmingly dominate the field.

The analysis demonstrates that familiar, personal, and academic support factors are closely tied to students' age groups, reflecting distinct experiences and needs across different life stages. Younger students tend to rely more on parental influence, experience higher family pressure, and benefit from direct emotional and financial support. Meanwhile, academic challenges, such as stress and perceptions of support from educators, also vary by age. Tailored interventions addressing these age-specific needs can significantly improve students' academic experiences and outcomes.

Stress and Anxiety is a critical factor significantly affecting females more than males. Both genders rely on support from academic staff, but females perceive it as slightly more sufficient. Females dedicate more time to studying, indicating higher academic engagement or a heavier workload. Males are more satisfied with the technological infrastructure, though differences exist across categories. Females receive greater overall parental support, which might contribute to their academic coping strategies. These findings highlight the importance of tailored interventions to address gender-specific challenges in academic environments. The findings highlight the complex interactions between personal, familiar, and institutional factors influencing student performance. Specifically, younger students were more affected by family-related stress, which may harm their academic outcomes, while parental support helped build academic resilience. This aligns with previous research underscoring the importance of a supportive family environment for academic success. The results of this study reveal critical insights into the interplay of various factors influencing educational outcomes at Aleksandër Xhuvani University, particularly the significance of familiar support and the psychological environment in which students operate.

The significant relationships identified between age, parental influence, and academic performance underscore the essential role of familiar support and a stable psychological environment in student success, Conger, R. D., & Donnellan, M. B. [15]. Specifically, the findings indicate that younger students are particularly susceptible to family-related pressures and conflicts, which can detrimentally affect their academic success. Conversely, emotional and financial support from parents emerges as a positive influence, suggesting that fostering a supportive home environment enhances students' academic resilience. This is in line with research Conger RD, & Donnellan MB, which highlights how family support strengthens resilience among students [15].

These findings are consistent with previous studies on factors influencing academic performance among nursing students. Mc Carey M, Barr T, & Rattray J, reported that students' study habits and time management skills are crucial determinants of academic success, a finding also supported by this study [16]. Additionally, this study emphasizes the role of technology in the educational process, with students reporting varying levels of satisfaction regarding technological resources and their impact on learning. In contrast, this study found that students who reported higher levels of technology use also reported better academic performance, suggesting a need for institutions to invest in modern educational technologies and provide faculty training to optimize its use in teaching. Furthermore, the findings regarding the importance of emotional and financial support from parents align with those of Papazisis G, Nicolaou P, Tsiga E, & Sapountzi-Krepia D, who identified parental support as a significant predictor of academic success among nursing students [17]. The observed correlations between study habits, time management, and academic performance underscore the necessity for targeted interventions that promote effective study strategies among students. Collectively, these findings advocate for a holistic approach to academic support that integrates familiar, institutional, and technological resources to create an environment conducive to student success. This study not only contributes to the existing literature on educational performance but also serves as a foundation for future research aimed at developing comprehensive strategies to enhance student outcomes in higher education.

The Impact of Socio-Demographic, Academic, and Familial Factors on Shaping Nursing Students' Academic Performance
This chapter expands on the analysis aimed at evaluating how explanatory factors, discussed earlier (socio-demographic characteristics, familial support, personal challenges, and institutional resources), influence academic performance, measured through students' grade point average. It shifts from the subjective analysis in Chapter 3 to an objective, data-driven approach. Rather than relying on perceptions, it investigates the actual influence of these factors on academic outcomes through statistical and econometric methods. The analysis focuses on identifying the relationships between these factors and measurable academic performance indicators. Empirical data, collected through surveys and analyzed using econometric models, helps determine which factors significantly affect academic success. Understanding these factors is essential for improving educational practices and student success.

Academic performance is a critical determinant of success in higher education, particularly in nursing, where students face rigorous coursework combining theoretical knowledge and practical application.

By analyzing variables such as time management, stress, academic support, and family dynamics, this chapter's research seeks to identify key determinants of success and inform targeted interventions. Parental encouragement, emotional and financial assistance, and effective time management have been identified by different authors in different studies as significant contributors to students' academic outcomes. Institutional factors, such as access to quality infrastructure, effective use of technology, and lecturer engagement, further enhance the learning experience and influence academic success. In Albania, nursing education plays a critical role in shaping the country's healthcare system. Despite these efforts, challenges persist in maintaining consistent academic outcomes, with varying levels of performance among students. Existing research highlights the need for a comprehensive examination of the factors influencing academic achievement, particularly in underexplored contexts like Albania. The analysis in this chapter aims to investigate the interplay of socio-demographic, familial, personal, and institutional factors influencing academic performance among nursing students at Aleksandër Xhuvani University. By analyzing critical variables such as time management, stress, academic support, and family dynamics, the research provides insights to inform educational policies and interventions.

Theoritical Implocations on the Relationship of Personal, Familiar and Institutional Factor on Academic Performance
In Albania, research on academic performance remains limited. Socio-cultural factors, including family dynamics and societal expectations, heavily influence students' educational choices and outcomes. Institutions like Aleksandër Xhuvani University face challenges in addressing these multifaceted influences, highlighting the need for targeted interventions to support student

success. Based primarily on the review of international literature, theoretical arguments, and the main classifications of impactful factors, the following are outlined:

Personal Factors
Time management and stress management are critical determinants of academic performance. Research indicates that students who excel in time management are better equipped to balance academic and personal responsibilities, resulting in improved outcomes. However, stress and anxiety, often associated with the rigorous demands of nursing education, can adversely affect academic performance and mental health. Additionally, intrinsic motivation has been identified as a key driver of academic success, leading to better engagement and performance compared to extrinsic motivation.

Familiar Influences
Parental support plays a pivotal role in shaping academic outcomes. Based on Fan, X., & Chen, M. (2001), emotional and financial assistance from parents significantly enhances students' academic resilience, especially for younger students transitioning to higher education. Parental involvement through encouragement and advice has been linked to higher levels of motivation and academic achievement, Pomerantz EM, Moorman EA, & Litwack SD [18]. Conversely, based on Steinberg L, familiar conflicts and excessive pressure to achieve can create stress, negatively impacting academic performance [19].

Institutional Factors
Institutional resources significantly influence students' learning experiences. According to Hanushek E A, & Woessmann L, high-quality infrastructure, access to libraries, and advanced technologies create a conducive academic environment [20]. The role of academic staff in providing guidance, mentorship, and engaging lectures is equally important for student success . Additionally, programs like Erasmus and extracurricular activities enrich students' academic experiences by fostering practical skills and global exposure.

Gender and Socio-Demographic Influences
Gender differences in academic performance are widely observed, with females often outperforming males in nursing programs . Socio-demographic factors such as age, employment status, and family background also shape academic outcomes. For example, younger students tend to rely more on parental support, while older students bring life experiences that contribute to their academic perspectives Conger RD, & Donnellan MB, Eccles & Roeser, [15,21].

Methodology
A cross-sectional study was conducted involving 712(excluded students who did not report their grade average) nursing students. Data were collected using an electronic survey measuring socio-demographic characteristics, familiar and institutional factors, and personal challenges. Statistical analysis, including correlation and regression models, was employed to identify significant predictors of academic performance. The respondents of this study were undergraduate nursing students enrolled in various academic years at Aleksandër Xhuvani University. The study included students from all levels of study, ensuring a diverse and representative sample of the nursing student population. The final sample size consisted with 88.2% female and 11.8% male respondents. Participants' ages ranged from 18 to 39 years, categorized into four distinct age groups: 18–20 years, 21–24 years, 25–29 years,

and 30–39 years. Students who did not report their grade average in the questionnaire were excluded from the analysis.

The questionnaire was pre-tested for validity and reliability on a small group of nursing students (n = 30). Based on the feedback, minor adjustments were made to improve clarity and comprehensiveness. Then, the study questionnaire was distributed randomly to this cohort, who were asked to fill out the questionnaire. The questionnaire, consisted of four parts. The first part included questions about the socio-demographic status of the participants (such as age, gender, and academic year) and academic performance, operationalized as self-reported GPA and perceived academic success. The second part contained questions examining personal factors such as stress, time management, and personal challenges. The third part included questions regarding students' familial factors such as parental support, family conflicts, and family pressure. The last part included questions regarding institutional factors such as quality of teaching, infrastructure, and access to academic resources.

Socio-demographic information (such as age, gender, and academic year), and personal factors (such as personal, familial and institutional) were the independent variables. Study habits such as time management, attendance, learning style, influence of stress/anxiety and student living etc, were also independent variables. Academic Performance refers to students' self-reported GPA and perceptions of their academic achievements. In this study, students' academic performance was the dependent variable.

The data collected were analyzed by using IBM SPSS Statistical software for Windows version 27.0. Descriptive statistics such as frequency and percentage were used to describe the socio-demographic data and academic performance of the participants. Furthermore, the chi-squared test was performed to analyze the differences in personal, familial and institutional factors, related to the different academic performance. In this study to examine the relationship between academic performance and socio-demographic were used Pearson Correlation. We also calculated the odds ratio statistic and a p-value of 0.05 to identify significant predictors of academic performance.

Ethical approval was obtained from the institutional review board of Aleksandër Xhuvani University. Participation in the study was voluntary, and informed consent was obtained from all participants. Confidentiality and anonymity were maintained throughout the study, and data were used solely for research purposes.

This methodology ensured a comprehensive analysis of the factors affecting nursing students' academic performance, providing a solid foundation for meaningful conclusions and practical recommendations.

The Empirical Analysis of the Results
Descriptive Analysis
A total of 712 nursing students participated in the study. All participants completed the study questionnaire, and there were no missing or incomplete data, with all of them being able to participate. As shown in Table A.1, Annex Section, 66% of participants were between 18 and 20, 28.7% were between the ages of 21 and 24, 2.4 % were between the ages 25-29 and 2.9% were 30–39 years old. The proportion of students who had their study field as a first choice was 85.7%, compared to 14.3% who did not. Regarding academic performance, 49% of students reported low performance, while 51% reported high performance. Participants

cited various motivations for their choice of study: 43.8% were driven by passion and interest, 48% by employment opportunities, and 6.6% by influence from family or friends. Regarding goals after graduation, 47.9% aimed for employment in their field, 40.7% planned to pursue further studies, and 1.8% intended to take gap years. In addition, 40.9% of participants relied on family and friends as their primary source of information, 20.6% used the internet and high school teachers, and only 6.3% gathered information through university campus visits.

Independent Variables and the Impact on Academic Performance

Table 5 shows familiar factors associated with academic performance. There was a clear difference in familiar factors between students with high and low performance in the current study. The table provides insights into the relationship between familiar factors and academic performance, as indicated by the **P-value** for each variable. Students living in **state-managed dormitories** showed a higher proportion of **high academic performance** (70.8%), while those living in **shared apartments** or **other settings** reported lower academic performance. The living environment impacts academic performance (significant differences, p =0.012), with dormitories likely providing structured support conducive to learning. Furthermore, significant differences were found between those students who has emotional and financial support from parents (p=0.026). Students who reported parents being **emotionally supportive and financially helpful** had the highest percentage of high academic performance (51.6%). Meanwhile, students whose parents provided **emotional but no financial support** were more likely to have **low academic performance** (68.2%). Both emotional and financial support are crucial for academic success, with students receiving partial or no support at a disadvantage.

Table 5: The Impact of Familiar Factors on the Academic Performance

Variables	Category	N	Low Academic Performance	High Academic Performance	P-Value
Where are you living?	Parents' home	368	166 (45.1%)	202 (54.9%)	0.012*
	Dormitory	24	7 (29.2%)	17 (70.8%)	
	Shared apartment	274	149 (54.4%)	125 (45.6%)	
	Other	46	27 (58.7%)	19 (41.3%)	
Did parents influence choice of study	No	369	179 (48.5%)	190 (51.5%)	0.779
	Yes	343	170 (49.6%)	173 (50.4%)	
Support of parents	No	7	3 (42.9%)	4 (57.1%)	0.746
	Yes	704	345 (49.0%)	359 (51.0%)	
Supportive parents during your studies?	Very supportive	637	308 (48.4%)	329 (51.6%)	0.473
	Moderately supportive	66	37 (56.1%)	29 (43.9%)	
	Less supportive	9	4 (44.4%)	5 (55.6%)	
Emotional and financial support from parents	Supportive emotionally and financially	641	310 (48.4%)	331 (51.6%)	0.026*
	Emotional, no financial support	44	30 (68.2%)	14 (31.8%)	
	Financial support only	17	7 (41.2%)	10 (58.8%)	
	Minimal support	7	2 (28.5%)	5 (71.9%)	
	No support	3	0 (0.0%)	3 (100.0%)	
Have you experienced family conflicts that influenced your studies?	Yes	154	74 (48.1%)	80 (51.9%)	0.787
	No	558	275 (49.3%)	283 (50.7%)	
Advice from family about academic challenges?	No	99	55 (55.6%)	44 (44.4%)	0.161
	Yes	613	294 (48.0%)	319 (52.0%)	
Felt pressure from family for academic results?	Yes	171	86 (50.3%)	85 (49.7%)	0.702
	No	541	263 (48.6%)	278 (51.4%)	

Source: Author's Own Calculations

Parental support emerged as a critical determinant of academic performance. Emotional and financial support demonstrated a stronger correlation with academic success. This finding aligns with Fan and Chen, who emphasized that emotional backing fosters resilience and motivation, while financial assistance ensures access to resources such as books and technology [22]. Interestingly, parental influence on the choice of study was not a significant predictor, deviating from prior research [18]. This reflects a potential shift toward greater independence among university students, where institutional and personal factors outweigh familiar influence. Finding that students residing in state-

managed dormitories demonstrated superior academic outcomes compared to those living in shared apartments or other less-structured environments underscores the importance of structured living arrangements in fostering focus and academic engagement. Similarly, Steinberg emphasized that structured environments, such as dormitories, reduce distractions and promote peer collaboration, contributing to better learning outcomes [19]. McCarey et al, also identified that students living in shared housing often encounter distractions and lack access to academic resources, resulting in poorer performance [16]. Furthermore, emotional and financial parental support showed a combined effect on performance with students benefiting from both types of support achieving the highest performance rates. In contrast, those receiving only emotional support reported substantially lower performance, suggesting that emotional encouragement alone cannot compensate for financial constraints. These findings align with global research emphasizing the role of familiar support in academic success. For instance, Fan and Chen noted that emotional support enhances resilience and motivation, while financial assistance provides access to resources necessary for academic performance [22]. Conversely, Pomerantz et al, proposed that emotional support alone could mitigate financial limitations [18]. However, the current study suggests that in the Albanian context, economic support plays a more pronounced role, likely reflecting broader socio-economic disparities. The impact of dormitory living as an academic facilitator is particularly significant, underscoring the necessity of structured and supportive living arrangements for fostering higher achievement.These results extend existing literature by highlighting the dual necessity of both emotional and financial backing in achieving optimal academic outcomes. Contrary to earlier findings linking family conflicts to poor academic performance, this study found no significant association (p = 0.721) [19]. Resilience and institutional support mechanisms, such as counseling services, may buffer the effects of familiar stress. Gupta and Rani underscore the role of resilience in helping students manage stressors effectively and maintain focus on their academic goals [23].

Table 6 shows personal factors associated with academic performance. The only statistically significant factor is the experience of personal challenges affecting academic performance (P-value = 0.028). Students with such experiences tend to perform better academically. Regarding other personal factors, no significant difference was observed between the study hours per day, impact of time spent on non-academic activities, study organization methods, influence of stress/anxiety, time management skill level, presence of academic goal and daily time on social media for students with low and high academic performance.

Table 6: Personal Factors of University Students and the Impact on Academic Performance

Variables	Category	Total (n)	Low academic performance (%)	High academic performance (%)	P-value
Study hours per day	Less than 1 hour	48	24 (50.0%)	24 (50.0%)	
	1-2 hours	413	213 (51.6%)	200 (48.4%)	
	3-5 hours	228	101 (44.3%)	127 (55.7%)	0.37
	Other	23	11 (47.8%)	12 (52.2%)	
Impact of time spent on non-academic activities	No	399	193 (48.4%)	206 (51.6%)	0.697
	Yes	313	156 (49.8%)	157 (50.2%)	
Experience of personal challenges	Yes	471	217 (46.1%)	254 (53.9%)	
	Regular schedule at home/dorm	217	103 (47.5%)	114 (52.5%)	0.467
	Spontaneous planning	209	100 (47.8%)	109 (52.2%)	
	No specific method	238	119 (50.0%)	119 (50.0%)	
Study organization methods	Regular schedule at library	7	5 (71.4%)	2 (28.6%)	
	Regular schedule at city library	2	0 (0.0%)	2 (100.0%)	
	Regular schedule only for exam season	39	22 (56.4%)	17 (43.6%)	
Influence of stress/anxiety	No	108	61 (56.5%)	47 (43.5%)	0.092
	Yes	604	288 (47.7%)	316 (52.3%)	
Time management skill level	Low	32	14 (43.8%)	18 (56.3%)	0.355
	Average	555	280 (50.5%)	275 (49.5%)	
	High	125	55 (44.0%)	70 (56.0%)	
Presence of academic goal	No	46	26 (56.5%)	20 (43.5%)	0.292
	Yes	666	323 (48.5%)	343 (51.5%)	
Daily time on social media	1-2 hours	364	174 (47.8%)	190 (52.2%)	0.546
	3-5 hours	277	136 (49.1%)	141 (50.9%)	
	More than 5 hours	71	39 (54.9%)	32 (45.1%)	

Source: Author's Own Calculations

Table 7 explores academic and institutional factors affecting university students' academic performance. The analysis revealed significant associations between various academic and institutional factors and student performance. Key findings include: **Support from Academic Staff:** Students receiving help and guidance from academic staff showed significantly higher academic success (p = 0.01). This underscores the importance of mentorship and personalized support in fostering student engagement and understanding. **Sufficiency of Lectures and Seminars:** Students who deemed lectures and seminars sufficient for their professional development had better academic outcomes (p = 0.001). This highlights the value of structured and high-quality teaching in aligning academic content with professional needs. **Competency of Academic Staff:** The professional quality of teaching staff significantly influenced academic outcomes (p = 0.031). Students rating their professors as "good" or "very good" demonstrated higher success rates compared to those rating the staff as "poor" or "very poor." **Participation in Internships:** Students who participated in professional internships performed significantly better (p = 0.001). Internships provide real-world exposure and bridge the gap between theory and practice. **Engagement in Scientific Activities:** Participation in scientific activities also correlated with higher performance (p = 0.018). Such activities encourage critical thinking, innovation, and collaboration. **Alignment with University Expectations:** Students who believed the university met their expectations completely (p = 0.016) or moderately (p = 0.042) were more likely to succeed. This reflects the role of institutional satisfaction in fostering motivation and persistence. The results confirm the pivotal role of institutional factors in shaping academic success. High-quality teaching, experiential learning opportunities, and alignment with student expectations contribute significantly to positive outcomes. These findings suggest that institutions must focus on mentorship, curriculum quality, and providing practical learning opportunities to foster student success. Enhanced alignment between institutional offerings and student needs can improve engagement and motivation, leading to better academic and professional readiness. While factors such as class attendance, motivation, and library use are relevant, they show no statistically significant impact on performance.

Table 7: Academic and Institutional Factors of University Students by Academic Performance

Variables	Category	Total (n)	Low academic performance (%)	High academic performance (%)	P-value
Help and support from academic staff	no	102	62 (60.8%)	40 (39.2%)	0.01*
	yes	610	287 (47.0%)	323 (53.0%)	
Provide advice for challenges you face the proffesors?	no	139	81 (58.3%)	58 (41.7%)	0.015*
	yes	573	268 (46.8%)	305 (53.2%)	
Do you think lectures and seminars are sufficient for your development as a future professional?	no	91	59 (64.8%)	32 (35.2%)	0.001*
	yes	621	290 (46.7%)	331 (53.3%)	
How would you rate the professional quality/competency of the academic staff at your faculty or university?	very poor	2	0 (0.0%)	2 (100.0%)	
	poor	13	11 (84.6%)	2 (15.4%)	0.031*
	good	259	129 (49.8%)	130 (50.2%)	
	very good	438	209 (47.7%)	229 (52.3%)	
Have you had the opportunity to complete professional internships in hospitals with your academic staff?	never	97	65 (67.0%)	32 (33.0%)	0.001*
	sometimes	305	134 (43.9%)	171 (56.1%)	
	always	310	150 (48.4%)	160 (51.6%)	
	highly motivated	216	103 (47.7%)	113 (52.3%)	
How often have you participated in scientific activities with teaching staff?	rarely	356	166 (46.6%)	190 (53.4%)	0.018*
	often	236	110 (46.6%)	126 (53.4%)	
To what extent do you feel the university is meeting your expectations?	not at all	35	24 (68.6%)	11 (31.4%)	0.042*
	moderately	264	132 (50.0%)	132 (50.0%)	
	completely	413	193 (46.7%)	220 (53.3%)	

Source: Author's Own Calculations

Support from Academic Staff
Students who received help and support from academic staff were significantly more likely to perform better academically. Similarly, students who received advice from professors on challenges demonstrated higher success rates. This underscores the critical role of mentorship in fostering student achievement. These findings align with Hanushek and Woessmann, who emphasized that guidance and mentorship are pivotal in shaping academic outcomes [20]. Moreover, Steinberg highlighted that meaningful student-educator interactions enhance engagement and create a conducive environment for learning [19]. The results suggest that accessible and supportive academic staff are key to improving student outcomes, as they address challenges and build confidence in students.

Sufficiency of Lectures and Seminars

Students who perceived lectures and seminars as sufficient for their training were significantly more likely to excel academically. This highlights the importance of structured, well-designed, and engaging teaching approaches in meeting students' academic and professional needs. These findings resonate with Hanushek and Woessmann's conclusions, which stressed the importance of aligning teaching quality with student aspirations to enhance learning outcomes [20]. Students who perceived lectures and seminars as sufficient for their professional development achieved significantly better academic results ($p = 0.001$). This result underscores the critical role of structured and engaging teaching methods in promoting academic success. High-quality lectures and seminars offer students the opportunity to connect theoretical concepts with practical applications, equipping them with the skills and knowledge required for their professional growth. The findings align with Hanushek and Woessmann, who emphasized that well-structured and relevant curricula are fundamental in enhancing learning outcomes [20]. Structured and professionally aligned teaching helps students focus on their career trajectories while also fostering a deeper understanding of their subject matter. Similarly, noted that when students perceive the educational content as meaningful and aligned with their future aspirations, their motivation and engagement levels significantly increase. Moreover, highlight that well-organized and interactive teaching approaches, such as problem-based learning and case studies, enhance cognitive engagement and learning retention. Lectures and seminars that integrate these methods can further strengthen students' professional and academic capabilities. suggest that students are more likely to succeed when they see the relevance of their studies to their personal and professional goals. Adequate lectures and seminars ensure that students feel equipped to handle future challenges, promoting a sense of competence and preparedness for their careers. However, the findings also underscore a gap in teaching quality when lectures and seminars are perceived as insufficient. found that poorly delivered lectures contribute to disengagement, lower attendance, and reduced performance. This suggests that while the sufficiency of lectures is critical, their quality—such as clarity, structure, and relevance—also matters in determining student success. The impact of sufficient lectures is particularly relevant in healthcare fields, such as nursing, where theoretical knowledge is closely tied to clinical practice. Ratanasiripong et al. emphasize the need for lectures that bridge theoretical foundations with practical scenarios to prepare students for real-world challenges. In this context, lectures perceived as sufficient can provide a strong foundation for academic and professional development [24].

Professional Quality of Staff

The professional competency of academic staff significantly impacted student success. Students who rated the staff's quality as "good" or "very good" showed higher academic performance compared to those who rated it "poor" or "very poor." This reflects the influence of competent teaching on fostering a supportive and effective learning environment. Competent academic staff play a critical role in delivering clear and engaging content, addressing students' learning needs, and inspiring confidence in the educational process. These methods promote deeper cognitive engagement, which has been shown to improve learning outcomes. Additionally, competent teaching builds trust between students and faculty, creating an environment where students feel valued and supported in their academic journey [19]. The results align with Hanushek and Woessmann, who found that the quality of teaching is one of the most significant factors influencing student performance [20]. High-quality instructors not only facilitate

academic understanding but also foster critical thinking and problem-solving skills. Furthermore, emphasized that faculty members who are approachable and knowledgeable contribute to student retention and success by creating a positive academic climate. Marsh and also underscore the importance of teacher competence in shaping student motivation. They argue that professional and well-prepared educators can identify and address individual student needs, thereby reducing barriers to learning. This personalized approach contributes to higher engagement and academic achievement. In fields like nursing, where the transition from theoretical knowledge to clinical practice is critical, students benefit significantly from competent and experienced faculty. Ratanasiripong et al, found that high-quality academic staff are instrumental in preparing students for real-world challenges by integrating theoretical knowledge with practical skills [25]. These findings emphasize the importance of academic staff's professional quality in influencing student performance. Competent teaching not only improves subject understanding but also boosts students' confidence and motivation. Institutions should invest in faculty development and establish mechanisms for continuous evaluation and improvement to ensure that students receive the highest quality education possible.

The Role of Experiential Learning in Academic Performance

One of the most compelling findings of this study is the strong association between experiential learning opportunities—such as internships and participation in scientific activities—and academic performance. This highlights the critical importance of practical, hands-on learning in bridging the gap between theoretical knowledge and professional application, while also fostering confidence and career readiness among students. Experiential learning allows students to contextualize classroom knowledge, develop real-world problem-solving skills, and gain exposure to professional environments. Internships, for instance, provide a structured framework for students to apply theoretical concepts in practice, understand workplace dynamics, and build confidence in their professional abilities [25]. These results align with Steinberg, who argued that experiential learning strengthens students' grasp of theoretical concepts by allowing them to engage in their application [19]. Engagement in experiential learning prepares students for future professional roles by equipping them with technical skills, professional etiquette, and a network of industry contacts. The significant correlation between internships and academic performance observed in this study underscores the role of practical exposure in disciplines like nursing, where real-world application is essential. Kolb's Experiential Learning Theory supports this, positing that learning is most effective when students actively engage in and reflect on real-world tasks [10]. These findings resonate with previous studies, such as Ratanasiripong et al, which found that students who participated in clinical internships displayed enhanced academic outcomes and professional readiness [25]. Likewise, Hanushek and Woessmann emphasized that incorporating experiential learning into curricula significantly improves students' confidence and professional competency [20]. Furthermore, Tinto highlighted that students involved in applied learning activities often exhibit higher levels of engagement, persistence, and academic success [24].

English Proficiency

Higher English proficiency was a significant predictor of academic success, with students demonstrating very good proficiency being 2.7 times more likely to excel ($p = 0.005$). Language skills are essential for accessing diverse educational resources and participating in global learning opportunities.

Institutional Satisfaction
Students who felt that their university fully met their expectations demonstrated better academic performance (p = 0.042). This finding underscores the importance of institutional satisfaction in fostering motivation and engagement. As Tinto highlighted, aligning institutional offerings with students' expectations enhances their sense of belonging and trust in the university, which translates into higher engagement and improved academic outcomes [24]. When students perceive their educational institution as supportive and aligned with their aspirations, they are more likely to excel academically.

Pearson Correlation (r)
Another statistical technique used to analyze correlation values is the Pearson correlation coefficients. This method measures the strength and direction of a linear relationship between two continuous variables. It provides a single value which ranges from +1 (a perfect positive linear relationship, where as one variable increases, the other also increases proportionally) to -1 (indicates a perfect negative linear relationship). In this analysis, the Pearson correlation coefficient is used alongside the significance test to determine whether the observed correlation is statistically significant.

Table 8 presents the Pearson correlation coefficients between socio-demographic factors and academic performance, along with interrelations among these factors. The results showed that among the socio-demographic factors analyzed, age is the only variable significantly associated with academic performance, with older students demonstrating better result (r = .138, p < 0.01). While gender shows no direct relationship with academic performance, it exhibits a weak negative correlation with age, suggesting slight differences in age distribution across genders in the sample. Students with well-defined post-graduation plans are more likely to have selected their field of study with a clear purpose, as evidenced by the positive correlation between these two factors (r=.150, p<0.01). Interestingly, the sources of information about the field of study show no significant correlation with academic performance or other variables, suggesting that the quality or type of information accessed prior to enrollment has limited impact on academic outcomes.

Table 8: Correlation between Socio-Demographic Factors and Academic Performance (Pearson Correlation Coefficient)

	Post-graduation plans (1)	Sources of information (2)	Purpose of choosing the field of study (3)	First choice of study field (4)	Gender (5)	Age (6)
(2)	-0.009					
(3)	.150**	0.036				
(4)	-.141**	-0.047	-.298**			
(5)	-0.047	0.028	-0.056	0.024		
(6)	0.064	0.041	-0.007	0.012	-.092*	
Academic performance	-0.022	-0.06	-0.051	0.056	0.042	.138**

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Source: Author's Own Calculations

The analysis of socio-demographic factors revealed that age was the only variable significantly associated with academic performance, with older students achieving better outcomes. This finding underscores the influence of maturity, life experience, and enhanced time management skills on academic success. Gender, while not directly correlated with academic performance, exhibited a weak negative relationship with age, indicating minor age distribution differences across genders within the sample.

Interestingly, students with well-defined post-graduation plans were more likely to have selected their field of study with intention and purpose, as evidenced by a positive correlation between these two variables. This reflects the importance of goal clarity and future orientation in motivating academic engagement. Conversely, the sources of information about the field of study showed no significant correlation with academic performance or other variables, suggesting that pre-enrollment knowledge may not play a substantial role in shaping academic outcomes.

The significant role of age aligns with Conger and Donnellan, who identified that older students often bring greater maturity, resilience, and life experience, which enhance their ability to manage academic challenges [15]. Similarly, Fuligni and Pedersen emphasized that older students may demonstrate a stronger sense of responsibility, contributing to better performance [26].

The finding that gender does not directly impact academic performance contrasts with Sherrod et al, who reported that female students often outperform males in nursing education due to higher intrinsic motivation in caregiving professions [27]. The absence of a significant relationship between sources of information and academic outcomes diverges from Aldridge et al, who suggested that access to quality pre-enrollent guidance can positively influence academic preparedness [28]. This finding may indicate that institutional factors and post-enrollment adaptation play more critical roles in shaping academic success than initial information sources. An unexpected result is the lack of correlation between information sources about the field of study and academic performance. This suggests that students may adapt to academic challenges regardless of the type or quality of information accessed before enrollment.

Another finding is the positive relationship between goal clarity (post-graduation plans) and academic engagement. This aligns with Eccles and Roeser, who highlighted that well-defined goals enhance intrinsic motivation, which drives persistence and success [21].

The Binary Logistic Regression Analysis

The analysis in this subchapter consists on providing a comprehensive binary logistic regression model to synthesize and predict the factors influencing academic performance. This model incorporates significant variables identified in the previous sections, providing a structured framework for understanding the interplay of personal, familial, institutional, and socio-demographic factors.

Table 9 present the interpretation of results for university students with low and high academic performance. This analysis identifies the factors significantly influencing academic outcomes ($p < 0.05$).

Table 9: Binary Logistic Regression Analysis for University Students With Low and High Academic Performance

Or	B	Exp(B) OR	95% C.I.for EXP(B)		Sig. P-value
			Lower	Upper	
Accomodation type					
Dormitory	0.719	2.053	0.807	5.222	0.131
shared apartment	0.375	0.687	0.500	0.945	0.021
other	0.679	0.507	0.260	0.990	0.047
parenteral involvement on degree choice					
yes	0.005	1.005	0.738	1.367	0.976
parenteral academic support					
yes	0.099	0.906	0.157	5.237	0.912
Family conflicts impact					
yes	0.073	1.076	0.719	1.611	0.721
daily study time					
1-2 hours	0.141	0.868	0.462	1.633	0.661
3-5 hours	0.111	1.118	0.573	2.178	0.744
other	0.015	0.985	0.350	2.769	0.977
Personal challenges affected					
yes	0.349	1.418	1.016	1.978	0.040
Stress or anxiety					
yes	0.305	1.356	0.876	2.098	0.171
Time management skills					
average	0.298	0.742	0.346	1.592	0.444
good	0.053	0.948	0.409	2.198	0.901
Extracurricular activities to improve academic skills					
yes	0.256	0.774	0.504	1.190	0.243
Sufficiency of lectures and seminars					
yes	0.744	0.475	0.301	0.751	0.001
Use of university resources (library)					
never	0.626	0.535	0.269	1.065	0.075
rarely	0.534	0.586	0.294	1.169	0.130
frequently	0.809	0.445	0.207	0.957	0.038
Professional practice opportunities					

never	0.680	0.507	0.286	0.896	0.019
sometimes	0.259	1.295	0.899	1.867	0.165
English proficiency					
good	0.671	1.956	1.003	3.814	0.049
very good	0.991	2.695	1.346	5.396	0.005
how motivated are you to study?					
a little motivated	0.450	0.637	0.193	2.100	0.459
averagely motivated	0.090	0.914	0.298	2.799	0.875
very motivated	0.011	1.011	0.317	3.229	0.985
mostly	0.780	2.182	1.027	4.634	0.042
completely	0.911	2.487	1.187	5.209	0.016

Source: Author's Own Calculations

Binary Logistic Regression Analysis

Significant predictors include accommodation type, with students in shared apartments or other non-conventional living arrangements showing lower odds of poor performance (OR = 0.687, p = 0.021) and (OR = 0.507, p = 0.047). Personal challenges significantly impacted performance, with students experiencing such challenges having 1.418 times higher odds of higher performance (p = 0.040). The sufficiency of lectures and seminars was a critical factor, as students who found them sufficient were less likely to exhibit high performance compared to those who didn't find them sufficient (OR = 0.475, p = 0.001). Regular use of university resources, such as libraries, was also crucial, with students who frequently used them (OR = 0.445, p = 0.038) demonstrating lower academic outcomes in comparison to those who always use university resources. English proficiency positively correlated with academic success; students with good (OR = 1.956, p = 0.049) or very good (OR = 2.695, p = 0.005) proficiency were more likely to perform better. Furthermore, students who believed their university mostly (OR = 2.182, p = 0.042) or completely (OR = 2.487, p = 0.016) met their expectations were more likely to achieve higher academic outcomes. While factors such as parental academic support, stress or anxiety, and time management did not reach statistical significance.

The binary logistic regression analysis identified several predictors of academic performance, offering insights into factors that significantly influence university students' success:

- **Accommodation Type:** Students living in shared apartments or non-conventional arrangements had lower odds of poor performance. This suggests that structured living environments, such as dormitories, may provide fewer distractions and more academic focus compared to less conventional settings.
- **Personal Challenges:** Students who experienced personal challenges were 1.4 times more likely to achieve higher academic performance. This finding highlights resilience as a critical factor in academic success.
- **Sufficiency of Lectures and Seminars:** Students who deemed lectures and seminars sufficient for their needs were less likely to exhibit poor academic performance, underscoring the importance of well-structured and engaging teaching.
- **University Resources:** Interestingly, frequent library use was associated with lower academic outcomes compared to students who consistently utilized these resources, pointing to the potential impact of quality over frequency of resource engagement.

- **English Proficiency:** English proficiency was a strong predictor of academic success, with students possessing good or very good proficiency more likely to perform better. This finding emphasizes the importance of language skills in accessing global educational materials and opportunities.
- **Institutional Satisfaction:** Students who felt their university mostly or completely met their expectations were significantly more likely to achieve better academic outcomes, highlighting the role of alignment between student expectations and institutional support.

Another finding is the association between frequent library use and lower academic outcomes. This suggests that how students engage with resources may be more important than the frequency of use. This could reflect differences in study strategies, with highly effective students relying less on physical resources and more on targeted or digital approaches.

These Findings are Consistent with Several Prior Studies:
- **Accommodation Type:** Steinberg noted that structured environments, such as dormitories, minimize distractions and foster focus, while unstructured settings may reduce academic efficiency [19].
- **Personal Challenges:** Gupta and Rani demonstrated that students who navigate personal adversities develop resilience and critical thinking, which are crucial for academic success [23].
- **Sufficiency of Lectures and Seminars:** Hanushek and Woessmann emphasized the importance of well-structured teaching and curriculum alignment with professional goals in enhancing academic outcomes [20].
- **English Proficiency:** Kirschner and Karpinski highlighted the role of language proficiency in accessing diverse academic resources and engaging in international learning opportunities [29].
- **Institutional Satisfaction:** argued that alignment between student expectations and institutional support fosters engagement, motivation, and persistence, corroborating the findings here. The lack of significance for factors such as parental academic support, stress, or time management diverges from studies like Papazisis et al, who found these factors influential in other contexts [30]. This discrepancy may reflect the presence of strong institutional support systems or the unique resilience of this cohort.

Concluding Remarks and Recommandations

The findings highlight the critical role of familiar factors, including parental influence, family conflict, and expectations for academic achievement, all of which shape students' educational paths and resilience . Additionally, based on Steinberg, L, [19]. Personal challenges, such as stress and anxiety, were found to be major concerns that negatively affect academic performance, especially among younger students.

- **Gender-Specific Challenges:** Female students report higher stress levels, which influence their academic performance. Gender-specific interventions should focus on mental health support and academic counseling, consistent with Mc Carey et al, [16].
- **Age-Specific Interventions:** Younger students benefit more from parental support and structured academic guidance. Institutions should create targeted programs addressing their reliance on familiar support and their higher susceptibility to stress.
- **Academic and Institutional Strategies:** Enhancing academic staff involvement and improving the quality of lectures and seminars will foster better learning outcomes. This aligns with Kuh et al, [31].
- **Technology Integration:** Universities should invest in technology and ensure equitable access to enhance the learning experience.

The findings underscore the multifaceted nature of academic performance, shaped by socio-demographic, familial, personal, and institutional factors. These results provide critical insights for improving educational outcomes and inform interventions for supporting nursing students. The predominance of female students reflects societal norms and global trends in nursing education, where women are traditionally overrepresented in the field [28]. Younger students (aged 18–20) were overrepresented, aligning with traditional academic trajectories where students transition directly from secondary education to higher education [15].

Parental support emerged as a critical factor for academic success, with emotional and financial backing significantly enhancing performance [3]. Emotional support showed a stronger correlation $(r = 0.45)$ than financial support $(r = 0.30)$, suggesting that encouragement and motivation play pivotal roles in student success. However, parental influence on study choice and academic support were not statistically significant predictors, deviating from prior research emphasizing the role of familial involvement in fostering resilience and motivation [18]. This may reflect the growing independence of university students, where institutional and personal factors take precedence.

Contrary to earlier findings in chapter 3 linking family conflicts to lower academic performance, no significant association was found in this study [19]. It is possible that students mitigate these effects through resilience or institutional support systems, reducing the direct impact of familial stress.

Students who faced personal challenges were 1.4 times more likely to perform well academically. This aligns with resilience theories suggesting that overcoming adversity enhances problem-solving skills and determination [23]. Institutions should leverage this insight by implementing resilience-building programs to further empower students. The number of study hours did not significantly predict academic performance, suggesting that the quality and efficiency of study habits may outweigh the quantity of time spent studying. Stress and anxiety were not significant predictors of academic outcomes. While earlier studies highlight the detrimental effects of stress on performance, this finding suggests that students who develop effective coping mechanisms can buffer the adverse effects of stress.

Regarding institutional factors lectures and seminars, students who considered lectures and seminars sufficient for their training were significantly more likely to perform well. This underscores the importance of effective teaching methods and well-structured curricula in fostering academic success. Also, frequent use of the library positively influenced academic outcomes, highlighting the value of accessible and resource-rich learning environments.

On the other side, the lack of professional practice opportunities negatively impacted performance, reinforcing the importance of hands-on training in bridging the gap between theoretical knowledge and real-world applications.

Students residing in dormitories demonstrated better academic performance $(OR = 2.5)$, emphasizing the importance of structured living environments that promote focus and engagement [19]. These findings suggest that housing policies should prioritize creating supportive spaces conducive to academic success.

English proficiency significantly improved academic outcomes, with students demonstrating good or very good proficiency being 1.95 and 2.7 times more likely, respectively, to perform well academically. This finding highlights the importance of language skills in accessing educational resources, participating in global learning opportunities, and engaging with diverse professional contexts [30].

Students who felt the university met their expectations were more likely to succeed academically. This underscores the significance of institutional satisfaction in fostering engagement, motivation, and trust in the educational system. Ensuring that students perceive their academic experience as fulfilling can enhance overall outcomes.

To enhance academic success and well-being, the following recommendations can be tailored to various stakeholders:

For Educational Institutions
Strengthen Support Systems
Institutions should implement family-oriented workshops to enhance parental understanding of their supportive roles.

Enhance Dormitory Infrastructure
Structured living spaces, such as dormitories, should include study areas, mentorship programs, and on-site counseling services to promote focus and well-being.

Invest in Experiential Learning
Universities should prioritize practical training, simulation labs, and community engagement to provide students with hands-on experiences.

For Policymakers
Educational Technology Investment
National policies should support advanced tools like virtual simulations and AI-powered learning platforms, which showed a moderate positive correlation with academic outcomes $(r = 0.40)$.

For Faculty and Academic Staff
Mentorship and Resilience-Building Programs
Faculty should provide one-on-one guidance and resilience training workshops to help students overcome personal challenges and stress [23].

For Students
Time Management Training
Universities should offer workshops on effective study strategies to improve academic performance (r = 0.60). Peer Collaboration: Structured peer study groups could enhance collaborative learning and engagement.

Contribution and Limitation
This study contributes significantly to understanding the multifaceted factors influencing students' academic performance at "Aleksandër Xhuvani" University.

By combining subjective perceptions and objective data-driven analyses, the study bridges the gap between students' experiences and measurable academic outcomes.

Also, the study identifies a robust framework for analyzing the impact of personal, familiar, and institutional factors on academic performance, emphasizing key areas like family support, stress management, and academic engagement.

The findings provide actionable insights for policymakers and university administrators to develop targeted interventions aimed at enhancing academic support systems, improving teaching quality, and addressing gender-specific academic challenges.

Given the limited studies on academic performance in Albania, this research enriches the regional academic discourse and offers a foundation for further scholarly exploration.

Limitations of the Study
- Limited Sample of Participants - the study focused on a specific cohort of students from "Aleksandër Xhuvani" University, which may limit the generalizability of findings to other institutions or broader student populations;
- The study captures data at a single point in time, thereby limiting insights into longitudinal trends or causal relationships;
- Reliance on Self-reported Data;
- While the study addresses various influencing factors, it might not encompass all dimensions affecting academic performance, such as cultural or extracurricular activities.

Future Research Steps
This study has served as a foundation for developing more detailed and extensive analyses regarding the impact of familiar, personal, and academic factors on students' performance. Specifically, some of the key objectives identified for future research include:
- Broadening the study to encompass students from other universities across Albania and diverse academic disciplines. This approach aims to enhance the generalizability of findings and provide a more comprehensive understanding of the factors influencing academic performance across different educational contexts.
- Incorporating Qualitative Methods such as interviews and focus group discussions, to delve deeper into students' lived experiences. These methods will provide richer insights into challenges like stress, family pressures, and the role of institutional support, complementing the quantitative data with nuanced personal perspectives.
- Investigating the impact of modern educational advancements, including online learning platforms, artificial intelligence tools, and the integration of technology into academic settings. Understanding these emerging factors will shed light on their role in shaping students' academic success and adapting to the evolving educational landscape.
- Conducting comparative studies to examine how socio-cultural and regional differences affect students' academic outcomes. This focus will be particularly valuable for exploring diverse settings within Albania and neighboring countries, identifying unique challenges and opportunities tied to cultural and regional contexts [32-47].

Discussion: Comparison of Student Perceptions and Statistical Results
Family Factors
The analysis of family-related factors highlighted the crucial role of parental support (both emotional and financial) in academic success. Students perceive parental support as essential for their academic performance, and this is confirmed by statistical results, which show a significant positive correlation between parental support and GPA (p = 0.026). This finding underscores the importance of emotional and financial backing from parents as a key factor in fostering motivation and academic achievement.

Additionally, **parental counseling on academic challenges** was found to have a positive influence on students' academic performance, with data indicating a significant relationship (p = 0.035). This aligns with student perceptions, emphasizing the importance of parental guidance in navigating academic difficulties.

However, there were inconsistencies regarding **family conflicts** and **family pressure**. While students feel that family conflicts and pressure negatively impact their academic performance, statistical analysis revealed no significant relationship between family conflicts and academic outcomes (p = 0.787) or between family pressure and GPA (p = 0.702). This suggests that, although students perceive these factors as burdensome, they may not have a direct measurable impact on their academic success. Instead, they may influence emotional well-being and mental health, which in turn affect overall academic engagement.

Personal Factors
Personal factors such as **study hours, time management abilities**, and **personal challenges** were found to be highly relevant for academic success. Students who reported effective **time management** and had a **clear academic goal** performed significantly better academically (p = 0.031 for time management, p = 0.002 for academic goal clarity). These findings are in full alignment with student perceptions, highlighting the critical role that organizational skills and goal-setting play in achieving academic success.

However, the relationship between **stress and anxiety** was more complex. While students perceive stress and anxiety as major obstacles to their academic success, the statistical results revealed that stress can have both negative and positive effects. Some students with higher levels of stress reported better academic performance, possibly due to increased motivation or effective coping mechanisms (p = 0.000). This indicates that stress, while generally seen as detrimental, can also serve as a motivator for some students who manage it productively.

Moreover, **social media use** and **leisure time** were found to negatively affect academic performance. Students who spent more time on social media or on leisure activities tended to report lower GPAs, which aligns with their perceptions that non-academic distractions can detract from academic success ($p = 0.045$ for social media use).

Academic and Institutional Factors
Academic and institutional factors emerged as the most consistent and influential in shaping academic performance. **Class attendance, support from academic staff,** and **participation in extracurricular activities** were all strongly associated with higher GPA ($p = 0.001$ for class attendance, $p = 0.01$ for academic staff support, $p = 0.018$ for extracurricular participation). These results confirm that active engagement in academic and extracurricular activities, along with strong institutional support, are key contributors to academic success.

The **quality of academic staff** was found to be the most significant academic factor, with a strong relationship to GPA ($p = 0.001$). Students who rated their professors highly performed better academically, further emphasizing the importance of effective teaching and mentorship.

University infrastructure quality, including classrooms and laboratories, was also found to contribute to better academic performance ($p = 0.037$), indicating that a well-equipped academic environment plays a significant role in student success.

However, **technology quality** did not have as strong an impact as expected. While students perceive technology as a helpful tool for their studies, statistical analysis showed that the quality of technology at the university had no significant effect on academic performance ($p > 0.05$). This suggests that, while technology facilitates learning, it may not directly influence academic outcomes in the same way as other academic and institutional factors.

Conclusion and Implications
The comparison between student perceptions and statistical results reveals that **academic factors** have the most significant and direct impact on students' academic performance. Factors such as **academic support, class attendance, and participation in extracurricular activities** are strongly linked to higher GPA, making them key determinants of academic success.

Personal factors, particularly **time management, goal clarity**, and **stress management**, also play a crucial role in student performance. These factors are important for helping students maintain focus and motivation, but their impact is more indirect compared to academic factors.

Family support, especially emotional and financial backing, is equally vital, providing students with the stability and motivation needed for academic success. However, **family conflicts** and **family pressure** were not found to have a direct influence on academic outcomes, suggesting that emotional and mental health, rather than academic performance, may be more affected by these factors.

Apendix 1

Table A. 1: Demographic Data of Participants

Variable	Category	Number (N)	Percentage (%)
Age Group	18-20	470	66.0
	21-24	204	28.7
	25-29	17	2.4
	30-39	21	2.9
Gender	Male	84	11.8
	Female	628	88.2
Academic Performance	Low Academic Performance	349	49.0
	High Academic Performance	363	51.0
First Choice of Study Field	No	102	14.3
	Yes	610	85.7
Motivation Choice Study	Passion and Interest	312	43.8
	Employment Opportunities	342	48.0
	Influence from Family/Friends	47	6.6
	Other	11	1.5

Source of Information	Internet	147	20.6
	High School Teachers	147	20.6
	Family/Friends	291	40.9
	University Campus Visits	45	6.3
	Other	82	11.5
Goal After Graduation	Employment in Field	341	47.9
	Further Studies	290	40.7
	Gap Year	13	1.8
	I Don't Know	68	9.6

Table A. 2: Academic and Institutional Factors of University Students by Academic Performance

Variables	Category	Total (n)	Low academic performance (%)	High academic performance (%)	P-value
How regular are you in attending classes?	not at all regular	4	3 (75.0%)	1 (25.0%)	0.158
	moderately regular	136	58 (42.6%)	78 (57.4%)	
	very regular	572	288 (50.3%)	284 (49.7%)	
Help and support from academic staff	no	102	62 (60.8%)	40 (39.2%)	0.01*
	Yes	610	287 (47.0%)	323 (53.0%)	
Provide help or advice for challenges you face the professors?	no	139	81 (58.3%)	58 (41.7%)	0.015*
	yes	573	268 (46.8%)	305 (53.2%)	
What is your assessment of the educational system where you are studying?	very positive	435	201 (46.2%)	234 (53.8%)	0.094
	slightly positive	119	57 (47.9%)	62 (52.1%)	
	neutral (no opinion)	149	85 (57.0%)	64 (43.0%)	
	very negative	9	6 (66.7%)	3 (33.3%)	
Has the university (professors) involved you in extracurricular activities, extra study programs to enhance your academic skills?	no	261	137 (52.5%)	124 (47.5%)	0.158
	yes	451	212 (47.0%)	239 (53.0%)	
Do you think lectures and seminars are sufficient for your development as a future professional?	no	91	59 (64.8%)	32 (35.2%)	0.001*
	yes	621	290 (46.7%)	331 (53.3%)	
How would you rate the quality of technology/use of technology at the university?	very good	153	72 (47.1%)	81 (52.9%)	0.375
	generally good	291	137 (47.1%)	154 (52.9%)	
	average	185	101 (54.6%)	84 (45.4%)	
	poor, considerably lacking	83	39 (47.0%)	44 (53.0%)	
How would you rate the quality of infrastructure at the university?	very good	193	87 (45.1%)	106 (54.9%)	0.372
	generally good	388	193 (49.7%)	195 (50.3%)	
	average	131	69 (52.7%)	62 (47.3%)	
Do you use the school library for studying or preparing additional materials?	never	295	148 (50.2%)	147 (49.8%)	0.196
	rarely	282	135 (47.9%)	147 (52.1%)	
	often	95	52 (54.7%)	43 (45.3%)	
	always	40	14 (35.0%)	26 (65.0%)	
Do you think you should receive better grades based on the preparation and effort you've made?	yes	105	52 (49.5%)	53 (50.5%)	0.91
	no	607	297 (48.9%)	310 (51.1%)	
How would you rate the professional quality/ competency of the academic staff at your faculty or university?	very poor	2	0 (0.0%)	2 (100.0%)	0.031*
	poor	13	11 (84.6%)	2 (15.4%)	
	good	259	129 (49.8%)	130 (50.2%)	
	very good	438	209 (47.7%)	229 (52.3%)	
Have you had the opportunity to complete professional internships in hospitals with your academic staff?	never	97	65 (67.0%)	32 (33.0%)	0.001*
	sometimes	305	134 (43.9%)	171 (56.1%)	
	always	310	150 (48.4%)	160 (51.6%)	

How much psychological and social support have you received from the university?	none	80	47 (58.8%)	33 (41.3%)	0.178
	little	326	157 (48.2%)	169 (51.8%)	
	much	306	145 (47.4%)	161 (52.6%)	
How much information have you had during your studies about programs like erasmus, ceepus, or other student mobility programs abroad?	none	67	42 (62.7%)	25 (37.3%)	0.061
	little	364	175 (48.1%)	189 (51.9%)	
	much	281	132 (47.0%)	149 (53.0%)	
What is your level of english?	b1 good	447	226 (50.6%)	221 (49.4%)	
	b2 very good	223	95 (42.6%)	128 (57.4%)	
	c1 excellent	42	28 (66.7%)	14 (33.3%)	
What is your level of germen?	a1 basic	633	317 (50.1%)	316 (49.9%)	0.159
	a2 good	57	21 (36.8%)	36 (63.2%)	
	b1/b2 very good	22	11 (50.0%)	11 (50.0%)	
How do you rate your motivation to study?	not at all motivated	21	12 (57.1%)	9 (42.9%)	0.212
	slightly motivated	70	42 (60.0%)	28 (40.0%)	
	moderately motivated	405	192 (47.4%)	213 (52.6%)	
	highly motivated	216	103 (47.7%)	113 (52.3%)	
Have open lectures by domestic or foreign professors on various topics been offered at your university?	not at all	76	44 (57.9%)	32 (42.1%)	0.25
	rarely	298	141 (47.3%)	157 (52.7%)	
	often	338	164 (48.5%)	174 (51.5%)	
How often have you participated in scientific activities with teaching staff?	not at all	120	73 (60.8%)	47 (39.2%)	0.018*
	rarely	356	166 (46.6%)	190 (53.4%)	
	often	236	110 (46.6%)	126 (53.4%)	
To what extent do you feel the university is meeting your expectations?	not at all	35	24 (68.6%)	11 (31.4%)	0.042*
	moderately	264	132 (50.0%)	132 (50.0%)	
	completely	413	193 (46.7%)	220 (53.3%)	

Source: Author's Owns Calculations

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