

FACTORS AFFECTING UNIVERSITY STUDENTS' ACADEMIC PERFORMANCE

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Abstract

The academic performance of university students depends on many factors. In order to understand the current situation and improve the success of university students, it is important to understand the factors that affect academic performance. In this respect, this study was conducted to investigate the factors that influence the academic performance of students studying at a state university in Kyrgyzstan. The study has a mixed structure that combines both quantitative and qualitative perspectives. Quantitative data were obtained from students through a survey and qualitative data were obtained from students through the implementation of interviews. According to the results, six factors had a significant impact on the academic achievement of university students. These factors are named as financial issues, university facilities, administrative facilities, dormitory facilities, health facilities, and social facilities. These factors show differences with respect to the demographic characteristics of students. In the context of this study, students also indicated their problems related to each of these factors.

Keywords: university, academic performance, factor, Kyrgyzstan.

ФАКТОРЫ, ВЛИЯЮЩИЕ НА УЧЕБНУЮ УСПЕВАЕМОСТЬ СТУДЕНТОВ ВУЗА

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Аннотация

Академическая успеваемость студентов университета основана на нескольких факторах. Чтобы понять текущую ситуацию и повысить успеваемость студентов ВУЗов, важно выявить факторы, влияющие на успеваемость. В связи с этим целью данного исследования было изучение факторов, влияющих на академическую успеваемость студентов, обучающихся в государственном университете Кыргызстана. Исследование имеет смешанную структуру, сочетающую как количественную, так и качественные методы исследований. Количественные данные были получены от студентов с помощью опроса, а качественные данные были получены от студентов с помощью интервью. По результатам установлено, что шесть факторов оказывают существенное влияние на академическую успеваемость студентов ВУЗов. Этими факторами являются финансовые проблемы, университетские помещения, административные здания, общежития, медицинские учреждения и социальные объекты. Эти факторы показывают различия в отношении демографических характеристик студентов. В контексте этого исследования студенты также указали свои проблемы, связанные с каждым из перечисленных выше факторов.

Ключевые слова: университет, успеваемость, фактор, Кыргызстан.

ЖОЖ СТУДЕНТТЕРИНИН ОКУУСУНДАГЫ ЖЕТИШКЕНДИГИНЕ ТААСИР ТИЙГИЗҮҮЧҮ ФАКТОРЛОР

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Кыскача мүнөздөмө

Университет студенттеринин окуудагы жетишкендиктери бир нече факторлорго негизделет. Жогорку окуу жайдагы студенттердин окуудагы жетишкендиктерин жакшыртуу жана анын учурдагы абалын билүү үчүн окуу жетишкендиктерине таасир этүүчү факторлорду аныктоо керек. Ушуга байланыштуу, бул изилдөөнүн максаты Кыргызстан мамлекеттик университетинде окуп жаткан студенттердин окуу жетишкендиктерине таасир этүүчү факторлорду изилдөө болду. Изилдөө статистикалык жана сапаттык да ыкмаларды айкалыштырып жасалган. Студенттерден статистикалык маалыматтар сурамжылоо аркылуу, ал эми сапаттык маалыматтар интервью аркылуу алынган. Жыйынтыгында, жогорку окуу жайларынын студенттеринин окуу жетишкендиктерине алты фактор маанилүү таасирин тийгизээри аныкталды. Бул факторлор финансылык көйгөйлөр, университеттин имараттары, административдик имараттар, жатаканалар, медициналык мекемелер жана социалдык объектилер менен байланышкан көйгөйлөр. Ошондой эле, бул факторлор демографиялык мүнөздөмөлөргө карата айырмачылыктарга ээ. Бул изилдөөнүн жүрүшүндө студенттер жогоруда аталган факторлорго байланыштуу көйгөйлөрүн билдиришкен.

Негизги сөздөр: университет, жетишкендик, фактор, Кыргызстан.

Introduction

Human capital is one of the most important resources in the country. In this respect, the level of education and the quality of the people in the country will contribute significantly to the future development of the country. In other words, the existence of educated and competent forces in a country forms the basis of economic development. Kyrgyzstan, which is going through a period of transition, needs even more qualified personnel to grow its economy.

Kyrgyzstan economy needs more inclusive and active growth to ensure fast-growing working population. Government expenditure on education in Kyrgyzstan is one of the highest in the region [1]. But there is still low school attendance and low test scores in the country [2]. In addition, a survey of 360 firms in 2019 showed that choosing inadequately educated workforce is among the biggest obstacles of firms [3]. It is obvious that the Kyrgyz government needs to pursue active reforms in education system that will increase the quality of education and human capital. Effective reforms in education could lead to decrease income inequality and unemployment. In this respect, universities play an important role in educating individuals and preparing them for their working life.

University students are people who started to live on their own. After university education, university students strive to establish their own lives. Students' qualifications and their success in life depend on their academic performance at the university. The success of university students depends on several factors. For instance, psychological, economic, social, personal, and environmental factors were considered as factors influencing the academic success of university students [4]. Psychological well-being is defined as “the development of one’s true potential” [5, p.1] and covers the various aspects as “self-acceptance, positive relationships, autonomy, environmental mastery, personal growth and purpose-in-life” [5, p.1]. Economic factors include dimensions related to family income and scholarship. Social factors include the students’ social background, the social life of the university, and the social support provided by the family [6]. Personal factors were identified as

“academic self-efficacy, organization and attention to study, time utilization, classroom communication, stress and emotional components, student involvement with college life” [7, p.93]. Environmental factors cover the home environment and the environment provided in educational institutions [8].

According to the findings of the most of existing studies, personal factors such as demographic factors play a significant role in the academic performance of students. A study by Abdullah [9] aimed to examine the influence of the variables age, gender, nationality and marital status. Based on this viewpoint, the study found out that younger students, female students, international students, and married students perform better in college courses. In addition, students’ academic performance may be affected by the family’s psychological and financial situation. In other words, the psychological and social support provided by the family environment plays a vital role in terms of psychological, social, and environmental factors. Research on this topic has shown that students who receive adequate support from their families are more successful in their courses [10].

Motivation and academic issues contribute to learners’ performance in a university environment. For example, there are five key factors that influence the academic achievement of first-year university students [11]. These factors were named as “students’ motivation, lecturers’ pedagogical knowledge and skills, lecturers’ professional knowledge and credential, learning resources and conditions, and course structure” [11, p.221]. As expected, more motivated students achieve more success in courses than others. Extensive pedagogy and content knowledge of the instructors leads to the use of different teaching methods, hence results in increase in students’ understanding, comprehension, and retention. The educational resources provided in various forms like text, visual documents and videos will lead the students to better understand and thus improve their performance in the courses.

A study by Singh et al. [4] revealed that university students’ academic performance is influenced by a variety of factors, including learning facilities, communication skills, and proper guidance from parents. Learning facilities refer to the opportunities offered by the university; communication skills relate to how students interact with their friends and instructors; and guidance indicates parenting instructions for student learning.

Fajar et al. [12] investigated the academic performance of undergraduate nursing students. According to the results of the study, student factors, teacher factors, home factors and school factors significantly influence academic success of students. Student factor refers to students’ demographic characteristics such as their age, gender, education and marital status; the teacher factor indicates the teacher’s performance, attitude, teaching style and level of education; home factor refers to the environment provided by the parents; school factor refers to the institutional facilities provided by the university.

In order to determine the most important factors affecting the performance of university students, Saa and Shaalan [13] investigated the relevant research conducted between 2009 and 2018. This systematic review study explored that academic performance can be influenced by four major factors, such as students’ previous grades and class performance, students’ e-learning activity, student demographics and student social information. Previous grades and class performance indicate students’ grades in previous courses, semesters, and years; students’ e-learning activity refers the system logs such as the number of logins, the number of assignments conducted; students’ demographics include age, gender, nationality, ethnicity; students’ social information gives information about their social life such as the number of friends, whether they smoke or not.

vanZyl et al. [14] examined the factors that have positive and negative effects on academic performance of university students. According to the results of the study, the positive factors were identified as personal motivation, academic skills, intelligence, academic environment, the outcomes-based curriculum, as well as the organisation and design of the module. On the other hand, the negative factors were found as workload, independent research load, the difficulty of the content and the difficulty of the language used in the instructional materials.

In their study, Smithikrai et al. [15] explored that the factors such as purpose in life, peer support, satisfaction with teaching quality have a significant impact on the success university students. The

purpose in life shows students' plans to lead a quality life. The more motivated students are more involved in the lessons. Peer support covers contributions from friends, such as presenting course-related information, or encouraging people to solve course-related and daily problems. The quality of teaching includes instructors' use of various teaching methods and the connection of course topics with daily life issues. Munir [16] examined teachers' attitudes in terms of the influence of cultural, behavioural, social, and individual factors on learners' academic performance at the university level. The results of the study showed that each of these four factors is directly related to student success.

According to the statistical reports of UNESCO, there were 516,666 university students in the Kyrgyz Republic and the enrolment rate in higher education is 42.3% [17]. However, university students in the country have various problems and show various deficiencies related to Kyrgyz universities [18].

Recently, research on academic success in the university environments has attracted considerable interest among researchers. In most countries, studies have been conducted to identify factors that are important to the academic performance of university students. However, limited number of study was conducted in the Kyrgyz Republic with similar purpose. For instance, Author [19] performed similar research in Kyrgyzstan but investigated effects of family-related issues on university students' academic performance. Similarly, Gul [18] conducted a study to investigate the problems of university students in Kyrgyzstan. According to the findings, Kyrgyz students found the universities to be inadequate with regard to the library, technological equipment, foreign language teaching, current craft knowledge, and social fields. In this respect, a comprehensive study should be conducted in Kyrgyzstan to reveal the factors affecting university students' academic performance. Based on the results of prior studies, this study was structured to be more comprehensive and designed to cover financial issues, university facilities, administrative issues, dormitory issues, health issues, and social facilities as factors. At the same time, this study includes both quantitative and qualitative aspects for better understanding of student problems at the university

Methodology

Research Questions

This study aims to reveal the factors which affect academic performance of Kyrgyz students at the university level.. The main research questions answered in this study are as follows:

- Research Question-1: Is there any influence of gender on students' academic performance?
- Research Question-2: Is there any influence of faculty on students' academic performance?
- Research Question-3: What are the factors that have a significant effect on students' academic performance in university?
- Research Question-4: Does the effect of factors on academic performance change according to students' ethnicity?
- Research Question-5: Does the effect of factors on academic performance change according to students' genders?
- Research Question-6: Does the effect of factors on academic performance change according to students' faculties?
- Research Question-7: What are the problems that students experienced in the university?

Research Design and Participants

The study has a mixed structure that quantitative data were obtained from students through the use of surveys and qualitative data were obtained from students through the implementation of interviews. While quantitative data considers the factors that affect student success, qualitative data consider the opinions of students related to their problems at the university. The mixed structure was found appropriate for the strength of the study.

The participants of the study are university students studying at the undergraduate level at a state university in Kyrgyzstan. The demographic profiles of the participant students are presented in Table 1.

Table 1. Demographic Profile of Students

	Items	Frequency	Percentage
Gender	Male	1126	35.9
	Female	2007	64.1
Faculty	Language	713	22.7
	Administration	449	14.3
	Communication	295	9.4
	Engineering	284	9.1
	Agriculture	111	3.5
	Veterinary	87	2.8
	Science	174	5.5
	Art	67	2.1
	Divinity	76	2.4
	Tourism	284	9.1
	Sport Science	123	3.9
	Conservatoire	113	3.6
	Vocational School	297	9.5
Ethnicity	Kyrgyz	2710	86.5
	Turkish	282	9.0
	Uzbek	33	1.1
	Other	108	3.4

According to the demographic analysis, 64.1 % of the participants are female students and 35.9 % of the participants are male students. Participant students are studying in various faculties such as Language, Administration, Communication, Engineering, Tourism, Science, Agriculture, Veterinary, Art, Divinity, Sport Science, Conservatoire, and departments of Vocational School of the university. In terms of the ethnicity analysis of the participants, 86.5 % of the students are Kyrgyz, 9% of the students are Turkish, 1.1% of the students are Uzbeks and 3.4% of the students are from other countries (i.e. Kazakhstan, China).

Data Collection and Analysis

A survey was developed to analyze the various problems faced by the students. The survey consists of 35 questions about demographic, social, psychological, economic, and other factors that influence student learning in an academic setting. The survey questions were prepared by a university committee. This committee was formed with the involvement of staff from academic faculties and from the university's administrative units such as student affairs, psychology unit and dormitory unit. The survey questions were answered by 3133 students studying at a state university in Kyrgyzstan.

Interviews were conducted with 293 students to better understand the problems they faced during university education. In this respect, the participant students were asked about the problems they faced in their study and in the campus environment.

In the context of this study, appropriate statistical methods were applied to analyse the quantitative data. Content analysis was applied to the analysis of qualitative data. The results of the analysis are shown in the next section.

Findings

Research Question-1: Is there any influence of gender on students' academic performance?

One-way Analysis of Variance was performed to examine the effect of gender on students' academic performance. The corresponding results are provided in Table 2.

According to the results, gender was found to have a significant impact on students' academic performance. That is, female students have significantly higher GPAs than male students. This implied that female university students performed better than male students.

Table 2. Results related to influence of gender on students' academic performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	65.891	1	65.891	8.989	.003
Within Groups	12695.424	1732	7.330		
Total	12761.315	1733			

Research Question-2: Is there any influence of faculty on students' academic performance?

One-way Analysis of Variance was conducted to examine whether the type of faculty had any influence on students' academic performance. The related results are provided in Table 3.

Table 3. Results related to influence of faculty on students' academic performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	207.823	12	17.319	2.385	.005
Within Groups	12554.922	1729	7.261		
Total	12762.745	1741			

The results demonstrated that faculty in which the students study has a significant impact on the students' academic performance. The higher grades belong to students studying in the faculties as Language, Divinity, and Conservatoire. On the other hand, students from Engineering, Veterinary, and Vocational schools have lower academic scores.

Research Question-3: What are the factors that have a significant effect on students' academic performance in university?

Initially, the Kaiser-Meyer-Olkin and Bartlett's Test was applied to measure the suitability of the sample. The corresponding results are provided in Table 4. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was found as 0.927, which is close to 1. In addition, the null hypothesis for Bartlett's Test of Sphericity was rejected, since the p value is 0.000. Therefore, data reduction is possible for this dataset.

Table 4. Kaiser-Meyer-Olkin and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.927
Bartlett's Test of Sphericity	Approx. Chi-Square	18682.596
	Df	595
	Sig.	,000

The next step was principal component analysis. The results of the rotated component matrix suggested six different factors. The factor loadings for all variables were greater than 0.457. The results of the factor analysis showed that six factors have significant influence on students academic

performance. These factors are named as financial, university facilities, administrative, dormitory, health, and social facilities. These six factors explained 42.9% of the total variance.

Research Question-4: Does the effect of factors on academic performance change according to students' ethnicity?

The One-way Analysis of Variance (ANOVA) was conducted to examine the difference in the effects of factors with respect to ethnicity of students. The corresponding results were provided in Table 5.

Table 5. Difference of Factor Effects According to Students' Ethnicity

		Sum of Squares	df	Mean Square	F	Sig.
Financial Issues	Between Groups	65.837	6	10.973	53.124	.000
	Within Groups	636.389	3081	.207		
	Total	702.225	3087			
Facility issues	Between Groups	1.430	6	.238	1.230	.287
	Within Groups	593.268	3063	.194		
	Total	594.698	3069			
Administrative issues	Between Groups	48.913	6	8.152	32.915	.000
	Within Groups	763.575	3083	.248		
	Total	812.488	3089			
Dormitory issues	Between Groups	40.638	6	6.773	20.048	.000
	Within Groups	1045.955	3096	.338		
	Total	1086.594	3102			
Health issues	Between Groups	81.581	6	13.597	77.890	.000
	Within Groups	539.929	3093	.175		
	Total	621.510	3099			
Social Facility issues	Between Groups	15.727	6	2.621	6.484	.000
	Within Groups	1250.313	3093	.404		
	Total	1266.039	3099			

The results demonstrated that there is a significant statistical difference in the effects of factors with respect to students' ethnicity for all factors, except for facility issues. In general, international students are more at risk than Kyrgyz students with respect to the effects of five factors.

Research Question-5: Does the effect of factors on academic performance change according to students' genders?

The ANOVA was employed to examine the difference in the effects of factors with respect to students' genders. The corresponding results were provided in Table 6.

Table 6. Difference of Factor Effects According to Students' Genders

		Sum of Squares	df	Mean Square	F	Sig.
Financial Issues	Between Groups	12.670	1	12.670	56.829	.000
	Within Groups	684.671	3071	.223		
	Total	697.341	3072			
Facility issues	Between Groups	.871	1	.871	4.495	.034
	Within Groups	591.389	3054	.194		

	Total	592.260	3055			
Administrative issues	Between Groups	9.343	1	9.343	35.830	.000
	Within Groups	801.335	3073	.261		
	Total	810.678	3074			
Dormitory issues	Between Groups	.094	1	.094	.267	.605
	Within Groups	1084.601	3089	.351		
	Total	1084.695	3090			
Health issues	Between Groups	15.542	1	15.542	79.266	.000
	Within Groups	604.494	3083	.196		
	Total	620.036	3084			
Social Facility issues	Between Groups	.025	1	.025	.061	.805
	Within Groups	1258.116	3083	.408		
	Total	1258.140	3084			

According to the results, there is a significant statistical difference in the effects of factors with respect to students' genders. The results of the posthoc test revealed that female learners were more affected by financial, facility, administrative, and health issues than male learners were.

Research Question-6: Does the effect of factors on academic performance change according to students' faculties?

The One-way Analysis of Variance (ANOVA) was conducted to investigate the difference in the effects of factors with respect to students' faculties. The corresponding results were provided in Table 7.

Table 7. Difference of Factor Effects According to Students' Faculties

		Sum of Squares	df	Mean Square	F	Sig.
Financial Issues	Between Groups	30.531	12	2.544	11.642	.000
	Within Groups	660.866	3024	.219		
	Total	691.397	3036			
Facility issues	Between Groups	11.240	12	.937	4.929	.000
	Within Groups	571.010	3005	.190		
	Total	582.250	3017			
Administrative issues	Between Groups	15.279	12	1.273	4.884	.000
	Within Groups	788.905	3026	.261		
	Total	804.184	3038			
Dormitory issues	Between Groups	19.491	12	1.624	5.222	.000
	Within Groups	944.883	3038	.311		
	Total	964.374	3050			
Health issues	Between Groups	10.872	12	.906	4.562	.000
	Within Groups	602.900	3036	.199		
	Total	613.772	3048			

Social Facility issues	Between Groups	23.861	12	1.988	4.952	.000
	Within Groups	1218.398	3034	.402		
	Total	1242.259	3046			

The results demonstrated that there is a significant statistical difference in the effects of factors with respect to students' faculties.

Research Question-7: What are the problems that students experienced in the university?

Relationship between Instructors and Students

The participant students pointed out some concerns about their relationship with the instructors. One of the initial concerns reported by students is that university teachers lack the necessary education. Therefore, the lack of knowledge in their fields made it difficult for instructors to teach in the classroom. For instance, some students indicated that some instructors reread the words written on the slides and teach unnecessary theories in the classroom. Therefore, students want teachers to use new instructional methods and teach novel theories in their fields. Students felt that they could learn the latest innovations in the field rather than unnecessary theories and classes in order to learn more and adapt more to their fields and professional lives. In addition, some of the students complained that there were too many unnecessary classes at the university.

In addition, some students mentioned that they did not have the opportunity to communicate explicitly with their instructors. Thus, students may not be able to express their problems in the expected way. They expect proper guidance from instructors with proper organization of office time.

Attitudes of Administrative Personnel

Some students stated that they are upset by the attitudes of the dormitory staff and their control. For instance, they are not pleased with the attitude of the canteen staff. In addition, students mentioned that the canteen staff was not working on time. Therefore, some students suggested that the cafeteria should be run by a private company. Along with this, some students want library staff to treat politely. At the same time, some students indicated that health center staff did not treat them well. One of the students complained that he was suffering from a misdiagnosis of medical center staff, thus expressed concern about the knowledge level of medical center staff.

Psychological Factors

Some students indicated that they had psychological problems such as depression, shyness and feelings of insecurity. A crucial statement was received from a student. He stated that he was thinking a lot about death because of feeling lonely in the university. Due to this type of psychological problems, many students expressed the need to seek help from a psychologist in the university. It seems like they probably can not get out of their difficult situation on their own because many of them declared that they need a psychologist.

One of the students indicated that there is no chance to improve English. Due to the lack of knowledge of English, this student is not confident in English-based courses. One of them announced that she was having a hard time while interacting with international students in her department.

Another concern of students is that they fear they will not find a decent job in the future after graduation. The reason for the failure of some students was due to their misunderstanding of the system.

Financial Problems

Most of the students indicated that the scholarships provided by the government were inadequate, thus they suffered financial problems. For instance, some students expressed that they did not have enough money to pay transportation fees to enter classes. In addition, some students are required to work in part-time type jobs in order to meet their expenses such as housing, transportation, paperwork, food, and clothing.

Students required to work declared that they want a flexible learning system that allows them to work and have more free time. Some of them stated that they could not attend classes because they were obliged to work during class hours.

Social Factors

Some students pointed out that social activity at the university is not at the expected level. They want to enjoy an active life and participate in the social and sports activities provided by the university (e.g. dance, fitness, swimming pool). In addition, some students indicated that they want to participate in a reliable program in order to visit Turkey in the summer.

Many students expressed the desire to learn effective learning methods. Thus, they want to participate in seminars, personal development training, free speech courses and English courses. One student pointed out that he does not like distance learning courses since he feels isolated. Thus, he wanted to take face-to-face classes.

Majority of students indicated that they were concerned about where they would work after graduation. Therefore, they expect to seek some guidance from the university for searching and finding a suitable job.

Campus Facilities

Students expressed that canteens were inadequate and therefore wanted substantial improvements. Some students complained that inner hour given in the cafeteria is very short. Therefore, these students want to extend the cafeteria period. Students pointed out that in winter the classrooms and lecture halls get colder, which can lead to illness.

Other problems are related to university dormitories. Due to unavailability of rooms, most students could not stay in the university dormitories. The students also pointed out other issues related to the dormitory. The students said that the rooms in the bedroom were not warm enough and the Wi-Fi in the bedroom was not working properly. The students also pointed out that the library and reading room in the dormitory were very cold. In addition, students said that the football field at the university is not safe.

Discussion

University students are affected by various factors, which also affect their academic performance in the university. In this regard, this study was conducted to investigate the factors influencing the academic success of students studying at a state university in Kyrgyzstan. The study has a mixed structure that combines both quantitative and qualitative approaches. Quantitative data were obtained from students through surveys and qualitative data were obtained from students through interviews.

The results showed that female students have higher academic performance than male students. This is consistent with prior literature findings. For instance, it was revealed in a study [20] that male students have lower academic performance. The results of the post-hoc tests showed that female students suffered more from financial, material, administrative and medical problems than male students. Therefore, paying attention to these aspects can improve student performance, especially performance of females.

Another important finding is related to the academic performance of students in different ethnic groups. The results show that there are statistically significant differences in the impact of factors such as financial, administrative, dormitory and health issues, and social issues related to student national character. In general, students of other ethnic groups are more susceptible to the five factors than Kyrgyz students. Various results were observed in the prior literature. For instance, according to the findings of a similar study [21], academic achievement of local and international students are in the same level.

The results of this study demonstrated that six factors have a significant impact on the academic success of university students. These factors are named as financial issues, university facilities, administrative facilities, dormitory facilities, health facilities, and social facilities.

Financial issues are important for the students to continue their studies in the university. Since Kyrgyzstan is a developing country, the economic status of families are not in appropriate levels. For example, the GDP per capita for Kyrgyzstan was announced as 1.328\$ in 2019 [22]. The poverty level in 2014 was 30%, in 2019 it decreased to 20.1% [23], but after the Covid-19 pandemic crisis, poverty increased again to 31% in 2020. According to the head of the World Bank office in the

Kyrgyz Republic, approximately 60 percent of the country's population was close to the poverty line and vulnerable to any crisis [24].

Kyrgyz families experience difficulties while providing financial support to students. Therefore, students are forced to apply for scholarships or work in part-time jobs to pay their expenses at the university. Scholarships provided by universities or the government are not sufficient. Therefore, students prefer to work in different part-time jobs while continuing their courses at the same time. When working, they allocate limited time for their courses, resulting in a lack of academic success for working students. Similar findings were also obtained in the literature. For instance, in a similar study, students indicated that it was important to have financial aid and enough money for attending courses [25]. Governments must take into account the financial difficulties of university students and provide students with adequate levels of scholarship. In addition, some part-time jobs can be offered in a campus environment. In this way, students will be able to meet their expenses at the same time and be able to attend university courses. Similar propositions were also taken into account in the study by Millia et al. [26], which proposed that graduation and retention rates at universities could be improved by investing in scholarships and financial assistance.

Another important factor related to the academic performance of students is facility issues in the university. For instance, it is important for students to live in a dormitory and benefit from canteen food with good quality. Otherwise, they face accommodation-related problems that prevent students from studying at the expected level. This can lead to student failure in exams and lack of appropriate work while studying on homework. And these failed situations are reflected as bad grades. Student motivation is also influenced by participation in social or sporting activities in the campus environment. Similar results were also examined in the study by Ramli et al. [27] that Hostels, Sports Facilities, and Parking and Transportation of Infrastructure were found critical to students' academic success. Therefore, the university should provide such facilities to support students both academically and socially.

Administrative issues are generally related to the attitudes of staff working in different units of the university. When students apply to such units, they sometimes face problematic attitudes from the staff. For instance some employees are unwilling and some employees are not polite. Therefore, students do not feel comfortable while communicating with university staff. This behaviour also prevents students from relying on further assistance from staff. Some students pointed to the lack of medical support at the university. In particular, it was found that some medical staff lacked medical knowledge. When students do not get medical support and medicines, they become more vulnerable to disease. Illnesses also lead to failure to take exams, study course notes, and perform course assignments. Some of the students also indicated that psychological problems were one of the barriers to be successful in the university. Similarly, it has been stated by Shamsuddin et al. [28] that university students suffer from both problems of independent living and academic difficulties. Hence, it was stated that these difficulties could lead to anxiety, depression, and stress in university students. As stated by students in the current study, university students need to be provided with appropriate guidance and counselling. In this way, learners can get rid of their psychological problems and experience a better university life.

Accommodation factors also affected the academic performance of participating students. Most of the students said they couldn't stay on campus because there wasn't enough space in the college dormitory. Therefore, they looked for another place to live near the university. These students preferred to stay in private dormitories or share homes with their friends. Students staying in the university dormitory were not satisfied with the facilities provided. It was indicated that dormitory rooms are not warm enough, especially during the winter. As winters get colder in Kyrgyzstan, heating problems can cause a lack of study from perspectives of students. In addition, students indicated that internet connectivity in the dormitory is poor. It can also prevent students from searching for assignments on the Internet. Accommodation of university students in developing countries was found to be a serious problem because of lack of financial support for housing due to lack of government budget in these countries. [29]. However, good living conditions are important

for the students' academic success. In this context, additional funds can be made available to developing countries, particularly for spending on education.

Conclusion

It is important that students to experience a successful university life for their future careers and for the national economy. In this regard, this study mainly aimed to identify the factors that affect academic performance of university students in Kyrgyzstan. At the same time, the study sought to provide suggestions for preventing students from failing in the university.

Our findings showed that students' academic performance could be improved by effective managing of university resources. Ensuring students with dormitory and with canteen food with appropriate level standards and in suitable times, increasing students' motivations by providing social or sports activities in the campus environment, by changing the attitudes of working staff to the students, by increasing courses directed on self-development, foreign languages and psychologic courses to students university would help to increase the academic potential and achievement of the students.

The survey targeted a large number of participants, but was limited to a single university in Kyrgyzstan. Therefore, it is important to consider more universities for future research.

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