

Factors Affecting Academic Performance of Undergraduate Students at International Islamic University Chittagong (IIUC), Bangladesh

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Abstract

This study was conducted to examine different factors influencing socio-economic background and the academic performance of undergraduate students enrolled at International Islamic University Chittagong (IIUC) with a view to assessing their individual performances and improvements. The assessment covers comparative achievements of different faculties of IIUC-Shariah & Islamic Studies, Business Administration, Science & Engineering, Arts & Humanities and Laws. The data were collected from 200 undergraduate students from different faculties of International Islamic University Chittagong (IIUC) through separate structured questionnaire using the simple random sampling technique. For analysis, simple percentage and linear regression model were run to evaluate comparative importance of the factors. The result shows that over all CGPA of IIUC student is 3.25 (Out of 4.00). Regression results of academic performance of students have varied from faculty to faculty. The result also reveals that age, gender, past academic track, medium of education and absence in the classes have also influenced the academic performances of a student. The study has covered the period of academic year Autumn-2013 to Spring-2014.

Keywords: Socio-economic Background, Regression, Faculties, IIUC, Bangladesh.

1. Introduction and Background

Bangladesh is one of the world's most densely populated countries with 166 million (www.indexmundi.com, July 2014 est.) people, 49 percent (wikipedia.org, November 2014) of whom live below the national poverty line. Poverty is the main impediment to pursuing quality education in this country. Proportion of population below extreme poverty line (2122 kcal) came down to 31.5% in 2010 and is expected to be 29% by 2015. In terms of human development, the net enrolment rate in primary education increased from 60.5 percent in 1991 to 95.6 percent in 2010. Gender parity in primary and secondary education has been achieved. The country aims at ensuring access for all children to primary education. (MoF, 2012). Since education is one of the fundamental rights of every citizen, the government is committed to bring about qualitative improvements such as enhancement of education quality, de-politicization of educational institutions, and ensuring a higher salary scale for teachers. Keeping in mind that education is one of the main strategies for poverty reduction and socio-economic development; steps have been taken to create equal access for all stages of learning and improving the value of schooling. (MoF 2009, 2010, 2011).

With the improvement in poverty situation of Bangladesh, the quality of education and number of educational institutions have gone up. At present, there are 18770 secondary schools, 1822 higher secondary colleges, 1470 general colleges, 9376 madrasa, 171 polytechnic institutes, 64 government technical schools and colleges, 34 public universities, 79 private universities and variety of other educational institutions in Bangladesh. Out of 292,000 university students about 133,000 students attend private universities (MoF 2010).

International Islamic University Chittagong (IIUC) is one of the top graded Government approved private universities in Bangladesh. The credit for the idea of establishing this University goes to Islamic University Chittagong Trust (IUCT), which is the founder organization of the University. This Trust is a non-political and non-profit oriented voluntary organization, registered with the Government of the People's Republic of Bangladesh under the Societies Act XXI of 1860. (<http://www.iiuc.ac.bd/about-3/iiuc-history/#>)

The Objectives of the University are as follows:

- (a) To create a new generation of Muslim youths, who will be equipped with academic excellence, professional expertise and encored with moral height.
- (b) To follow a policy of continued of continued Islamization of Knowledge and academic curricular in different branches of knowledge so that its students can imbibe the true spirit of Islam as an effective guiding principle in their profession and daily life.

Despite all these developments, the education sector of Bangladesh needs further qualitative improvement. For this we need to clearly understand factors of good academic performances of the students at all levels, which determines whether a student can pursue higher education and whether a student will be able to contribute to the society or not. But such an analysis is beyond the capacity of the present researchers. Thereby, we have decided to find the factors behind students' performance in terms of their CGPA at International Islamic University Chittagong (IIUC).

2. Objectives of the Study

The main objective of this study is to examine different factors influencing the academic performance of undergraduate students at International Islamic University Chittagong with a view to assessing individual performances and improvements. Inter alia objectives of this study are as follows:

- i) To establish the relationship between parents' social economic status and academic performance of undergraduate students.
- ii) To establish the relationship between students' former school background and academic performance of undergraduate students.

3. Literature Review

Most studies have tended to focus on investigating academic performance in general (Barnard, 2004; Roberts, 2007; Shafiq et al., 2011). Others who have examined performance in individual courses concentrate on performance in mathematics (Maliki, Ngban & Ibu, 2009), paying less attention to other quantitative courses at university level such as statistics, quantitative techniques, accounting and financial management. Nevertheless, extant literature highlights a number of factors that affect students' characteristics and their environment, teacher characteristics and background, teaching style and materials. In addition, academic performance is widely measured in terms of grades and test scores (Kingdon, 2006; Rockoff, 2003). According to Graetz (1995), one's educational success depends very strongly on socio-economic status of the parents. Considine and Zappala (2002) argue that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. According to Minnesota measures (2007), a report on higher education performance, which was produced by the University of Minnesota, the most reliable predictor of student success in college is the academic preparation of students in high school.

Haverman and Wolf (1995) found that children attainment depends on the social investment in children; the parental investment in children; and the choices that children make, given the investments in and opportunities available to them. But in Bangladesh this kind of choice is limited to a section of urban students.

Woessmann (2004) concludes in his study that family background has strong and similar effects on both Europe and the USA. He also estimates the model using a QR (Quantify Rational) approach where he concludes that there is weak evidence of variation in the family background influence. Pedrosa, Dachs, Maia, Andrade and Carvalho presented a paper at an international conference in 2006 on a similar issue. The main result found by them was that students coming from disadvantaged backgrounds, in both educational and socioeconomic aspects, have a higher relative performance than their complementary group. This can be considered as a phenomenon which the authors named "educational resilience".

Guimar and Sampaio published a paper in Education Economics in 2011 on family background and students' achievement on a university entrance exam. This paper describes Brazilian experience and considers personal characteristics such as age, gender, race, religion, family income, parents' education and family size, school attended, tutoring classes, among others. Using least squares and QR, the authors found that family background

and study environment are key determinants of student performance.

Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. In this study academic performance was characterized by performance in tests, in course work and performance in examinations of undergraduate students.

It is concluded that the type of schools in which students study greatly influence the educational performance and academic achievement of the students. Miller and Birch (2007) summarized the views of many researchers and educationists in their study on the influence of high school attended on university performance.

In Bangladesh, the relationship between family background and student performance is not expected to be different from other countries. Since the country is poorer than other countries where these types of researches were conducted, we need to estimate the relative importance of the determinant. We hardly find any research on this issue in Bangladesh. However, depending on these theoretical and empirical findings, we set up our statistical model and estimate it to data on Grade Point Average scores at IIUC, Bangladesh.

4. Data and Methodology

Both primary and secondary data are collected from students (3rd to 8th semester) and STAD (Students Affairs Division, IIUC) respectively. The sample size of the students was determined using the formula: $N = \frac{Z^2 pq}{d^2}$;

Where, N = Minimum sample size, Z = 1.96 which corresponds to the 95% confidence level, P= Prevalence of

2% (0.02), q = 1-P = 0.98, d = precision level 2% (0.02) and $N = \frac{1.96^2 \times 0.02 \times 0.98}{0.02^2} = 188$. When adjusted

for a non-responders rate of 10%, N is 210. Hence, a sample of 210 students was selected. Therefore 210 questionnaires were prepared and distributed randomly to the students, of which 200 filled-in questionnaires were returned. It may be mentioned that while distributing questionnaire, we noted the faculty wise identities of the students (Shariah, Business, Engineering, Law, Arts and Humanities). After receiving the filled-in questionnaire, we found 45 students from Shariah Faculty, 14 students from Arts and Humanities, 78 students from Engineering faculty, 45 from Business faculty and 18 students from Law faculty. For in-depth analysis of the topic of this research work, questionnaire responses were coded, summarized, and analyzed using the Statistical Package for Social Sciences (SPSS Windows version 20) and Microsoft Excel 2007. Descriptive statistics were used to obtain frequency counts and percentages of various coded responses. Graphs are constructed using Microsoft Excel 2007 graphical functions. Statistical techniques including regression analysis were also used as a methodology.

5. Findings & Discussion

5.1 Background Characteristics of Students

In this section students' socio-economic and background characteristics such as gender, age, religion, region, past academic results, parents' education, family income etc are examined. Gender is the most important determinant to track higher education. The Table 1 shows that 61% selected students are male and 39% are female. From the age distribution of IIUC students, it reflects that 49.5% students' age is 18-21 years and the rest 50.5% students' age is above 21 years. Religion is another important factor of the respondents. Our findings show that out of 200 students 95.5 % (191) are Muslims and the rest 4.5 % (09) are non Muslims.

In the study of regions, we have observed that students come from different districts of the country. But the concentration ratio is high in case of Chittagong division. Our analysis shows that almost 90.0% students are from Chittagong division and the rest 10.0% are from different divisions of Bangladesh.

A student's outcome and academic success is greatly influenced by his/her school and college location. It should be noted that a student coming from rural areas has weaker educational background than an urban one. From the type of place of past academic background, we have found that 48.5% students studied in secondary schools and 54.5% students studied in higher secondary schools/colleges located in urban areas. The remaining students studied in small town/rural institutions. A similar view is held by Kolcic (2006) in his study on academic performance and scientific involvement of final year medical students coming from urban and rural backgrounds. Kolcic (2006) concludes that students from urban backgrounds had significantly better academic and research indicators than those from rural and remote backgrounds. He added that more than half the students from rural backgrounds fail at least one year of study. Category of education is an important factor in

determining students' performance. About 75.0% students at IIUC, before enrolling at the University level courses, studied under national curriculum (SSC and HSC) in Bangla, while about 24.0% students came from madrasas and only 1.5 percent student studied English medium curricula. Most of the madrasa students study under Shariah and Islamic faculty.

The objective of this research paper is to explore the important factors that affect the academic performance of the students. The performance of the student is affected by their past academic results. It can be assumed that a good student at secondary and/or higher secondary level can perform better at the undergraduate and graduate level. Past records of their educational achievements (especially SSC and HSC) show that 37.5 % and 16.0% students achieved CGPA 5 respectively in SSC and HSC levels. Students' achievement of CGPA 5 is higher in SSC level. But in HSC level CGPA range 4.01 to 4.99 is dominating.

Studies have shown that parents' education is one of the major socio-economic factors that influence a student academic performance. It is recorded 70.0% students fathers have higher degrees in education. This is followed by those with primary education (10.0%) and secondary education (20.0%). In the case of mothers, the highly educated are only 36.5%. This is followed by those with primary education (22.0%) and secondary education (41.50%). The findings lend support to the results of Onocha (1985), Musgrave (2000) and Grissmer (2003) which reported that parents' level of education was the most important factor affecting students' academic achievement.

King & Bellow (1989) used parents' occupation as a proxy for income to examine the relationship between income and achievement and found that children of farmers had fewer years of schooling than children of parents with white-collar jobs. They observe that the higher the attainment for parents, then the greater their aspirations for children. Father's occupation is one of the important indications of student's academic performance. In this study occupation of father has been classified into five categories, agriculture, business, service, teachers and others. The above table also reflects that 91.5% students' mothers are housewives. The remaining 9.5 % is engaged with other jobs.

Table 1 shows the category of family income with percent distribution. The income of 24.5% families is below TK. 20000 monthly, 61.5% families is TK. 20001-50000 monthly Only 14% families monthly income earn more than TK. 50000 per month. Students' family income data shows that most of them (80.5%) belong to middle class family and only 14.5% students' family income is that of higher classes. Table 1 shows the following data. At undergraduates level, IIUC, 17.5% of the students achieve CGPA 3.75 and above, 26.5% of them less than 3.00, 37.5% of them 3.01 to 3.50 and 18.5% of them 3.51-3.75. Our analysis shows that 52.5 % students are highly regular and 23.5 % students are less regular. Attendance percentage also shows that only 2 % students are highly irregular.

From Table 1 it is important to mention that 62.5% students are satisfied with IIUC academic system while only 37.5% are less satisfied. This indicates a good sign at IIUC. From the same table, we also observe that 65.0% students think that IIUC tuition fee is high. They are not satisfied with IIUC tuition fee rate.

Table 1: Frequency distribution of socio-economic and demographic factors of IIUC students (n=200).

Background variable	Category of variable	Number of students	Percentage of students
Gender	Male	122	61.0
	Female	78	39.0
Age(Years)	18-21	99	49.5
	21+	101	50.5
Religion	Muslim	191	95.5
	Non-Muslim	9	4.5
Division	Chittagong division	179	89.5
	All others division	21	10.5
Secondary school	Rural	59	29.5

location	Urban	97	48.5
	Small town	44	22.0
Higher secondary school location	Rural	33	16.5
	Urban	109	54.5
	Small town	58	29.0
Category of Education	Bangla medium	149	74.5
	English Medium	3	1.5
	Madrasha	48	24.0
Past academic result (SSC)	Less than 4.50	65	32.5
	4.51-4.99	60	30.0
	GPA- 5.00	75	37.5
Past academic result (HSC)	Less than 4.00	72	36.0
	4.01-4.99	96	48.0
	GPA 5.00	32	16.0
Fathers education	Primary	20	10.0
	Secondary	40	20.0
	Higher	140	70.0
Mother education	Primary	44	22.0
	Secondary	83	41.5
	Higher	73	36.5
Father occupation	Agriculture	8	4.0
	Business	74	37.0
	Service	68	34.0
	Teachers	23	11.5
	Others	27	13.5
Mother Occupation	Home maker	183	91.5
	Business	1	.5
	Service	5	2.5
	Teachers	10	5.0

	Others	1	.5
Family Income	Less than 20000	49	24.5
	20001-50000	123	61.5
	50000+	28	14.0
Economical status	Poor	10	5.0
	Middle class	161	80.5
	Rich	29	14.5
CGPA(IIUC)	Less than 3.00	53	26.5
	3.01-3.50	75	37.5
	3.51-3.75	37	18.5
	Above 3.75	35	17.5
Absence in the Classes	Always	4	2.0
	Sometimes	44	22.0
	Never	105	52.5
	Once every week	47	23.5
Satisfaction of IIUC academic system	No	75	37.5
	Yes	125	62.5
Satisfaction of IIUC tuition fee	No	70	35.0
	Yes	130	65.0
Total		200	100.0%

Source: Author's Field-work (2014)

5.2 Descriptive statistics results of IIUC students

From Table 2 and Figure 1 it is observed that the overall mean age of IIUC students is 21.52 years. The table also suggests that the average SSC and HSC (Secondary/Higher school certificate) results of IIUC students are 4.65 and 4.24 (Out of 5.0) respectively. It indicates that better students are getting admitted in this University. From the faculty wise comparison we show that average CGPA of SSC and HSC in Shariah and Islamic Studies (SSC =4.71, HSC = 4.52), Science and Engineering (SSC =4.78, HSC = 4.19), Business studies (SSC =4.57, HSC = 4.14), Law (SSC =4.27, HSC = 3.97) and Arts and Humanities SSC = (4.55, HSC = 4.29). It is also observed that highest average CGPA in SSC level belongs to Science and Engineering faculty students and it is highest in Shariah and Islamic faculty students in the case of HSC level. In IIUC Law faculty students achieved lowest CGPA in their past academic levels.

The average study hour of undergraduate program at IIUC Students is 3.05 hours daily. In case of Law faculty it is only 2.72 hours. Since students' study hours are correlated with their CGPA, so it has directly affected student's academic performance. Our analysis shows that overall CGPA of IIUC students is 3.25. The study was

interested in whether academic performance varied from faculty to faculty. Table 2 and Figure 1 show that a summary of the descriptive statistics results in how academic performance varied from faculty to faculty. Different faculties scored differently on academic performance with the faculty of Business and Administration scoring the highest and the faculty of Law the lowest.

Table-2: Mean of background variables of IIUC students

Faculty	Mean age	Average SSC result (Out of 5.0)	Average HSC result (Out of 5.0)	Average study hours	CGPA(IIUC) (Out of 4.00)
Shariah and Islamic	21.67	4.71	4.52	3.41	3.34
Science and Eng.	21.68	4.78	4.19	3.10	3.16
Business studies	21.11	4.57	4.14	2.50	3.38
Law	21.78	4.27	3.97	2.72	3.09
Arts and Humanities	21.14	4.55	4.29	3.86	3.22
IIUC	21.52	4.65	4.24	3.05	3.25

Source: Author's Field-work (2014)

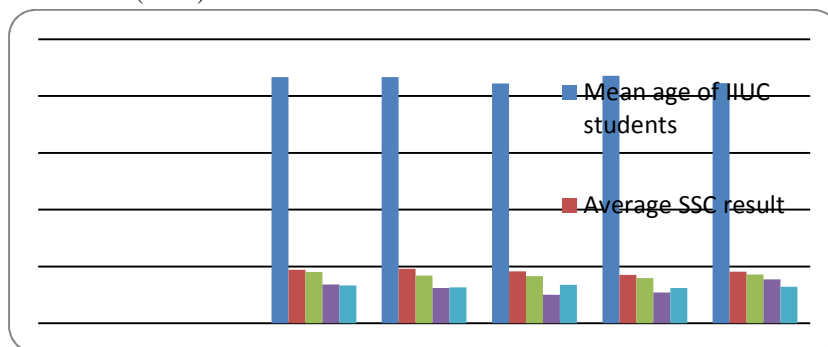


Figure-1: Bar diagram of background variables of IIUC students

Table-3: Source of Information about IIUC

Faculty	Advertisement	Faculty	Friends and Relative	Internet	Total
Shariah and Islamic	7	7	28	3	45
Science and Eng.	5	6	61	6	78
Business studies	3	10	30	2	45
Law	2	0	15	1	18
Arts and Humanities	0	0	14	0	14
IIUC(Overall)	17	23	148	12	200

Source: Author's Field-work (2014)

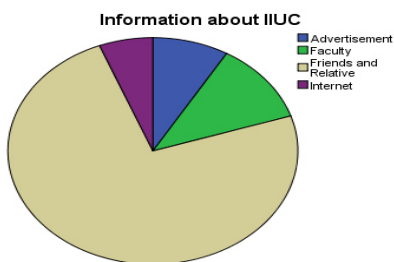


Figure-2: Source of Information about IIUC

The above Table-3 and Figure-2 show comparative importance of different sources of information about IIUC.

From the table and figure, we observe that for finding the sources of information about IIUC the advertisement system is not up to the mark. Because out of 200 sampled IIUC students 148 enrolled in the university knew about it from friends and relatives. Therefore the advertisement system should be increased in IIUC.

Table-4: Factors behind choosing IIUC

Faculty	Islamic	Tuition	Safety and Distance	Good faculty	Good private university	Scholarship	Total
Shariah and Islamic	28	0	1	5	9	2	45
Science and Engineering	13	4	4	18	38	1	78
Business studies	12	1	6	3	19	4	45
Law	9	0	3	0	6	0	18
Arts and Humanities	6	1	3	0	4	0	14
IIUC	68(34%)	6(3%)	17(8.5%)	26(13%)	76(38%)	7(3.5%)	200

Source: Author's Field-work (2014)

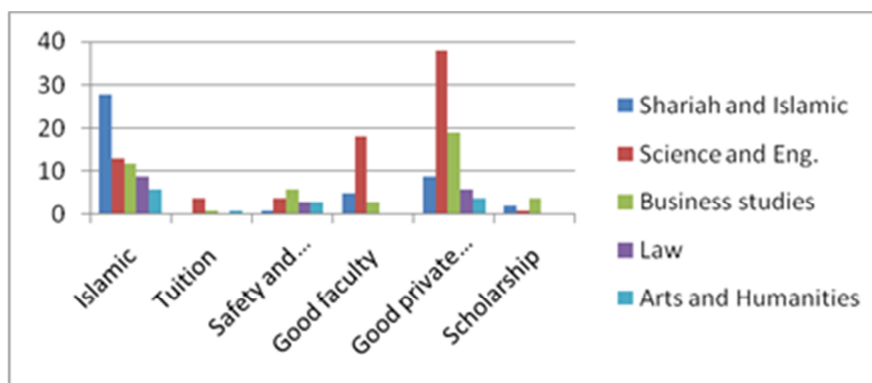


Figure-3: Major Factors behind choosing IIUC

From the Table 4 and Figure 3, we observe that one of the major reasons behind choosing IIUC is that it is a better private university. 38% students think that IIUC is a better private university. 34% students favored it from the Islamic ideology of IIUC, 26 % students' privileged faculty qualifications and experiences. Some students were however attracted by short distance from their respective residences. Very few students considered the scholarship policy while choosing the University. Only 3 % students reported that tuitions fees have attracted them to come to IIUC. From the faculty wise consideration we find that Shariah and Islamic faculty students prefer it from Islamic point of consideration. Business faculty, Science and Engineering faculty students have favored IIUC because it is a better private university.

Table-5: Career after achieving degree

Career	Frequency	Percent
Subjective job	71	35.5
Teacher	43	21.5
Banker/ Financial institutions	38	19.0
Service	21	10.5
Others	27	13.5
Total	200	100.0

Source: Author's Field-work (2014)

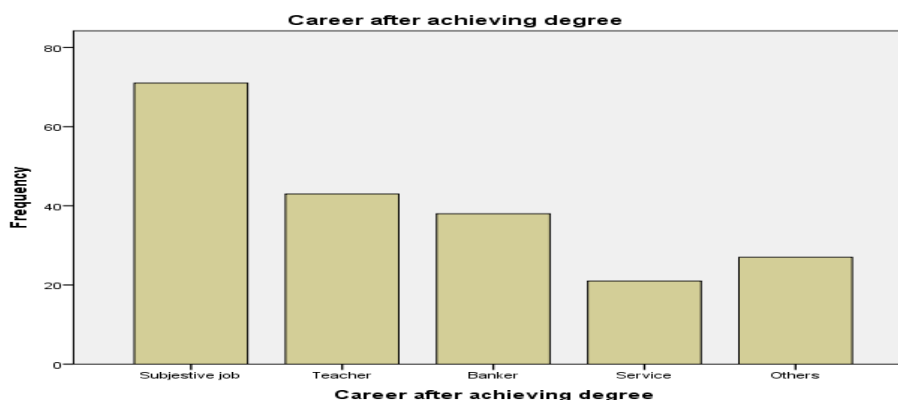


Figure-4 Career Preference of Students of IIUC

Every student has an aim to pursue after achieving university degree. It is illustrated from Table 5 and figure 3; about 22 % of them plan to be teachers. Job in banks and financial institutions are favored by around 20 percent. Subjective oriented job attract 35.5 % students.

6. The Model

In this section we are particularly interested in estimating the relationship between socio-economic variables and student's achievement on IIUC exam scores. Simple linear regression analyses were carried out in this study. Academic performance/CGPA in last semester is used as dependent variable and the gender, age, religion, school/college location, medium of education, past academic background, parents' education, father/guardian's social economic status, study hour and absence of classes as independent variables. Thus, we may estimate five similar equations, according to the faculties in the following manner:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \dots + \varepsilon \dots \dots (1)$$

$$Y = \alpha + \sum_{i=1}^{12} \beta_i X_i + \varepsilon \dots \dots (11)$$

Where the dependent variable Y is the cumulative grade point average of a student from one of that faculty.
 X_1 = Gender, X_2 = Age, X_3 = Religion, X_4 = Secondary and Higher Secondary school/college location (Urban, Rural, Small town), X_5 = Category of education,
 X_6 = Past academic result (SSC and HSC result), X_7 = Father's education, X_8 = Mother's education, X_9 = Family income, X_{10} = Economic status, X_{11} = Study hours, X_{12} = Absence of classes

Our general assumptions are as follows:

- (1) Family income has positive effects on their academic performances.
- (2) Students from school and colleges located in urban areas may perform better than those from small town/rural areas.
- (3) Education level of parents' of the students should be positively related to better academic performances.
- (4) Academic performance also depends on religious background because of many socio-cultural factors.
- (5) Finally, a student with better past academic achievements can do better at the university level.

6.1 Estimation of the Model

6.1.1 Results of Regression Analysis

The study was interested in whether academic performance varied from faculty to faculty. The Tables 6 to 10 shows a summary of the regression results how academic performance varied in faculties. We have the following findings:

Table:-6: Summary output of regression analysis in faculty of Shariah and Islamic Studies

CGPA= 0.428+ 0.700 (Past academic result) + 1.637
t-statistics= (3.148**)
Adjusted R ² = 0.40 F-Statistics= 3.084** Sample=45

10%= *, 5% = **, 1% = ***

In Table 6, we find that when the t-test results regarding the significance of the regression coefficients are examined, only the past academic result completed is a significant predictor of CGPA. The effects of the other variables are not significant. The result shows that among all other variables 'past academic results' turned out to be the most influential factor for determining performances as measured by CGPA in Shariah and Islamic Studies. R²=0.40: This shows that 40% variations in academic performance is due to the past academic result. The coefficients of past academic result show that a unit increases in past academic result cause of increase in academic performance by 0.428, holding other factors as constant. The F-value (3.084) which is significant at 0.05 (p < 0.05) shows that the effect of past academic result on students' achievements is significant.

Table:-7: Summary output of regression analysis in faculty of Science and Engineering.

CGPA= -1.255+ 0.464 (Gender)+ 0.075 (Age) + 0.259(Past academic result) +1.294
t-Statistics = (3.758***) (1.889*) (2.170**)
Adjusted R ² = 0.204 F-Statistics= 2.312** Sample=78

10%= *, 5% = **, 1% = ***

The result shows that gender, age, and past academic results are important in determining performances as measured by CGPA in faculty of Science and Engineering. The coefficients of all of the variables are statistically significant as measured by t-tests at different levels of significance. The effects of the other variables are not significant. R²=0.204: This shows that 20% variations in academic performance is due to the gender, age, and past academic results. The coefficients of past academic result show that a unit increases in past academic result cause of increase in academic performance by 0.259, holding other factors as constant. This coefficient is significant at 5% level of significance. The F-value (2.312) which is significant at 0.05 (p < 0.05) shows that the effect of gender, age and past academic result on students' achievements is significant.

Table-8: Summary output of regression analysis in faculty of Business Studies

CGPA= -1.122-0.236 (School/college location) + 1.331 (Medium of education) +0.744(Past result)+1.921
t-Statistics= (-1.872***) (-0.121**) (2.075**)
Adjusted R ² = 0.261 F-Statistics= 2.109** Sample=45

10%= *, 5% = **, 1% = ***

The findings of linear regression analysis shows that school/college location, medium of education and past academic results are important in determining performances as measured by CGPA in the faculty of Business Studies. The coefficients of all of the variables are statistically significant as measured by t-tests. The effects of the other variables are not significant. R²=0.261: which implies the identified factors contributed only 26 percent in the variation of student's achievement. The coefficients of medium of education show that a unit increases in medium of education cause of increase in academic performance by 1.331, holding other factors as constant. The F-value (2.109) which is significant at 0.05 (p < 0.05) shows that the effect of school/college location, medium of education and past academic results on students' achievements is significant.

Table-9: Summary output of regression analysis in Faculty of Law

CGPA= 1.125- 0.511(Gender) - 0.404 (Absence of classes) + 3.369
t-Statistics= (-2.256*) (2.656**)
Adjusted R ² = 0.431 F-Statistics= 1.991 Sample=18

10%= *, 5% = **, 1% = ***

Academic performance of the students at the Law faculty is influenced by the gender and absence in classes. The other variables did not show any statistical relationship with CGPA achieved by Law faculty students. $R^2=0.431$: which implies the identified factors contributed only 43 percent in the variation of student's achievement. The coefficients of absence in the classes show that a unit increases in missing class cause of decrease in academic performance by 0.404, holding other factors as constant. This coefficient is insignificant at 5% level of significance. The F-value (1.991) did not show any statistical significance with CGPA achieved by law faculty students.

Table-10: Summary output of regression analysis in faculty of Arts and Humanities

CGPA= 1.846+ 0.933(Past result) -0.203 (Study hours) + 1.815		
t-Statistics=	(3.612**)	(-2.994)
Adjusted R^2 = 0.651	F-Statistics= 3.696*	Sample=14

10%= *, 5% = **, 1% = ***

The result shows that among all others variables, past academic result and study hours turned out to be the most influential factor in determining performances as measured by CGPA in Arts and Humanities. The effects of the other variables are not significant. $R^2=0.651$: This shows that 65% variations in academic performance is due to the past academic result and study hour. The coefficients of past academic result show that a unit increases in past academic result cause of increase in academic performance by 0.933, holding other factors as constant. The F-value (3.696) which is significant at 0.01 ($p < 0.01$) shows that the effect of past academic result and study hours on students' achievements are significant.

7. Conclusion and Recommendation

Since performances of the students depend on the university curricula and quality of the faculty members and also on parents'/ guardians' income level, gender, past academic background, socio-economic and cultural status, the paper has tried to statistically evaluate comparative importance of factors behind their performances. Considering our regression analysis, we show that age, gender, past academic track, medium of education, school/college location and absence/presence in the classes have influenced the academic performances of a student. Among these variables most important variable for all the faculties turned out to be past academic result variable. Moreover, the average CGPA of IIUC students in SSC and HSC is 4.65 and 4.24 respectively. This indicates that students with good past academic result are doing better in this university. So, minimum CGPA requirement for admission eligibility in IIUC can be higher than the existing requirement. It might be minimum 3.00 (Out of 5.00) at both SSC and HSC levels.

Only 1.5% of the students come from English medium background. The university may take steps to attract them more. It is also interesting to note that students who have come from urban areas are doing better in this University. The university may adopt policy initiatives to attract students with rural origins. Good academic track records might be considered as the most important issue during intake.

The IIUC admission committee should not only focus on academic performance of applicants but also on the parents' socio-economic status. The university could also devise means of paying special attention to students from low social economic backgrounds. For example, the university could improve the student support system so that students from low socio-economic backgrounds are identified and assisted with financial aid or even a student loan scheme could be developed. Our finding also shows that lower number of admission seekers is attracted by the current advisement policies of the university. So the policy makers may rethink and reconsider the policies.

While average CGPA of the students is 3.25(Out of 5.00), it would be increased by motivating students to increase their self-study hours from 3 hours to 5 hours.

Limitations of the Study

1. Larger number of students should have been covered in collecting data. It would have substantiated our findings more.
2. Students Affairs Division of the university (IIUC) could not provide us with adequate data. It should take effective initiatives to organize its resource more and this will make future researches smoother in this field.

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