

Economic, Social, And Academic Factors Affecting Academic Achievement of Students at The University of Taibah

By

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Abstract

This research aimed to identify the impact of economic, social, and academic factors on the academic achievement of Taibah University students in the Kingdom of Saudi Arabia. That is achieved through a survey of respondents at Taibah University and its branches to identify the negative factors that limit the efficiency of students' performance. The study population consisted of Taibah University students, and the study sample consisted of (395) male and female students who study at the same university. The Descriptive Analytical Approach was used. The results of the study showed that the most important factor affecting students' academic achievement is the social factor. It came first with an average of (3.15). Economic factors came next with an average of (2.60), while the "academic factors" came in the last place, with an arithmetic average of (2.56). The study recommended conducting qualitative studies to investigate the economic, social, and academic factors and their impact on the achievement of university students through interviews to be performed by well-qualified researchers.

Keywords: Social, economic, and academic factors, academic achievement.

Introduction

Academic achievement is one of the important objectives of higher education policy, and one of the key aspects of university adaptation (Magelinskaite & others, 2016). It is also one of the educational dimensions of great importance for both the student and the member of the educational body, as high academic achievement is one of the indicators of the success of the educational process for students, members of the educational body, educational institutions and learning outcomes. Educational achievement is important for the individual and society; for the individual, it is a predictable indicator of the student's level and ability at the next educational stage. Attaining the required level of achievement depends on obtaining a certificate of study and obtaining a job. For the community, it reveals students' tendencies and trends towards studying different subjects in the future, which is reflected in society's aspirations for development and progress. (Ghawi, 2011)

Several social, economic, and academic factors affect students' academic achievements and have a strong impact on students' performance (Mushtaq & Nawaz Khan, 2012). Knowing these factors and their effects on academic achievement allows us to figure out what hinders that process and thus study appropriate ways and methods to avoid obstacles and maximize educational achievement. Any educational reform should begin with an attempt to monitor reality; its achievements and shortcomings. Development in higher education had to keep pace with a similar development in raising academic performance to reach a high level of academic achievement for students. In university education, the sentence "direct social conditions and influences, such as the family and school and their impact on academic excellence or

shortcomings" is frequently used, given that they do not appear in isolation from those social, economic, and educational contexts that constitute the general educational environment that helps to produce academic excellence or academic shortcomings. (Suliman, 2013)

Amer (2018) indicated that many factors that affect the student's academic achievement, including special factors related to the environment surrounding the individual, such as parents' attitudes towards children's achievement, the social, cultural, and economic level of the family. The higher the economic level of the student family, the more educational and cultural opportunities are available to the student, unlike those with a low economic level. Families with large incomes facilitate for their children the means of a decent living and provide them with appropriate educational opportunities and buy them cultural and scientific books and magazines. The cultural environment in which the student lives also plays a major role in his educational achievement. The advanced cultural environment works to develop the student's thinking and mental abilities better than others. The family's cultural milieu is determined by some cultural variables, including the level of educational achievement of parents, and the pattern of existing relationships between family members. concepts, customs, and traditions prevailing in the framework of the family milieu.

The Research Problem

The university student is the outcome and the main target of all university activities, so any decline in the level of academic achievement may be considered a failure of the student and the university. This poses a real challenge to the university; hence this research is an attempt to identify the economic, social, and academic factors affecting the level of academic achievement from the point of view of students of Taiba University, and therefore the purpose of this study can be achieved by answering the main question: ***What are the economic, social and academic factors affecting the academic achievement of students of Taiba University?***

the following sub-questions emerged from the main question:

The ***first sub-question:*** What are the economic factors affecting the academic achievement of students of Taiba University?

The second sub-question: What are the social factors affecting the academic achievement of students of Taiba University?

The third sub-question: What are the academic factors affecting the academic achievement of students of Taiba University?

The fourth sub-question: Are there statistically significant differences in academic achievement averages among students of Taiba University, and what is the impact of economic, social, and academic factors attributed to variables (sex, social status, income level, work, average quarterly school hours recorded by the student each semester, and average daily studying hours for students at home)?

The Objective of the Research

This research aims to identify the impact of economic, social, and academic factors on the educational achievement of students of Taiba University in Saudi Arabia. This is investigated through the survey of the students at Taiba University and its branches to identify negative factors that limit the efficiency of the student's performance.

Significance of the Study

The importance of research lies in the fact that it is based on extrapolating and diagnosing economic, social, and academic factors and their impact on the educational

achievement of students of Taiba University in Saudi Arabia, so this study gains its importance by looking at the following considerations:

1. It addresses one of the important topics which is academic achievement and investigates the economic, social, and academic factors affecting it. It is hoped that it will achieve a specialized scientific addition in this field, which provides public universities with the appropriate observations and calendar that will help them identify ways to improve this performance.
2. Access to statistically significant results on the impact of economic, social, and academic factors on academic achievement among students of Taiba University, and the possibility of spreading this to other public universities.

The research hypothesis

Based on the research questions, the researcher relied on the following zero hypothesis: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) for the impact of economic, social, and academic factors on academic achievement averages among students of Taiba University attributable to the variables (gender, social status, income level, work, average quarterly school hours recorded by the student each semester, and average daily studying hours of the student at home).

Procedural definitions

Economic factors: It is a set of financial variables, which can affect the academic achievement of a university student directly or indirectly. It is measured by the total degree which the respondent will receive as a result of his responses to the paragraphs concerning the economic factors developed for this study.

Social factors: It is a set of variables related to the social and cultural level of the student's family, in addition to relations between family members, and adapting effectively to social elements that affect the level of academic achievement. It is measured by the total degree the respondent will receive as a result of his responses to the paragraphs concerning the social factors developed for this study.

Academic factors: A set of relatively distinct variables, psychologically related that directly or indirectly affect an individual's life. It is measured by the total degree which the respondent will receive as a result of his responses to the paragraphs concerning the academic factors developed for this study.

Educational achievement: Acquiring knowledge, skills, and university experiences in an orderly scientific way. It can be measured by the degree that students receive from monthly and quarterly achievement tests. It is measured by the total degree which the respondent will receive as a result of his responses to the paragraphs concerning the economic, social, and academic factors developed for this study.

Limitations of the research

These limitations are represented in the following:

Spatial limits the study was applied to Taiba University's main branch, and the following branches: (Al-Ola, Yanbu, Khyber, and Badr ranch).

- 1- ***Human limits:*** The researcher chose a sample of students from Taiba University its branches in Saudi Arabia.
- 2- ***Temporal limits:*** The study was conducted between February and April 2020.

- 3- *Scientific limits* the researcher relied on economic, social, and academic factors in determining independent variables, and relied on the educational achievement of students of Taiba University in Saudi Arabia as a dependent variable.

Literature review

Studies in Arabic

In a study conducted by Al-Nour (2012) to identify social and economic factors and their impact on educational achievement at Alzaiem Alazhari University, the study was conducted on a group of students from the Faculties of Urban Sciences, Sharia and Law. The study found a decline in student achievement levels due to the impact of social, economic, and psychological factors on students, the family community environment was the most important and influential environment on the student. The results of the achievement averages of the examined students also indicate that the female achievement rate is higher than that of males, which indicates the positive female perception of education and the negative view of males, as achieving a university degree does not benefit them in different aspects of life.

Mansour's study (2010) aimed to identify factors affecting students' achievement at Birzeit University to improve the university's admissions policy. The results showed that the variables of the study (sex, the university study system, the number of quarterly hours recorded by the student, the high school average, the student's academic level at the university, the student's desire for his major, the college to which the student belongs, the average family income, the number of hours of daily study, the high school branch, and the student's place of residence) are variables that affect students' academic achievement, while the variables (work, and the parents' desire to choose the students' major) do not affect students' academic achievement.

Abdullah's study, (2010), aimed to analyze factors affecting the level of academic achievement in the cumulative rate of Al Jazeera University system. The study found significant differences between the averages of academic achievement of students in general admission compared to those of private admission. There is a significant impact by the variable (type of admission) on the achievement level at the cumulative rate as it explains 16.3% of the total variation in students' achievement grades in the cumulative rate. There is a significant impact by independent variables (first quarterly rate, second quarterly rate, third quarterly rate) on the achievement level at the cumulative rate. The percentage of the contribution of independent variables (first, second, and third quarterly average) in making changes in the level of achievement in the cumulative average is large, as the value of the coefficient of determination is (0.962).

Al-Amr, (2009) conducted a study aimed at revealing the reasons that led to the low cumulative averages of students with such averages among students of the Teachers College in "Bisha", Saudi Arabia. The study came to important results such as: (attending college without desire) came first with a percentage of 93.3%, followed by (separation of the parents) with 91.6%, Then (being away from parents) by 88.3%. (The negative feelings of students towards some courses) was 87.5%, (spending time watching TV) was 85.8%, (inaccuracy of student's evaluation by faculty) with a percentage of 84.1%, then (busy doing other work than studying) and was 83.3%, and finally (inefficiency of the student's attainment In the early stages of study) by 80.8%.

Al-Ajiz, (2002) searched the factors behind the phenomenon of low cumulative averages of some students at the Islamic University colleges in Gaza, to identify them and try

to find ways to raise them. The results of the study showed that social and economic factors are more influential in declining cumulative averages of students, followed by personal and finally educational factors. The study showed that there are no statistically significant differences between students due to the gender variable, and therefore there were no statistically significant differences between students attributed to the low GPA variable.

Studies in English

(Magelinskaitė & others, 2016) conducted a study to detect the impact of social factors on academic achievement among first-grade students. The study was applied to a sample of (380) first-grade students, including the social factors measured (the social competence of students, the relationship between the student and the teacher, the student's relationship with his colleagues). The results indicated that all social factors (social competence, the relationship between the student and the teacher, and the relationship between the student and his colleagues) were closely linked to academic achievement.

The Suhaily, L & Soelasih, 2015 study examined factors affecting students' achievement at the School of Economics, X University. The result shows that students as a factor can determine their achievement, and the evaluation found that the achievement of a student participating in university activities is different compared to a student who does not participate in such activities. The results also showed that there was no impact of faculty members, universities, and families on students' achievement.

Zell Shalkamp and **Thombini** (Zyl-Schalekamp & Mthombeni, 2015) conducted a study aimed at exploring the role of social and economic factors in the academic achievement of first-year students at the University of South Africa. The results showed that three out of five specific variables were the main factors affecting the academic success of first-year sociology students: (home language, high school stream, standard of living of the students' family, and duration of study). The focus was on the language spoken by the student at home, and the language used for academic purposes. It was also noted that students with a background in the use of different education resources tended to perform better than students with no such background

The study by (Széll, 2013) discussed a review of national and international literature that seeks to determine the actual quality of education, as well as consideration of what is happening concerning students' achievements. The study concluded, with regard to analysis and research on students' achievement, that there is a close link between the quality & effectiveness of education and student achievement.

A study conducted by (Mushtaq & Nawaz Khan, 2012), to explore factors affecting the academic performance of students in Rawalpindi and Islamabad. The results showed that communication, learning, facilities, and proper guidance have positive effects on students' performance, while family stress shows a negative impact on student's performance at a high level. where communication is an important factor that has a significant impact on the student's performance, as well as family stress that negatively affects the student's performance.

A study was conducted by (Rashi, 2011) to identify factors affecting the achievement of students in public schools versus private schools in Pakistan. The results showed that there is a relationship between the results of the student's academic achievement with the socio-economic status of the family, as the results indicate that the choice of education and the characteristics of the teacher play an important role in the performance of the student, and there is, also, a significant impact of parents' learning on student achievement.

Similarities and differences between previous studies and the current study

In light of previous studies, the researcher found that they varied in their goals, variables, and environments. Some of them aimed to identify social and economic factors and their impact on students' achievement such as the study of Al Nour (2012), the study of Zell Shalkamp and Thombeni(Zyl-Schalekamp & Mthombeni, 2015), the Study of Abdullah (2010), the Mansour Study (2010), and the Rashi Study (Rashi, 2011, Suhaily & Soelasih, 2015 and Mushtaq & Nawaz Khan Study, 2012, which aimed to identify factors affecting student achievement. , Both the study of Al-Ajiz (2002) and the study of Al-Amr (2009) aimed at revealing the reasons that led to the low cumulative averages of students.

The environments of the previous studies varied, some of them were in Arab environments as in the study of Al-Ajiz (2002) in Gaza, and the study of Al-Amr (2009) in Saudi Arabia. Others were in foreign environments such as the study of Mushtaq & Nawaz Khan (Mushtaq & Nawaz Khan, 2012) in Islamabad in India. And the study of Zyl-Schalekamp & Mthombeni (2015) in South Africa, and the study of Rashi (Rashi, 2011)in Pakistan.

This study differed from all previous Arabic and English studies, where those studies focused on the impact of economic, social, and academic factors on academic achievement, such as a case study of Taibah University students in Saudi Arabia, where this study is considered one of the few studies and this is what gives it the characteristic of excellence.

Conceptual framework

preface

Academic achievement is receiving increasing attention by those in charge of the educational system and educators, as one of the important criteria in the process of evaluating students in educational institutions. Some factors can affect academic achievement, some of which are subjective, and others are objective. The objective factor includes the study environment, including social interactions and material capabilities, in addition to the family environment and its role in providing psychological security and social stability for the student. The role of the family is to provide the appropriate environment for studying and urging the student to make an effort. There is no doubt that there is an impact of the cultural level of the family on the children, positively or negatively. (Amer, 2018)

Amer (2018) indicated that the studies conducted to identify the relationship between the social, cultural, and economic level of the family and the academic achievement, proved that those who are academically outstanding belong to high levels socially, culturally, and economically. Among the most important social and economic variables related to the adjustment of university students within the family are the type of relationships between family members, family problems, such as the separation of parents and the death of one or both parents, the number of family members, the nature of the area, rural or urban, type of housing, family income, and availability of places to study at home.

The concept of educational achievement

Academic achievement is linguistically defined as: the source of the verb “has acquired”, which means realized, and obtained. Acquiring knowledge means. obtaining and attaining it. (Al-Ghawi, 2011)

Amer (2018) identified it as a specific level of achievement, competence, or performance in academic work that is assessed by faculty members or by standardized tests.

It was defined as the amount of information included in the experimentation program that the student obtains, and it is measured by the degree the student obtains in the achievement test prepared for this purpose. (Al-Atrash, 2013)

Factors affecting academic achievement

Academic factors

They are the factors related to the educational process, such as factors related to the study subject. they include the extent of the difficulty of the subject, the content of the subject and its level of organization, factors related to the faculty member such as the teaching methods he uses, the activities he performs, the evaluation methods he follows, and his consideration of individual differences. Factors related to the university: such as the university capabilities in terms of the size of the classrooms, the availability of teaching aids, books, and others.) (Barrishi, 2011)

The diversity of teaching methods and means motivates the student to persevere and understand. It also aims to satisfy his needs and improve the relationship between him and the faculty member and increase understanding between them; This raises the degree of student motivation to focus, pay attention, learn, and work hard. The quality of the relationship between the student and the faculty member on the one hand, and his colleagues, on the other hand, affects academic achievement. If this relationship is positive, the student's psychological balance is achieved and the conflicts and emotions obstructing a better achievement are reduced. (Zallouf, 2013)

The cultural level of the parents

The cultural level of the parents is an indicator of the academic achievement of the children (Sulaiman, 2013). The cultural and educational level of the parents clearly shows the academic abilities of the children, which is part of the family culture that determines the quality of upbringing that the student receives within the family. Academic achievement depends entirely on the cultural atmosphere that surrounds the student and prepares him for various types of cultural and studying activities. The cultural level of the parents often has an effective and stimulating role for education and study, or an obstacle and impediment. It is the means that benefits and assists them in their studies, by providing the appropriate atmosphere for study, directing them to the means that benefit them and help them in their studies, urging them to persevere and schoolwork, and they also monitor the behavior of their children at the university and encourage them to succeed. (Rasheed, 2014)

Faculty member

A faculty member has a fundamental and direct role in the level of students' achievement, either negatively or positively, through his ability to diversify in teaching methods and the extent to which he takes into account the individual differences among students. To fulfill his desired role, he must possess the scientific material on the subject of being taught, possess academic skills, and career professionalism. He should also have positive tendencies towards the teaching profession, good interaction with learners, and the ability to deal with the various personal and psychological patterns of students. (Al- Ghawi, 2011)

Economic factors

Economic motives share, along with other forms of violence, with domestic violence, but the difference between them is in the desired goals behind violence with an economic motive. In the family environment, the father does not seek to obtain economic benefits from his use of violence against his family, but rather this is an expression of disappointment and poverty, the effects of which are violently reflected by the father towards the family.) (Wahiba

and Bishta, 2017)

There is a strong relationship between low income and the level of academic achievement (Sulaiman, 2013), the economic status of the family is directly related to the learning needs. The family that can secure the material needs of its children by owning the various educational means such as a library and a computer can in principle guarantee the objective conditions for educational and cognitive achievement. The bad economic situation prevents the student from progressing in his education; This is because he loses the basic conditions and circumstances for success, which makes him sensitive to the simplest situations and accidents, and he stops studying at times and misses his lessons at other times. (Rasheed,2014)

Social factors

The family is the first environment that the child comes into contact with and is affected by. It has a direct impact on his academic achievement. A good environment characterized by family guidance and stability, and the provision of culture provide the student with opportunities for success to learn more than the environment in which this is not available, meaning that the instability of family relations affects significantly the student's academic path. (Mrah, 2016)

The family is always one of the most important factors that affect the right course of the personality and its psychological safety. Among the most important problems that affect students' motivation to learn, and thus affect the level of achievement are: social problems, ongoing disputes between parents, the way of dealing with children, and the distinction between them, parents' negligence to follow the student's course of study, poor communication between the family and the school, the student's unwillingness to study a certain type of science, and pressure from the parents to study other majors. (Al-Ghawi, 2011)

The social factor contributes significantly to determining the level of educational achievement. Perhaps the most important feature of this factor is the nature of the family atmosphere and psychosocial compatibility at university; Communication and integration within the family and between peers help to build a positive image of the learner about himself and his environment; The comfortable home environment is a source of psychological and material security, in which the student finds himself comfortable; This helps him to focus during his studies, which is one of the independent variables for achieving a good and efficient education. (Zallouf, 2013)

Divorce and family disintegration

Family disintegration has negative repercussions on the level of academic achievement and mental integration of the student. Such an atmosphere has an impact on the student's personality and adaptation. the possibility of low educational achievement, according to some studies, correlates with marital discord. Many effects are reflected on children, such as underdevelopment, school dropout, psychological complications, or personality disintegration. (Suliman,2013)

Research methodology

This part includes the study's methodology, its population, and sample, and a description of its tools, in terms of its construction, its validity, its reliability, and finally the statistical processing that was used in this study, and the following is a description of that.

Methodology

Study population and sample

The study population included all students of the faculties of Taibah University, that is the following faculties: Faculty of Business Administration, Faculty of Financial and Banking Sciences, Faculty of Sciences and Arts, Faculty of Education, Faculty of Computer Sciences, and Faculty of Information Systems. The sample consisted of (395) male and female students from Taibah University, the main branch, Al-Ula branch, Yanbu branch, Khyber branch, and Badr branch. 400 questionnaires were distributed. (395) individuals from the sample, who were chosen by the simple random method, responded to the questionnaire. The following tables describe the sample of the study according to its independent variables: (gender, marital status, income level, work, average quarterly school hours per class, average daily studying hours at home).

Table No. (1). *It shows the distribution of the study sample members according to the study variables*

| Categories | Repetition | Percentage |
|---|------------|----------------|
| Male | 41 | 10.4 |
| Female | 354 | 89.6 |
| Total | 395 | 100.0 |
| Single | 292 | 73.9 |
| Married | 69 | 17.5 |
| Divorced | 30 | 7.6 |
| Widow | 4 | 1.0 |
| Total | 395 | 100.0 |
| (65- 75) | 4 | % 1.0 |
| (75.1- 85) | 30 | % 7.6 |
| (85.1- 90) | 69 | % 17.5 |
| (More than 90) | 292 | % 73.9 |
| Total | 395 | %100.0 |
| Scientific stream | 233 | %59.0 |
| Literary stream | 162 | %41.0 |
| Total | 395 | %100.0 |
| freshman class | 144 | % 36.5 |
| Sophomores | 103 | %26.1 |
| Juniors | 72 | % 18.2 |
| Seniors | 76 | % 19.2 |
| Total | 395 | % 100.0 |
| Main branch | 264 | %66.8 |
| Al-Ula branch | 62 | % 15.7 |
| Yanbu branch | 6 | % 1.5 |
| Khyber branch | 49 | % 12.4 |
| Badr branch | 13 | % 3.3 |
| Total | 395 | % 100.0 |
| Faculty of Business Administration | 273 | % 69.1 |
| Faculty of Financial and Banking Sciences | 41 | % 10.4 |
| Faculty of Sciences and Arts | 11 | % 2.8 |
| Faculty of Education | 11 | % 2.8 |
| Faculty of Computer Sciences | 59 | % 14.9 |
| Total | 395 | % 100.0 |
| Less than SR2000 | 264 | %66.8 |
| from 2000 to less than 4000 | 44 | % 11.1 |
| from 4000 to less than 6000 | 15 | % 3.8 |
| from 6000 to less than 8000 | 14 | % 3.5 |
| from SR8000 and more | 58 | % 14.7 |
| Total | 395 | % 100.0 |
| Working | 10 | % 2.5 |
| Not working | 385 | % 97.5 |
| Total | 395 | % 100.0 |
| from (12-15 hours) | 136 | % 34.4 |
| from (16-18 hours) | 236 | % 59.7 |
| (More than 18 hours) | 23 | % 5.8 |
| Total | 395 | % 100.0 |
| less than 2 hours | 103 | % 26.1 |
| (from 2-3 hours) | 114 | % 28.9 |
| (More than 3- to less than 4 hours) | 89 | % 22.5 |
| (More than 4 hours) | 89 | % 22.5 |
| Total | 395 | % 100.0 |

Table (1) on the distribution of the study sample members according to the study variables shows that the percentages of the sex variable came in varying degrees, but it came in favor of females with a percentage of (89.6%), while the percentage of males constituted

(10.4%). As for the marital status variable, the majority of the study sample members are single, with a percentage (73.9%), followed by the marital status (married), with a percentage of (17.5%), while the percentage of divorced members constituted (7.6%). Finally, widowed states constituted the lowest percentage among the study sample with a percentage of (1.0%). The table shows, according to the marital status variable, that the majority of the study sample's averages in high school is more than 90, with a percentage (73.9%), followed by the average between (85.1% - 90%), with a percentage (17.5%). Those who obtained the average of (75.1% - 85%) is (7.6%) while those with an average of (65 - 75) constituted the lowest percentage among the study sample (1.0%). It is clear from the table, according to the variable of the General Secondary Certificate stream, that the percentages were different, as they came in favor of the scientific stream with a percentage of (59.0%), while the percentage of the literary stream was (41.0%).

The researcher followed the analytical descriptive approach for its suitability to achieve the objectives of this study. This was done by collecting data from the study sample from Taibah University students for the academic year 1441 AH, then analyzing and interpreting them to reach the results that clarify the most important factors that affect the academic achievement of university students.

The table indicates, according to the variable of (the studying year), that the majority of the study sample members are from the freshman class with a percentage of (36.5%), followed by Sophomores with a percentage of (26.1%), then the Seniors with a percentage of (19.2%), and finally the lowest percentage for the Juniors (18.2%). As apparent from the table, concerning the variable of (the university branch), the vast majority of the study sample attend the main branch of Taibah University, their percentage constituted (66.8%), followed by the Al-Ula branch with a percentage of (15.7%), while it was less for the Yanbu' branch with a percentage of (1.5%). It is also clear from the table, according to (the income level) variable, that the vast majority of the study sample members have income less than SR2000, with a percentage (66.8%), then the income category from SR8000 or more, at a percentage (14.7%), and then came the lowest income group whose salaries range from 6000 to less than 8000, at a rate of (3.5%).

The table clearly indicates, regarding the variable (Do you work), that the vast majority of the study members are not employed, with a percentage of (97.5%), while the percentage of workers among the study sample members constituted (2.5%). Moreover, according to the variable (of the semester credit hours by the student), that the vast majority of the study members register from (16-18) credit hours every semester, with a percentage of (59.7%), followed by those who register 12-15 hours per semester with a percentage of (34.4%). The percentage of those who registered more than 18 hours per semester constituted the lowest percentage (5.8%). The table shows, according to the variable (the average number of daily studying hours students handle at home), that the highest percentage of the study sample members as those who study 2-3 hours per day, with a percentage (28.9%), followed by the group who study less than two hours, with a percentage of (26.1%). The lowest was for the category of students who study more than 3 - less 4 hours, and more than 4 hours, with a percentage (22.5%).

The study tools

The researcher prepared a questionnaire for the economic, social, and academic factors that affect the level of academic achievement among Taibah University students, after reviewing previous studies related to the subject of the study, such as the study of Al-Noor (2012), the study of Mansour (2010), Abdullah (2010), and the study of Al-Ajiz (2002), with

the aim of knowing the economic, social and academic factors that affect the level of academic achievement in the light of a set of variables. The study tool in its final form consisted of 33 paragraphs distributed over three pivots. The response to the paragraphs will be measured by the five-point gradient of the Likert scale, which is: ((strongly agree, agree, neutral, disagree, strongly disagree), and the scale will be corrected by giving the previous gradient the numbers (1, 2, 3, 4, 5) in the case of positive paragraphs, and the weights are reversed in the case of negative paragraphs. To judge the questionnaire, the statistical criterion was used within the following statistical equation:

Class length= upper bound - lower bound (for gradation)

Number of assumed categories

5 - 1 = 4

=1.33 _____

3 3

The three levels were as follows

1. The low level the arithmetic averages were (less than 2.5).
2. The average level of the arithmetic average's ranges between (2.5-3.5).
3. The high level: the arithmetic averages range between (3.5 and more).
4. Validity of the questionnaire:

To verify the validity of the content of the questionnaire, and the relevance of the paragraphs, it was presented to a group of experienced arbitrators with jurisdiction at Taibah University, to determine the accuracy and clarity of the paragraphs and their coverage of all fields of study. The necessary adjustments were made, including adding, deleting, and modifying, after arriving at a consensus (80%) of the members of the arbitrators to take notes and produce the questionnaire in its final form.

Stability of the questionnaire

The reliability of the scale was verified by calculating the internal consistency using Cronbach's alpha, as shown in the table below.

Table (2). *Cronbach's Alpha internal consistency coefficient*

| Number | Fields | Internal consistency |
|--------|-------------------|----------------------|
| 1 | Economic factors: | %.87 |
| 2 | Social factors: | %.87 |
| 3 | Academic factors: | %.87 |
| | Total degree | .88 % |

Table (2) shows that the stability coefficients for the fields of study ranged between (.872% - 874%), the highest is for the field "social factors", while the lowest is for the field "economic factors". The coefficient of the tool as a whole reached (.880%), which are acceptable values for the purposes of applying the study.

Statistical methods

- The use of descriptive statistical methods, frequency distributions, and percentages to find out the social and demographic characteristics of the study sample
- calculating the arithmetic means and standard deviations for the questionnaire paragraphs, and for the tool as a whole.
- - The calculation of the (One Way ANOVA) *analysis of the study variables*.
- - The calculation of the stability of the instrument using Cronbach's alpha coefficient.

Presentation and discussion of results

In this part, the researcher presents the findings and the results of the study, which are represented in answering the research questions through applying the study tool and analyzing the data statistically. The researcher also puts forward a number of recommendations in light of the results of the current study and its interpretation.

The main question: What are the economic, social, and academic factors affecting the academic achievement of students of Taiba University?

To answer this question, the arithmetic averages and standard deviations of all fields of study, as well as the general average of the total field was extracted. Table No. (3) below illustrates this.

Table (3). *The arithmetic averages and standard deviations for all fields of study of the impact of economic, social, and academic factors on academic achievement, arranged in descending order according to the arithmetic averages:*

| Order | Number | Field | arithmetic average | Standard deviation | Level |
|-------|--------|-------------------|--------------------|--------------------|--------|
| 1. | 2 | Social factors: | 3.15 | .477 | Medium |
| 2. | 1 | Economic factors: | 2.60 | .703 | Medium |
| 3. | 3 | Academic factors: | 2.56 | .522 | Medium |
| | | Total degree | 2.77 | .466 | Medium |

Table (3) shows that the total score of the factors came with an arithmetic average of (2.77), and the arithmetic averages ranged between (3.15% - 2.56%). "Social factors" came in the first place with the highest arithmetic average of (3.15), and this may explain that the most important and most influential factor on academic achievement is the family environment. The level of the family's culture, its capabilities, its ability to help the student in his academic achievement, the availability of the family environment that is ready for achievement and based on positive interactions between the student and his parents and siblings, care and positive guidance, are all conditions and factors that help to achieve excellence. This result is consistent with the findings of the Al-Nour study (2012) and Al-Ajiz study (2002); that the most important and most influential factors on students are the social factors represented by the family environment. "Academic factors" came last, with a mean of (2.56). This may explain that the study sample members believe that the majority of academic factors fall under their control and can be overcome and bypassed. This result is also consistent with the result of the study of Al-Ajiz (2002) in which academic factors ranked last in terms of their impact on the student's academic achievement. This result differs from the result of the study of Suhaily & Soelasih (2015) in the absence of an impact of social factors on the academic achievement of students.

The first question: What are the economic factors affecting the academic achievement of students of Taiba University?

To answer this question, the arithmetic averages and standard deviations of all fields of study, as well as the general average of the total field were extracted. Table No. (4) below illustrates this.

Table (4). *Arithmetic averages and standard deviations of the effect of economic factors on the academic achievement arranged in descending order according to the arithmetic averages*

| Order | Number | Clause | arithmetic average | Standard deviation | Level |
|-------|--------|---|--------------------|--------------------|--------|
| 1. | 1 | Low economic level of my family | 3.10 | 1.060 | Medium |
| 2. | 4 | My desire to work more than to study | 2.99 | 1.225 | Medium |
| 3. | 6 | The high price of my textbooks | 2.59 | 1.192 | Medium |
| 4. | 2 | Being busy working to help my family rather than studying | 2.41 | 1.103 | Low |
| 5. | 3 | Weak studying motivation due to the scarcity of graduates getting job opportunities, and the predominance of nepotism when hiring | 2.39 | 1.075 | Low |
| 6. | 5 | lack of my pocket money | 2.13 | 1.077 | Low |
| | | Total degree | 2.60 | .70394 | Medium |

Table (15) shows that the arithmetic average for the field as a whole / the economic factors came in a medium degree, with an arithmetic average (2.60%), as for the indicators that make up this field, the indicator “The low economic level of my family” ranked first with a medium evaluation degree, and an arithmetic average (3.10%), and the "lack of my daily pocket money" came last, with an arithmetic average (2.13%). This may be explained by the fact that the financial pressure of the family is one of the most important factors affecting the students’ academic progress, as the low economic level of the family does not enable it to provide the student’s requirements, create the appropriate atmosphere for him to study, perform duties, and not assign him any other work than focusing on study and achievement. The chances of educational attainment for the children of classes with a high economic level, on the other hand, are greater, as the parents can provide the requirements for their children’s studies and spend money in order to encourage them to study. This result is consistent with the findings of the Rashi study (2011) and Al-Noor study (2012), which confirmed that economic factors have a significant impact on the low levels of student achievement.

The second question: What are the social factors affecting the academic achievement of students of Taiba University?

To answer this question, the arithmetic averages and standard deviations of all fields of study, as well as the general average of the total field were extracted. Table (5) below illustrates this

Table (5). Arithmetic averages and standard deviations of the effect of economic factors on the academic achievement arranged in descending order according to the arithmetic averages

| Order | Number | Clause | arithmetic average | Standard deviation | Level |
|-------|--------|--|--------------------|--------------------|--------|
| 1. | 6 | Residing far from the university and the difficulty of transportation. | 3.54 | .767 | Medium |
| 2. | 8 | Poor relationship with the faculty member | 3.43 | .807 | Medium |
| 3. | 2 | Many family disputes which reduce my academic focus | 3.37 | .964 | Medium |
| 4. | 3 | The low educational level of one or both parents. | 3.34 | .944 | Medium |
| 5. | 1 | My preoccupation with the requirements with my family. | 2.76 | 1.139 | Medium |
| 6. | 4 | My family does not follow up on my academic achievement at the university. | 2.75 | 1.115 | Medium |
| 7. | 7 | Being busy with friends rather than study | 2.69 | .997 | Medium |
| 8. | 5 | Lack of interest in investing my spare time. | 2.66 | 1.214 | Medium |
| | | Total degree | 3.15 | .4778 | Medium |

Table (5) indicates that the arithmetic average for the field as a whole / social factors came in a medium degree, with an average (3.15%). as for the indicators that make up this field, the indicator “Residing far from the university and the difficulty of transportation.” ranked first with a medium evaluation degree, and an arithmetic average (3.54%). This may explained that one of the most social factors affecting students’ academic achievement is the distance between the university and their place of residence, which burdens them with transportation difficulties represented in waiting in the parking lot for hours, and the hardship of daily travel to the university. This result is consistent with the result of Mansour’s study (2010) that the student's place of residence affects his academic achievement.

While the indicator "Lack of interest in investing my spare time." came in last, with an average of (2.66%), and this may be explained by the students' interest in utilizing their spare time in studying. This result differs from that of Al-Amr study (2009) in that the indicator “Spending time watching TV” and “Busy doing other than studying” ranked first for the factors affecting the academic achievement of university students.

The third question: What are the academic factors affecting the academic achievement of students of Taiba University?

To answer this question, the arithmetic averages and standard deviations of all fields of study, as well as the general average of the total field were extracted. Table No. (6) below illustrates this.

Table (6). Arithmetic averages and standard deviations of the effect of academic factors on the academic achievement arranged in descending order according to the arithmetic averages

| Order | Number | Clause | arithmetic average | Standard deviation | Level |
|-------|--------|---|--------------------|--------------------|--------|
| 1. | 1 | My frequent absence from lectures. | 3.44 | .958 | Medium |
| 2. | 4 | The large number of students per class | 2.86 | .936 | Medium |
| 3. | 10 | Having a lot of objective questions in my exams. | 2.80 | 1.074 | Medium |
| 4. | 3 | Having no incentives for outstanding students in my university. | 2.75 | 1.151 | Medium |
| 5. | 8 | Having more than one exam per day | 2.70 | 1.010 | Medium |
| 6. | 7 | Scheduling my exams on consecutive days | 2.66 | 1.210 | Medium |
| 7. | 11 | Inaccuracy and lack of objectivity in correcting my answers by faculty members. | 2.58 | 1.099 | Medium |
| 8. | 9 | Having a lot of essay questions in my exam | 2.54 | 1.045 | Medium |
| 9. | 12 | My poor use of information sources in the university library. | 2.52 | .965 | Medium |
| 10. | 14 | The inability of some faculty members to deliver information to the students | 2.41 | .987 | Low |
| 11. | 5 | Failing to follow up on studying my courses on time | 2.35 | 1.115 | Low |
| 12. | 2 | Having the ambition to get my BA degree even with with a low average. | 2.29 | 1.120 | Low |
| 13. | 6 | Having test questions that do not fit the time allocated to the test. | 2.14 | 1.154 | Low |
| 14. | 13 | Having some faculty members who don't master their courses | 2.08 | 1.035 | Low |
| | | Total degree | 2.56 | .522 | Medium |

Table (6) shows that the arithmetic average for the field as a whole / the academic factors came in a medium degree, with an arithmetic average (2.60%), as for the indicators that make up this field, the indicator "My frequent absence from lectures" ranked first with a medium evaluation degree, and an arithmetic average (3.44%). This may be explained by the fact that the student's absence from lectures directly affects academic achievement resulting in a number of negative effects, such as a decline in the student's academic level; Because of his inability to attend class lectures, and therefore not obtaining information, and the main points related to the lessons. The failure rate in exams becomes very high; The student does not have any information or idea about the nature of the subject required in the exam.

The indicator "Some faculty members were unable to deliver academic courses" came last, with a mean (2.08%). This may explain the efficiency of the faculty members who are expected to achieve effective educational supply for students. This result is consistent with the findings of Suhaily & Soelasih (2015) that there is no effect of faculty members on students' achievement.

The fourth question: Are there statistically significant differences in academic achievement averages among students of Taiba University, and the impact of economic, social and academic factors attributed to variables (sex, social status, income level, work, average studying hours recorded by the student each semester, and average daily studying hours for students at home)?

To answer this question, arithmetic means, standard deviations, One Way ANOVA , and the tool were calculated for all fields of study as a whole according to the variables (gender,

marital status, income level, work, average semester hours of study recorded by the student , and average student's daily hours of study at home), and the tables below illustrate this.

Gender variable

To test this variable, the Independent Samples T- Test was applied to detect the economic, social and academic factors in academic achievement according to the gender variable, and the table (7) below illustrates this.

Table (7). the results of applying (Independent Samples T-Test) to detect the economic, social, and academic factors affecting the student's achievement according to the gender variable

| Field | variable | Number | arithmetic average | Standard deviation | T-value | degrees of freedom | statistical significance |
|-------------------|----------|--------|--------------------|--------------------|---------|--------------------|--------------------------|
| Economic factors: | Male | 354 | 2.60 | .710 | .379 | 393 | .326 |
| | Female | 41 | 2.56 | .651 | | | |
| Social factors: | Male | 354 | 3.15 | .476 | .924 | 393 | .998 |
| | Female | 41 | 3.08 | .487 | | | |
| Academic factors: | Male | 354 | 2.56 | .523 | -.276 | 393 | .930 |
| | Female | 41 | 2.58 | .523 | | | |
| Total degree | Male | 354 | 2.77 | .471 | .402 | 393 | .509 |
| | Female | 41 | 2.74 | .425 | | | |

Table (7) shows that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in all fields and the total degree, and this indicates the absence of an impact of economic, social .

and academic factors in student's achievement according to the gender variable in economic, social and academic factors.

Social status variable

To test this variable, a One-Way ANOVA analysis of variance was calculated to determine the impact of economic, social and academic factors on academic achievement according to the variable of social status, and the table (20) below illustrates this.

Table (8): Results of One-Way analysis of variance (ANOVA) for the impact of economic, social and academic factors on academic achievement according to the marital status variable

| Field | Source | Sum of squares | degrees of freedom | Average of squares | F-value | statistical significance |
|-------------------|----------------|----------------|--------------------|--------------------|---------|--------------------------|
| Economic factors: | Between groups | 7.942 | 3 | 2.647 | 5.526 | .001 |
| | Within groups | 187.297 | 391 | .479 | | |
| | Total | 195.239 | 394 | | | |
| Social factors: | Between groups | 2.732 | 3 | .911 | 4.082 | .007 |
| | Within groups | 87.236 | 391 | .223 | | |
| | Total | 89.968 | 394 | | | |
| Academic factors: | Between groups | .831 | 3 | .277 | 1.014 | .386 |
| | Within groups | 106.799 | 391 | .273 | | |
| | Total | 107.630 | 394 | | | |
| Total degree | Between groups | 3.142 | 3 | 1.047 | 4.949 | .002 |
| | Within groups | 82.741 | 391 | .212 | | |
| | Total | 85.883 | 394 | | | |

Table (8) shows that there are statistically significant differences at the level of significance ($\alpha = 0.05$) due to the impact of the social status variable on the economic and social impacts in favor of a widower in economic factors, and in favor of an divorced in social factors. This may be due to the fact that these two groups often suffer from social and economic

problems in terms of the social view of the divorced woman, and the difficulty of securing study expenses, which in turn affects the psychological state of the student and the level of his academic achievement. to show the statistically significant pairwise differences between the arithmetic averages, Post-hoc comparisons were used in a verbal way, as shown in Table (9).

Table (9). *Post-hoc comparisons in a verbal way for the impact of the social status variable on economic, social and academic factors in academic achievement.*

| Field | Social status | arithmetic average | Single | Married | Divorced | Widower |
|-------------------|---------------|--------------------|--------|---------|----------|---------|
| Economic factors: | Single | 1.58 | | | 03. | 02. |
| | Married | 2.27 | | | | |
| | Divorced | 2.61 | 03. | | | |
| | Widower | 2.64 | .02 | | | |
| Social factors: | Single | 2.50 | | | 03. | |
| | Married | 2.99 | | | | |
| | Divorced | 3.21 | 03. | | | |
| | Widower | 3.16 | | | | |
| Total degree | Single | 2.09 | | | 02. | 02. |
| | Married | 2.58 | | | | |
| | Divorced | 2.80 | 02. | | | |
| | Widower | 2.79 | 02. | | | |

Table (9) shows that there are statistically significant differences at the significance level ($\alpha \leq 0.05$) in favor of (married). This is due to the many family responsibilities of married students,

Income level variable

To test this variable, a One-Way ANOVA analysis of variance was calculated to determine the impact of economic, social, and academic factors on academic achievement according to the variable of income level, and table (10) below illustrates this.

Table (10): *Results of One-Way analysis of variance (ANOVA) for the impact of economic, social, and academic factors on academic achievement according to the income level variable*

| Field | Source | Sum of squares | degrees of freedom | Average of squares | F-value | statistical significance |
|-------------------|----------------|----------------|--------------------|--------------------|---------|--------------------------|
| Economic factors: | Between groups | .103 | 1 | .103 | .208 | .648 |
| | Within groups | 195.135 | 393 | .497 | | |
| | Total | 195.239 | 394 | | | |
| Social factors: | Between groups | .448 | 1 | .448 | 1.967 | .162 |
| | Within groups | 89.520 | 393 | .228 | | |
| | Total | 89.968 | 394 | | | |
| Academic factors: | Between groups | .494 | 1 | .494 | 1.812 | .179 |
| | Within groups | 107.136 | 393 | .273 | | |
| | Total | 107.630 | 394 | | | |
| Total degree | Between groups | .009 | 1 | .009 | .042 | .837 |
| | Within groups | 85.874 | 393 | .219 | | |
| | Total | 85.883 | 394 | | | |

Table (10) shows that there are statistically significant differences at the level of significance ($\alpha = 0.05$) due to the effect of the variable of the income level on the economic, social academic factors, and the total degree. This result differs from the findings of the study of Schalekamp and Mthombeni (2015), whose results showed that the level of income of the student's family affects his academic achievement.

Work variable

To test this variable, a One-Way ANOVA analysis of variance was calculated to determine the impact of economic, social, and academic factors on academic achievement according to the variable of work, and table (11) below illustrates this.

Table (11): Results of One-Way analysis of variance (ANOVA) for the impact of economic, social, and academic factors on academic achievement according to the work variable

| Field | Source | Sum of squares | degrees of freedom | Average of squares | F- value | statistical significance |
|-------------------|----------------|----------------|--------------------|--------------------|----------|--------------------------|
| Economic factors: | Between groups | 3.920 | 1 | 3.920 | 8.052 | .005 |
| | Within groups | 191.319 | 393 | .487 | | |
| | Total | 195.239 | 394 | | | |
| Social factors: | Between groups | 3.279 | 1 | 3.279 | 14.867 | .000 |
| | Within groups | 86.689 | 393 | .221 | | |
| | Total | 89.968 | 394 | | | |
| Academic factors: | Between groups | .743 | 1 | .743 | 2.732 | .099 |
| | Within groups | 106.887 | 393 | .272 | | |
| | Total | 107.630 | 394 | | | |
| Total degree | Between groups | 2.405 | 1 | 2.405 | 11.325 | .001 |
| | Within groups | 83.478 | 393 | .212 | | |
| | Total | 85.883 | 394 | | | |

Table (11) shows that there are statistically significant differences at the significance level ($\alpha = 0.05$) due to the effect of the work variable on each of the economic factors, social factors, and the total degree. This may be explained by the fact that the students' work takes their time and takes them out of school, which negatively affects their achievement because there is insufficient time to study and do the homework. This study differs from that of Mansour (2010) which indicated that work had no impact on students' achievement.

The variable (the average semester hours registered by the student)

To test this variable, a One-Way ANOVA analysis of variance was calculated to determine the impact of economic, social, and academic factors on academic achievement according to the variable, table (11) below demonstrates this.

Table (11) Results of one-way analysis of variance (ANOVA) for the impact of economic, social, and academic factors on academic achievement according to the variable of the average semester hours registered by the student

| Field | Source | Sum of squares | degrees of freedom | Average of squares | F- value | statistical significance |
|-------------------|----------------|----------------|--------------------|--------------------|----------|--------------------------|
| Economic factors: | Between groups | .598 | 3 | .199 | .400 | .753 |
| | Within groups | 194.641 | 391 | .498 | | |
| | Total | 195.239 | 394 | | | |
| Social factors: | Between groups | .659 | 3 | .220 | .961 | .411 |
| | Within groups | 89.309 | 391 | .228 | | |
| | Total | 89.968 | 394 | | | |
| Academic factors: | Between groups | .751 | 3 | .250 | .915 | .434 |
| | Within groups | 106.879 | 391 | .273 | | |
| | Total | 107.630 | 394 | | | |
| Total degree | Between groups | .557 | 3 | .186 | .851 | .467 |
| | Within groups | 85.326 | 391 | .218 | | |
| | Total | 85.883 | 394 | | | |

It is evident from Table (11) that there are no statistically significant differences at the significance level ($\alpha = 0.05$) due to the effect of the variable average of the semester hours registered by the student in each of the economic factors, social factors, academic factors, and the total degree. This study differs from that of Mansour (2010) which indicated that the variable average of the semester hours registered by the student had no impact on student's academic achievement.

Average daily hours of study for a student at home

To test this variable, a One-Way ANOVA analysis of variance was calculated to

determine the impact of economic, social, and academic factors on academic achievement according to the variable average daily hours of study for students at home, table (12) below demonstrates this.

Table (12) Results of one-way analysis of variance (ANOVA) for the impact of economic, social, and academic factors on academic achievement according to the variable of the daily hours of study for students at home.

| Field | Source | Sum of squares | degrees of freedom | Average of squares | F- value | statistical significance |
|-------------------|----------------|----------------|--------------------|--------------------|----------|--------------------------|
| Economic factors: | Between groups | 43.210 | 3 | 14.403 | 37.044 | .000 |
| | Within groups | 152.029 | 391 | .389 | | |
| | Total | 195.239 | 394 | | | |
| Social factors: | Between groups | 10.304 | 3 | 3.435 | 16.857 | .000 |
| | Within groups | 79.664 | 391 | .204 | | |
| | Total | 89.968 | 394 | | | |
| Academic factors: | Between groups | 7.428 | 3 | 2.476 | 9.662 | .000 |
| | Within groups | 100.202 | 391 | .256 | | |
| | Total | 107.630 | 394 | | | |
| Total degree | Between groups | 17.031 | 3 | 5.677 | 32.240 | .000 |
| | Within groups | 68.852 | 391 | .176 | | |
| | Total | 85.883 | 394 | | | |

It is evident from Table (12) that there are no statistically significant differences at the significance level ($\alpha = 0.05$) due to the effect of the variable average of the semester hours registered by the student in each of the economic factors, social factors, academic factors, and the total degree. The reason for this may be that there is a positive relationship between the number of hours of study per day and the level of academic achievement of the student, that is, the more the number of hours of study, the higher the achievement is, and the fewer hours of study, the lower the achievement is. The results of this study are consistent with Mansour's (2010) conclusion that the number of daily school hours has an impact on student academic achievement. To show the statistically significant pairwise differences between the arithmetic averages, post-hoc comparisons were used verbally, as shown in Table (13).

Table (13): post-hoc comparisons, in a verbal way, for the impact of the variable (average daily study hours for a student at home) on economic, social, and academic factors in students' achievement.

| Field | variable | arithmetic average | less than 2 hours | (from 2-3 hours) | (More than 3- to less than 4 hours) | (More than 4 hours) |
|-------------------|-------------------------------------|--------------------|-------------------|------------------|-------------------------------------|---------------------|
| Economic factors: | less than 2 hours (from 2-3 hours) | 1.97 | | | 001. | 000. |
| | (More than 3- to less than 4 hours) | 2.28 | | | | 000. |
| | (More than 4 hours) | 2.45 | 001. | | | 000. |
| Social factors: | (More than 4 hours) | 2.89 | 00. | 000. | 000. | |
| | less than 2 hours (from 2-3 hours) | 2.85 | | | | 000. |
| | (More than 3- to less than 4 hours) | 2.99 | | | | 000. |
| Academic factors: | (More than 4 hours) | 3.06 | | | | 001. |
| | (More than 4 hours) | 3.29 | 000. | 000. | 001. | |
| | less than 2 hours (from 2-3 hours) | 2.25 | | | 005. | 000. |
| Total degree | (More than 3- to less than 4 hours) | 2.44 | | | | 035. |
| | (More than 4 hours) | 2.58 | 005. | | | |
| | (More than 4 hours) | 2.66 | 000. | 035. | | |
| Total degree | less than 2 hours (from 2-3 hours) | 2.36 | | | 000. | 000. |
| | (More than 3- to less than 4 hours) | 2.57 | | | | 000. |
| | (More than 4 hours) | 2.70 | 000. | | | 000. |
| | (More than 4 hours) | 2.95 | 000. | 000. | 000. | |

Table (13) shows that there are statistically significant differences at the significance

level ($\alpha \leq 0.05$) in favor of more than 4 hours of study per day. This may be explained by the fact that increasing the number of study hours increases the student's follow-up to his lessons and gives him room to review and understand them, which affects his achievement.

Recommendations

1. Monitoring the absence of students closely and taking the necessary measures to ensure that the students are not allowed to go without a medical excuse, checking the excuses with the health centers to verify their validity, and conducting awareness-raising on various media concerning the reflection of absenteeism on the students and their educational achievement.
2. The department heads taking into account the number of students in each section so that it does not exceed a certain number; To avoid chaos and crowding in the classroom.
3. Holding sessions for the faculty members to raise awareness of the basics and methods of constructing achievement tests for students, to reassure students, and not intimidate them with exams.
4. Ensuring that students are provided with modern means of transport-with means of public safety-that are committed to a program of start-up times to and from the university.
5. Attempting to break the barriers between faculty members and students at the university, by integrating students and faculty members in joint extracurricular programs.
6. The necessity to pay attention to spreading awareness about the impact of family disputes on the academic achievement of children.
7. Working to support low-income families with productive projects to provide the educational requirements for students. Paying attention to students' problems and the crises they face, and helping them to confront and overcome them, or coexist with them.
8. Conducting qualitative studies on the economic, social, and academic factors and their impact on the achievement of university students through interviews by specialized researchers on other variables and universities.

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