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Impact of Institutional Factors on Educational Attainment of the Students in Bahawalpur District

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ABSTRACT

This study endeavors to analyze the impact of institutional factors on the educational attainment of students in the Bahawalpur district using the data of 700 students from both public and private educational institutions collected using a proportionate and convenient sampling technique. For data analysis, the OLS method, independent sample t-test, and One-Way ANOVA analysis are used. The OLS estimates point out that the variables gender of the teacher, qualification of the teacher, teacher experience, cooperative learning environment, classroom management, physical facilities index, supportive climate, and institution type are positively related to the educational attainment of students, while class size and fees structure are negatively related to the educational attainment of students. An Independent sample t-test analysis found a significant mean difference in students' educational attainment concerning institute type, class size, the supportive climate at the institute, and satisfaction level with the teaching method. One-way ANOVA analysis found that there is a significant mean difference in students' educational attainment concerning institutes. Therefore, keeping in view the findings of the study it is concluded that institutional factors are important in influencing the educational attainment of students in Bahawalpur district so institutional factors should be taken into consideration to improve the educational attainment of students.

Introduction

Academic achievement or grades in exams demonstrate a student's aptitude, material mastery, and knowledge application abilities in a given context (Bourne, 2008). Academic performance refers to metrics or test result analysis that suggests comparing examples of behavior. The comparison may involve contrasting one sample of behavior with another observed later or with a different student or group of pupils (Shah et al., 2021). According to Mehrens & Ebel (1979), academic

performance results from formal education in the cognitive domain within a taught subject area. According to Sticker et al., (2000), academic success reflects a person's motivations, abilities, and personality attributes. Thus, it foretells the future accomplishments of a person.

Various factors can influence student success, and the interdependence of these elements determines whether educational goals are met at each level. The financial standing of the student's family, elements specific to the institution such as teaching strategies or educational resources, and personal qualities such as gender, age, or intellect may affect students' success and thus the outcome of this transformational process. Although low success rates are not necessarily the result of poor socioeconomic features, this impact on students' achievement has been heavily stressed since the middle of the 1960s. Students' academic progress is influenced by the socioeconomic status of their families and elements of their outside-of-school social milieu. Some parents presume and feel that education may be acquired through knowledge and information on school grounds (Somadayo et al., 2014).

Institutional factors are also important factors that can significantly influence the educational outcomes of the students. Institutional factors are related to teaching styles, experience, classroom management, fee structure etc. Concerning the teaching-related factors, a teacher serves as a mentor and a facilitator. When students are given the freedom to use their ideas, make decisions, deal with pressing issues, and even come up with answers to problems they are presented with, learning becomes meaningful (Aslam et al., 2016). Learning and teaching will be easier if the teacher is well-trained and knowledgeable in the subject matter since they may be able to recognize the student's areas of strength and weakness (Unanma & Unanma, 2013). Teaching is the skill of the teacher to effectively transfer knowledge. An effective teacher is competent, has knowledge and skill, and performs, or who can use knowledge and skill in the classroom to further the instructor's objectives (Aslam et al., 2016). It is believed that age and experience have a good impact on teaching. The knowledge that teachers may impart to children has a substantial impact on their academic success in schools (Alufohai & Ibhafidon, 2015).

Similarly, classroom management practices are important in enhancing the learning of students (Adedigba & Sulaiman, 2020). Overcrowded classes are more likely to result in student failures, which decrease student interest in studying (Shin & Chung, 2009). Larger class sizes hinder teachers from giving each student their entire attention, which invariably has a negative impact on academic attainment (Adunola, 2011). In addition, it appears that an institute's physical surroundings have a big impact on how motivated its pupils are to learn. The school's physical plant, or its buildings, as well as its classrooms, libraries, laboratories, restrooms, educational materials, and other infrastructures that are likely to motivate students to learn, are all considered a system's physical resources. Physical amenities are important for a student's ability to learn well and academic performance (Oluremi & Olubukola, 2013). According to Ademilua (2000), underfunding of educational resources is a significant contributor to the poor academic performance of students. On the other hand, the inability to pay for post-secondary education has also been identified as a barrier to persistence and completion. The high fee structure can significantly influence the academic attainment of poor students (Mujumdar et al., 2016). In contrast, the social environment promotes positive communication and interaction among stakeholders, the emotional environment, fosters a sense of belonging especially among students, the academic environment, develops a learning system encouraging everyone to achieve, and the physical environment, offers an intimate and positive learning environment, all contribute to the school's climate (Tableman 2004; Tschannen-Moran & Barr, 2004). Therefore, keeping in view

the above discussion, this study analyzes the institutional factors of students' educational attainment in the Bahawalpur district.

Contribution of the Study

The study examines the key institutional factors influencing the academic success of graduate students in the Bahawalpur district. This study adds to the body of knowledge in assessing the learning outcomes of ADP students, BS students, and MSC students. This study is distinctive because it considers a good range of institutional factors that influence students' academic achievement. This study can also help parents and teachers to guide students in the right direction. This study may be useful in improving students' attitudes towards the study by providing a guideline to educational institutes, policymakers, and parents. Helping students, improving teaching methods, and advising the college administration as a policy guide can improve students' academic performance and consequently, the quality of education. The study's findings may guide parents to help their kids in problem-solving particularly those, related to their finances and education. Students who have access to quality education can exhibit that they are in every way, responsible citizens.

Literature Review

Different studies explored the impact of institutional factors on students' educational attainment such as Kamara & Dadhabai (2022) identified the factors influencing students' academic progress at Sierra Leone's Freetown Polytechnic College. Findings showed that formative assessment and summative assessment were the two assessments that have the most potential to affect students' academic success. Assessment procedures used by lecturers had a detrimental impact on students. Similarly, Tomaszewski et al., (2022) focus on the mediating function of student involvement in their analysis of the link between successful teaching strategies and student academic outcomes. The structural equation model results showed that enough learning time affects students' performance directly and indirectly through increased good conduct, attendance, and homework behavior. In contrast, success expectations indirectly influence students' academic achievement by enhancing good conduct, attendance, and homework behavior. In addition, Wang & Calvano (2022) analyzed the scope of class size research to incorporate classroom dynamics and arbitrary educational results. This study examined how students' intellectual and social involvement influences educational outcomes in various class sizes. Regardless of class size, the results showed how important student engagement and instructor contact were to students' achievement and satisfaction. The findings also showed that students believe bigger courses have lower teacher contact and satisfaction levels. Similarly, Peter & Ligembe (2022) investigated the effects of class size on STAC in the Kwimba District of Mwanza, Tanzania. By categorizing and allocating data to themes and categories, integrating the analysis, and summarizing the results for report writing, the researcher conducted a content analysis of qualitative data. When the negative effects of class size were examined, it became clear that both large and small classes have an impact on students' performance and those students in large classes do badly owing to a lack of resources, low student performance, and inadequate classroom instruction.

On the other hand, Nakamura & Dev (2022) investigated the factors impacting student performance and assessed the effect of class size reduction. The findings were based on a straightforward model that assesses the effects of student performance on class size, individual study motivation, and learning conditions. The findings highlight the advantages of smaller classes for primary pupils and how they profited from them. Similarly, Yang et al., (2021) investigated

how emotional support from teachers affects math performance and examined how academic self-efficacy and math behavioral engagement mediate. According to the findings, academic self-efficacy and math behavioral engagement acted as mediators between Chinese boys and girls in elementary and middle schools and their math performance and the emotional support they received from their teachers. Academic self-efficacy also served as a mediator between math performance and teachers' emotional support. In the case of Pakistan, Ali et al., (2021) investigated the mediation influence of students' satisfaction with online learning between perceived teacher support and academic success during the COVID-19 epidemic in Pakistan. A suitable selection approach was used to gather a sample of 400 students from various institutions between the ages of 18 and 22 who were both medical and non-medical students. After adjusting for the effect of students' satisfaction with online learning, mediated hierarchical regression analysis showed that the size of perceived teacher support decreased from the total effect, indicating partial mediation.

The study by Saeed & Akbar (2021) explored the association between teachers' technical proficiency and students' BA-level English success. Students' BA-level English achievement and instructors' professional evaluation skills were shown to have a marginally significant beneficial association. Additionally, it was shown that there were no differences in student accomplishment or the professional abilities of the teachers based on gender. Teachers like to evaluate each student independently, depending on oral questioning to gauge the student's understanding. It was advised that the evaluation system be changed to improve students' English proficiency. The study by Le et al., (2020) examined the contributing elements at a university that has significant dropout and academic failure rates. The primary research tool for the study, which used quantitative research methodologies, was a survey sent to 397 first-year students from 13 fields and 7 faculties. The research's findings indicate that first-year university students' success and academic performance are influenced by five main factors: their motivation, the pedagogical knowledge and skills of their lecturers, their professional knowledge and credentials, their access to learning resources, and the structure of their courses.

The study conducted by Karunakaran et al., (2019) investigated the connection between family-related variables and secondary-level pupils' academic achievement in mathematics. This study was conducted in two districts in Sri Lanka's plantation regions. According to three hypotheses examined using correlational analyses, there was a significant association between family-related characteristics and pupils' academic achievement. The findings have significant ramifications for promoting children's education in the plantation industry. The study by Obonyo et al., (2018) explored the impact of teachers' professional qualifications on student scientific success increases in both poor and high-performing public secondary schools in Kenya. The study used instructors with the highest degrees in general education and chemistry and their expertise in teaching chemistry at a high school level. The study discovered that compared to instructors with advanced degrees in any subject area, those with advanced degrees in chemistry positively and significantly predicted student success improvements. Regarding experience, lower grade 12 experience negatively and substantially impacted student chemistry gains, but years of teaching at any school level did not significantly predict student success in chemistry. In addition, Sharma et al., (2017) explored the factors that impact students' academic success. The study was carried out at the SHKM Government Medical College's pathology department. Individual aspects, teacher-related factors, factors linked to the use of teaching and learning techniques, factors related to the learning environment, and factors connected to family were categorized as many factors impacting academic success. Students' attitudes have an impact on their academic success. Employing various teaching and learning methodologies, the learning environment, and family concerns are other elements that affect academic achievement. In case of Pakistan, Aslam et al., (2016) explored

the connections between student's satisfaction, instructor experience, and qualification. Data was collected from 440 teachers and instructors at top Pakistani private universities. The results demonstrated that the best indicator of student contentment was not prior teaching experience but rather the credentials of the teacher. The association between a teacher's experience, credentials, and students' satisfaction was somewhat mediated by the teacher's methods and talents and successful knowledge-sharing. Finally, a culture that values knowledge has tempered and reinforced the link between students' satisfaction, effective knowledge sharing, and teaching methods and skills.

Keeping in view the literature, this study analyzes the institutional factors of students' educational attainment in Bahawalpur district, Pakistan. The study explores the most important predictors of good educational attainment among graduate students. In literature, the performance of students has been evaluated in the context of different economic, social, and environmental factors. This study contributes to the existing literature in an important dimension of evaluating the learning outcomes of ADP, BS, and MSc students. Furthermore, in previous studies, only a limited list of group attributes was evaluated. The present study would include a wider spectrum of characteristics to get a closer insight. Similarly, the study will also contribute to the theoretical literature by providing evidence of how institutional factors are imperative to influence the student's educational attainment.

Data and Methodology

To analyze the impact of institutional factors on students' educational attainment, the data of 700 students from both public and private educational institutions in the Bahawalpur district is collected. The data is collected by using a proportionate and convenient sampling technique. Different educational institutions' data are collected using a proportionate sampling technique. The functional form of the model to analyze the impact of institutional factors on the educational attainment of students is as follows:

$$STAC = (TGEN, TQUL, TEXP, CLEN, CRM, CLS, PFI, FSTR, SPCL, INST) \quad (1)$$

The econometric form of the model is as follows:

$$STAC = \beta_0 + \beta_1 TGEN + \beta_2 TQUL + \beta_3 TEXP + \beta_4 CLEN + \beta_5 CRM + \beta_6 CLS + \beta_7 PFI + \beta_8 FSTR + \beta_9 SPCL + \beta_{10} INST + u_i \quad (2)$$

Where STAC indicates students' educational attainment, TGEN indicates the gender of the teacher, TQUL refers to the qualification of the teacher, TEXP indicates the teacher experience in teaching, CLEN refers to the cooperative learning environment, CRM represents the classroom management, CLS indicates the class size, PFI indicates the physical facilities index, FSTR refers to the fee structure, SPCL exhibits the supportive learning climate, INST indicates the institution type and u_i refers to the error term. For data analysis, the ordinary least square method, independent sample t-test, and One-Way ANOVA analysis are used.

Table 1: Description of the Variables

Variable	Measurement
Dependent Variable	
Students' Academic Attainment	CGPA
Independent Variables	
Gender of the teacher	= 1 if Male, = 0 if Female
Qualification of the Teacher	1= MPhil/PHD, = 0 Masters
Average Teaching Experience	Number of years
Cooperative Learning environment	= 1 if Yes, = 0 if No
Classroom Management practices	= 1 if Yes, = 0 if No
Class Size	Number of students in a Class
Physical Facilities Index	Physical Facilities Index
Fee Structure	= 1 if Burdensome, = 0 if no
Supportive Climate	= 1 if Yes, = 0 if No
Institution Type	= 1 if Public, = 1 if Private

Data Analysis

Table 2 illustrates the descriptive statistics of variables. The results show that the mean value of student's educational attainment (STAC) is 3.301, maximum value is 3.850, minimum value is 2.290, standard deviation is 0.263, skewness value -0.522 explicates that the distribution is negatively skewed, and kurtosis value 3.347 explicates that the distribution is leptokurtic. Similarly, the results show that the mean value of gender of the teacher (TGEN) is 0.599, maximum value is 1.000, minimum value is 0.000, standard deviation is 0.491, skewness value -0.402 explicates that the distribution is negatively skewed, and kurtosis value 1.162 explicates that the distribution is platykurtic. In a similar way, descriptive statistics of other variables can be analyzed from the Table 2.

Table 2: Descriptive Statistics

Variables	Mean	Max	Min	S.D.	Skew	Kurt
Students' Academic Attainment	3.301	3.850	2.290	0.263	-0.522	3.347
Gender of the teacher	0.599	1.000	0.000	0.491	-0.402	1.162
Qualification of the Teacher	0.671	1.000	0.000	0.470	-0.730	1.533
Average Teaching Experience	6.989	30.000	1.000	5.408	1.372	4.827
Cooperative Learning environment	0.463	1.000	0.000	0.499	0.149	1.022
Classroom Management practices	0.516	1.000	0.000	0.500	-0.063	1.004
Class Size	45.040	60.000	25.000	8.305	-0.106	1.888
Physical Facilities Index	0.790	1.000	0.125	0.171	-0.941	4.172
Fee Structure	0.707	1.000	0.000	0.455	-0.910	1.829
Supportive Climate	0.623	1.000	0.000	0.485	-0.507	1.257
Institution Type	0.863	1.000	0.000	0.344	-2.110	5.451

The strength of the relationship between two variables is investigated through correlation analysis. The sign and value of the correlation coefficient are used to examine the direction and strength of association between two variables. Table 3 portrays the correlation matrix. Results show that the student's educational attainments are positively correlated with the gender of the teacher, qualification of the teacher, experience of the teacher in teaching, cooperative learning environment, physical facilities index and institute type. In contrast, student's educational attainments are negatively correlated with the class size and fees structure.

Table 3: Correlation Matrix

	STAC	TGEN	TQUL	TEXP	CLEN	CRM	CLS	PFI	FSTR	SPCL	INST
STAC	1.000										
TGEN	0.043	1.000									
TQUL	0.195	0.035	1.000								
TEXP	0.005	-0.006	0.040	1.000							
CLEN	0.259	0.047	0.119	-0.001	1.000						
CRM	0.372	0.052	0.113	0.034	0.045	1.000					
CLS	-0.722	0.001	-0.181	-0.051	-0.130	-0.317	1.000				
PFI	0.365	-0.031	0.096	0.059	-0.017	0.195	-0.408	1.000			
FSTR	-0.066	-0.066	-0.069	0.079	-0.089	-0.014	0.003	-0.004	1.000		
SPCL	0.363	0.054	0.190	0.045	0.155	0.166	-0.334	0.112	0.115	1.000	
INST	0.123	-0.005	0.031	0.177	0.012	0.104	-0.154	0.020	0.090	0.101	1.000

Table 4 demonstrates the OLS estimates of the impact of institutional factors on students' educational attainment. Teaching experience is an important factor that can influence a student's educational attainment. The duration of a teacher's time spent teaching in a classroom is referred to as their teaching experience. It is found that the experience of a teacher (TEXP) is found to be positively and considerably associated with the educational attainment of students (STAC). The coefficient of the variable teaching experience indicates that as teaching experience increases by one year, the student's educational attainment also increases by 0.0029 units. More years of teaching experience improves teaching skills and leads to improved academic achievement of students (Ijaiya, 2000). Similarly, the results show that a cooperative learning environment is found to be directly and substantially linked with the STAC. The coefficient of the variable cooperative learning environment indicates that as the cooperative learning environment increases by one, the STAC also increases by 0.0777 units. A cooperative learning environment creates groups where students may quickly seek assistance and support from other group members by simply raising their hands and waiting for the correct responses. They achieve this through assisting, working together, sharing resources, and supporting one another in their endeavors (Johnson & Johnson, 2004). Developing effective classroom management practices is essential for high student performance. The academic achievement of pupils and classroom methods are directly related. It is found that classroom management is found to be directly and substantially linked to the STAC. The coefficient of the variable classroom management indicates that as classroom management practices increase by one, the student's educational attainment also increases by 0.0679 units. Classroom management practices by teachers create a supportive and helpful atmosphere for students, influencing their academic performance (Evertson & Weinstein, 2006).

On the other hand, class size is important in determining the educational attainment of students. The study found that class size is found to be negatively and substantially linked to the STAC. The coefficient of the variable class size indicates that as the number of students in a class increases by one, the STAC declines by -0.0173 units. Increasing class size negatively influences the students' academic scores because many students in a class are unable the teachers to instruct and care for each student. In contrast, the results show that the physical facilities index is found to be directly and substantially related to the STAC. The coefficient of the variable physical facilities index indicates that as physical facilities increase by one, the student's educational attainment also increases by 0.1370 units. Having access to effective school facilities significantly improves the student's academic achievement, whereas inadequate access to or use of these facilities can negatively impact students' academic performance. Thus, if physical resources are made available and wisely used to fulfill the demands of the students, this would inevitably encourage students' enthusiasm for studying and result in a good performance (Akomolafe & Adesua, 2016).

Table 4: OLS Estimates of Impact of Institutional Factors on Students Educational Attainment

Dependent Variable: Student's Educational Attainment (CGPA)				
Explanatory Variables	Coefficient	S.E.	t-Statistic	Prob.
Constant	3.9116	0.0699	55.9015	0.0000
Gender of the teacher	0.0136	0.0129	1.0573	0.2907
Qualification of the Teacher	0.0081	0.0138	0.5900	0.5554
Teaching Experience	0.0029	0.0011	2.6363	0.0214
Cooperative Learning environment	0.0777	0.0129	6.0008	0.0000
Classroom Management practices	0.0679	0.0134	5.0581	0.0000
Class Size	-0.0173	0.0009	-18.6045	0.0000
Physical Facilities Index	0.1370	0.0407	3.3671	0.0008
Fee Structure	-0.0356	0.0141	-2.5162	0.0121
Supportive Climate	0.0584	0.0142	4.1153	0.0000
Institution Type	0.0120	0.0188	0.6377	0.5239
Problem	Test	Statistic	P-value	Outcomes
Heteroskedasticity	Breusch-Pagan-Godfrey	1.8322	0.1053	Not Found
Autocorrelation	Breusch-Godfrey	1.5572	0.2655	Not Found
R ²		0.6064		
Adjusted R ²		0.6002		
F-statistic		96.3985		
Prob.		0.0000		

The fee structure is also vital in investigating the educational attainment of students. The results show that the fee structure is found to be adversely and substantially related to the STAC. The coefficient of the variable fee structure indicates that as the fee structure increases by one, the STAC declines by -0.0356 units. The burdensome fee structure can adversely impact student scores because poor students are unable to bear the burden of high fees and engage in employment activities to meet the high fees for their studies so that they cannot give more time to their studies. This situation adversely impacts their educational performance. A supportive learning climate in an institute is important in boosting students' academic performance. The study also found that a supportive climate of learning is directly and substantially related to the STAC. The coefficient of

the variable supportive climate of learning indicates that as a supportive climate of learning increases by one, the student's educational attainment also increases by 0.0584 units. One of the fundamental conditions for the fulfillment of successful learning is the creation of a healthy school atmosphere. Students can raise their academic success when there is a healthy school climate because it creates an environment where they feel valued (Dulay & Karadağ, 2017).

Lastly, to analyze the overall significance of the mode, the F-statistic is used, which specifies that the value of the F-statistic is originated to be statistically significant and exhibits that the model is overall statistically significant. The goodness of fit is tested by using R^2 . The value of R^2 turns out to be 0.6064, and it exhibits that 60.64 percent variation in the dependent variable is due to explanatory variables while the remaining 39.36 percent variation is due to other factors. To check heteroskedasticity and autocorrelation in a model, Breusch-Pagan-Godfrey and Breusch-Godfrey are applied respectively. The outcomes of both tests show insignificant p-values which indicate that the null hypothesis of heteroskedasticity and autocorrelation in a model is rejected. Therefore, it is concluded that there is no issue of heteroskedasticity and autocorrelation in a model.

The independent sample t-test estimates are shown in Table 5. It is found that there is a significant mean difference between the public institute (*Mean*= 3.31, *S.D.*= 0.267) and private institute (*Mean*= 3.22, *S.D.*= 0.218) concerning the educational attainment of the students (*t-statistic*= 3.280, *P-value*= 0.001). The mean value of educational attainment of students studying in public institutions is higher than those studying in private institutes. Similarly, the results also show that there is a significant mean difference between the overcrowded class as yes (*Mean*= 3.20, *S.D.*= 0.272) and the overcrowded class as no (*Mean*= 3.39, *S.D.*= 0.220) concerning educational attainment of the students (*t-statistic*= -10.128, *P-value*= 0.000). The mean value of educational attainment of students studying in the less crowded class is high compared to those studying in the overcrowded class. The study also found that there is a significant mean difference between the supportive learning climate at the institute as yes (*Mean*= 3.38, *S.D.*= 0.227) and the supportive learning climate at the institute as no (*Mean*= 3.18, *S.D.*= 0.272) concerning educational attainment of the students (*t-statistic*= 10.306, *P-value*= 0.000). The mean value of educational attainment of students studying in the supportive learning climate at the institute is high in relation to the students who think there is no supportive learning climate. Lastly, the results show that there is a significant mean difference between the satisfied with teaching method (*Mean*= 3.37, *S.D.*= 0.241) and the unsatisfied with teaching method (*Mean*= 3.21, *S.D.*= 0.263) concerning educational attainment of the students (*t-statistic*= 8.165, *P-value*= 0.000). The mean value of educational attainment of students who are satisfied with the teaching method is high compared to those who are unsatisfied with the teaching method.

Table 5: Independent Sample T-test Analysis with Respect to Institution Type

Variables	Status	N	Mean	S.D.	t-test	Prob.
Institute Type	Public	604	3.31	.267	3.280	0.001
	Private	96	3.22	.218		
Was your class overcrowded?	Yes	324	3.20	0.272	-10.128	0.000
	No	376	3.39	0.220		
Supportive Climate	Yes	436	3.38	.227	10.306	0.000
	No	264	3.18	.272		
Satisfied with the teaching method?	Yes	390	3.37	0.241	8.165	0.000
	No	310	3.21	0.263		

Table 9.8 present the One-Way ANOVA analysis estimates. It is found that there is a significant mean difference between the categories such as IUB (*Mean*= 3.37, *S.D.*= 0.241), Govt. S.E. college (*Mean*= 3.21, *S.D.*= 0.263), Allama Iqbal college (*Mean*= 3.21, *S.D.*= 0.263), GSCWU (*Mean*= 3.21, *S.D.*= 0.263), NCBA & E (*Mean*= 3.21, *S.D.*= 0.263), and Punjab college (*Mean*= 3.21, *S.D.*= 0.263) concerning educational attainment of the students (*F-statistic*= 128.663, *P-value*= 0.000). It is found that the mean educational attainment of the students of Islamia University Bahawalpur is high.

Table 6: One-Way ANOVA Analysis with Respect to Institute

Institute	N	Mean	S.D.	F-Test	Prob.
IUB	512	3.33	0.269	128.663	0.000
Govt. S.E. College	44	3.23	0.262		
Allama Iqbal College	29	3.19	0.251		
GSCWU	48	3.21	0.218		
NCBA&E	51	3.25	0.197		
Punjab College	16	3.18	0.221		
Total	700	3.30	0.263		

Conclusions and Recommendations

This study attempts to analyze the impact of institutional factors on the educational attainment of students in the Bahawalpur district. For this purpose, the data of 700 students of both public and private educational institutions in the Bahawalpur district is collected. The data is collected by using a proportionate and convenient sampling technique. The study found that the variables gender of the teacher, qualification of the teacher, teacher experience, cooperative learning environment, classroom management, physical facilities index, supportive climate, and institution type are positively related to the educational attainment of students, while the variables class size and fees structure are negatively related to the educational attainment of students. The impact of variables teaching experience, cooperative learning environment, class size, physical facilities index, fee structure, and supportive climate on students' educational attainment is statistically significant. An Independent sample t-test analysis found a significant mean difference in students' educational attainment concerning institute type, class size, the supportive climate at the institute, and satisfaction level with the teaching method. One-way ANOVA analysis found that there is a significant mean difference in students' educational attainment concerning institutes. One-way ANOVA analysis shows that the mean educational attainment of the students of Islamia University Bahawalpur is high. Keeping in view the study outcomes, it is concluded that institutional factors play an imperative role in influencing the educational attainments of the students.

The study also has some policy implications. Firstly, to enhance student learning, and social skills development, and uphold positive learning environment, teachers should adopt a compassionate, encouraging, and supportive attitude in the classroom. Using a constructivist approach in the classroom might make this achievable. Secondly, it is strongly recommended that parents be made aware of their power to influence their children's education through encouragement, the supply of learning resources, and active participation. Thirdly, it is strongly advised that engagement and communication between parents and teachers be developed for the benefit of the students because parental involvement and participation have a substantial impact on student's academic progress. Fourthly, the government should regularly strengthen teachers' classroom management abilities through training, refresher courses, and workshops. Lastly, to preserve order in the classroom,

teachers may design classroom management practices. These guidelines should be given to the student's parents as well as posted in a prominent location in the classroom.

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