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Low academic performance issues and challenges faced by students in higher education

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Abstract

Higher education is an important segment in an economy as the supply of quality labour force is the cutting edge in economic growth. The studies show that low employability level in most of the leading higher education courses management, engineering etc. It is an issue to be addressed with care. The low employability level of graduates is related to low Academic performance and experiential learning. The results shows that the academic performance depends on the academic process in the institution where they study and exposure to experiential learning and learning sources available. The low employability of students is a big challenge for industry as they have to spend extra for add on training for smooth adaption. This paper investigates the reasons for low Academic performance and employability level of graduates from different courses the survey is taken from Bengaluru and respondents are job aspirants and fresh employees in different sectors stratified sample is used for data collection and descriptive analysis is used to analyze data and infer conclusions.

Keywords: Higher education, economy, employment, academic performance, economic

Introduction

To encounter the genuine fervor of achievement, one should encounter sharpness of disappointment for once, and from our blunders, we can advance more than gain from our prosperity, and this doesn't imply that humans intentionally neglect to succeed, no that's what one acknowledges. In actuality, we ought to take a gander at bombed encounters decidedly in the wake of going through them, to draw the Expected encounters for progress then to put disappointment to succeed and transforming it from an agonizing memory to a circumstance giving us the advantages and encounters all through our lives. People are anxious to progress and accomplish in their logical and useful lives at all levels, yet enduring achievement can't be accomplished continually in light of the fact that humans depend on attempting in their lives, and the results of this endeavor are flopping at times. Disappointment doesn't mean surrendering as long as it wouldn't be the last evenhanded in an individual's life, yet it turns into an inspiration for progress and a stepping stool to climb and move towards the best to accomplish the objectives and goals. Disappointment is generally related, truth be told to disappointment and dread due to its connection to discipline from others which takes a type of disregard, reproach, and discipline either physical or moral like beatings and dismissing. However, the anxiety toward disappointment, committing botches, the super-durable sensation of culpability, and doing whatever it takes not to succeed are the actual disappointment (Zoubi 2015) ^[5].

Research Problem

The issue of low academic performance of students in the assessments is quite possibly the most difficult issue that faces students as well as educators. This issue has many causes and it has instructive, social, social, and mental aspects. Be that as it may, the students' low academic performance on the test can be characterized as: Low or shortcoming of the understudy's imprint under the ordinary normal in a review subject level because of an assortment of reasons, counting those connected with the understudy himself, or those connected with family, social and scholarly climate. Thusly, this might prompt incessant redundancy of disappointment, notwithstanding their capacities that qualify them to get the best credits. Individual contrasts assume a significant part in the scholastic accomplishment of students.

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There have been many endeavors to address the issue of low academic performance and a few elements have been distinguished in making sense of scholastic accomplishment. Among the various factors explored, segment status, insight, conduct attributes, and what's more, mental variables, specifically, perspectives, confidence, self-adequacy, and self-idea, have been utilized to make sense of scholarly accomplishment. Other than contrasts in capacity, which are difficult to control, students have explicit learning styles that might impact their scholastic accomplishment. Sternberg (1997) suggested that learning styles are in some measure to a limited extent mingled, proposing that they can, somewhat, be changed. Accordingly, monitoring learning styles and their jobs in scholastic accomplishments is of incredible significance for instructive analysts, educators, and scientists.

Research Significance

For the most part, disappointment has many drawbacks in different fields, since learning and education are vital and thought about a need for life right now. The issue of low accomplishment at assessments is a major issue causing a great deal of negative and hazardous consequences for the family and the local area together. With respect to the family that is confronting this issue, its people are experiencing flimsiness and the rise of instances of viciousness and getting away from the house and different things that occasionally annihilate the family which will think about adversely the local area in general. As needs are, this can prompt awkwardness and inharmonic among the local area individuals. Due to the interruption of the social design which causes inconsistency in the errands performed by its individuals, the rise of social classes and a fizzled and fruitless class in life considered as a weight on local area lead to wide holes among the individuals from the local area. The issue of low scholastic accomplishment is perhaps the most concerning issue confronting the advanced instructive foundations, which thwarted them from the execution of their instructive mission suitably. In any case, this the issue might prompt the presence of a gathering of students who can't seek after their courses with their partners in light of their frail possibilities, turning into a cause of the disturbance, disarray, and burden to the educator and the rest of the students and this thusly prompts interruption of the instructive cycle in the homeroom and in the entire school. However, many guardians whine about the low scholastic accomplishment experienced by their youngsters, ignorant about the genuine explanations for this shortcoming and ways of settling it. A few guardians could utilize no instructive and futile techniques such as actual discipline to ask their youngsters to be dedicated to their research. Tragically, these coercive techniques can't prompt better states in their youngsters, going against the norm, can give unwanted results.

Research Objectives

This exploration endeavors to talk about the accompanying themes in subtleties:

- Meaning of academic failure.
- Reasons for academic failure and its perspectives.
- Recommended answers for academic failure
- The way to progress.

Definition of academic failure

Academic failure may be defined as the percentage variation in performance at par with the set standards of the affiliating bodies like universities or own performance in the previous years. The academic failures are attributed to many reasons including poor involvement and low engagement in learning activities, classroom activities, and experiential learning.

Research Questions

- To achieve the target of the review, it considers the accompanying examination questions:
- What are the achievement factors that support the scholastic exhibitions of undergrad students in Bangalore?
- What are the disappointing factors that hinder the scholastic exhibitions of undergrad students at Bangalore?
- It is to make reference to that the two wide inquiries involve fundamentally test questions required for additional research.

Concentrate on area

Understudy life is perhaps the most vital part of human existence. This life is for the most part enwrapped with scholarly exercises and exhibitions (i.e., exhibitions of assessment and tests led by the power of the concerned foundation) directed by schools, universities, and colleges. Universities up until this point shape the help of students for higher training and colleges are the tertiary phase of training that gives human personalities by giving essential scholastic information and data that explore the accomplishment until the end of life. Here our mark of focus is college training. The concentrate on the region is the elements that impact the scholarly exhibitions of students in both public and private colleges with regard to Bangalore.

Extent of study

The review plans to distinguish how the scholar execution of the students gets impacted by both positive and negative variables. Aside from this, this concentration robustly centers on the outcomes for a public college. At last, ideas are given based on the outcome, which will be useful to work on the scholastic execution of the state-funded college.

Literature Review

Aimed to determine the probability of the factors affecting the grade point average (CGPA) of university students. They showed that academic performances are mostly measured by cumulative grade point average (CGPA). It is influenced by gender, previous academic performance, living place and income level of family, social environment, the type and quality of the high school graduated, the high school grade point average (GPA), the score obtained from nationwide university entrance exam (OSS), time spend for studying, learning ability and living place during the university life.

(Islam 2021) ^[3] A few factors that influence academic performance can be explained in three variables, parental, personal, institutional, and environmental. The parental factors include their educational, Financial, and social capabilities to support children's education while the personal factors include, attitude, learning capabilities, and competencies institutional factors include the facilities offered for both curricular and extra-curricular activities,

environmental factors include a socio-economic environment for educational development in that country or state.

(Alam 2014) ^[1] explained factors influence the performance of students at graduation level that the employability of the students. Institutions and environment affect the performance of students. Influence of the personal

competencies and attitude of the students on performance is expressed as academic performance.

Analysis and Interpretation

Academic Information (Success Factors)

The measure is taken on a four point Likert scale and the mean and standard deviation is given below

Table 1: Influential Statements and their Outcomes

Statement	Mean	Standard Deviation (SD)
Parents' Education	2.99	0.60
Family Social Status	2.46	0.77
Interest of Study	3.42	0.31
Medium of Study (i.e. Bengali/ English version)	2.71	0.40
Regular Study	3.52	0.32
Hard work, Dedication & Self-Confidence	3.76	0.28
Support by Family members and others	3.21	0.65
Fully Equipped ClassRooms	2.83	0.47
Regular Attendance	3.04	0.69

From the above table, hard work dedication, and self-confidence have the higher mean followed by regular study and interest in the study are the success factors when

analyzing the low academic performance these three factors have to be analyzed as the influencing factors. Regular attendance is also an important factor.

Table 2: Factors influencing academic performance

Statement	Mean	Standard Deviation (SD)
Having Own Resources (e.g. Textbooks, personal computer etc.)	3.19	.77
Academic Routine	3.10	.73
Timely and Regular Preparation for Examination	3.61	.17
Adequate Class Works (i.e. Class Tests, Assignments & Presentations, Field works)	3.60	.14
Students-Faculty Ratio	3.08	.70
Good Academic Relationship Between Faculties and Students	3.51	.07
Scholarships and Waivers	3.21	.83
Extra-Curricular Activities (Debate, Seminar, Symposium, Conference and Job Fair etc.)	3.41	.98

The adequate class works teacher-student relationship, the regular schedule of exams and assignments, and extracurricular activities influence academic performance. Regularity in-class delivery evaluation and reporting are

essential in maintaining good academic standards.

Academic Information (Failure Factors)

Table 3: Influential Statements and their outcome

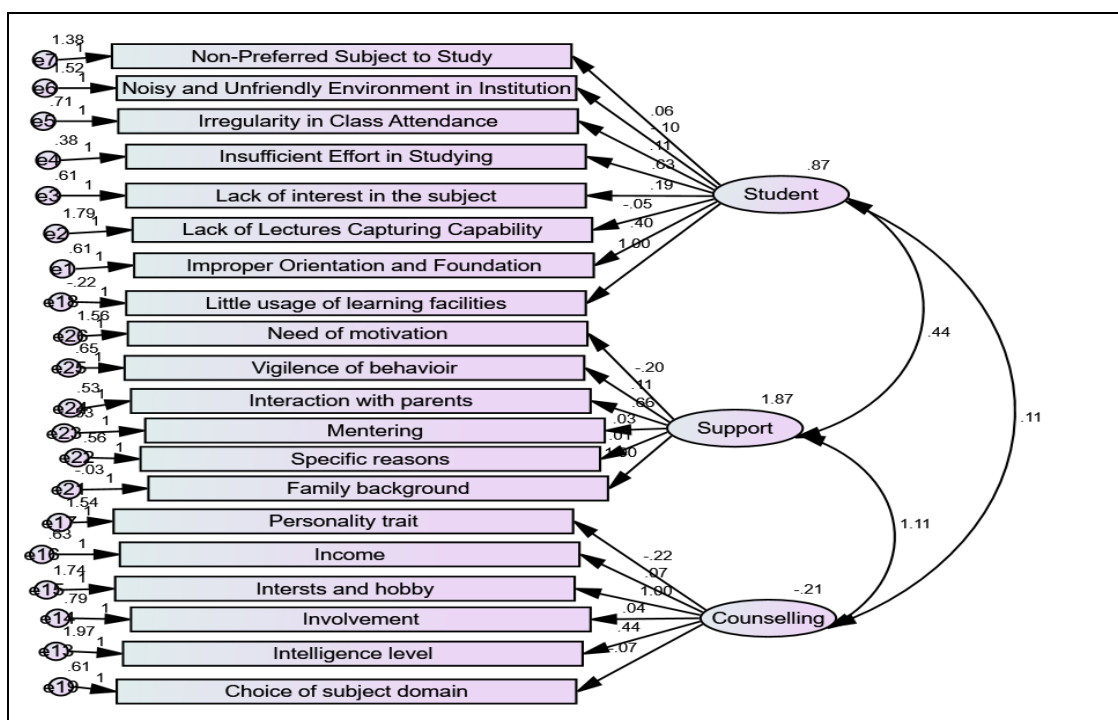
Statement	Mean	Standard Deviation (SD)
Non-Preferred Subject to Study	2.6	.41
Noisy and Unfriendly Environment in Institution	3.49	.47
Irregularity in Class Attendance	3.29	.56
Insufficient Effort in Studying	3.26	.32
Lack of interest in the subject	3.15	.32
Lack of Lectures Capturing Capability	3.43	.69
Improper Orientation and Foundation at Elementary Level (i.e. First Year)	3.11	.73
Little usage of Library, Seminar and Other Facilities Provided by The Institution	3.17	.77

The data shows that noisy environment, lack of understanding of lectures. Irregularity in attendance are

important data in low academic performance.

			Estimate	S.E.	C.R.	P	Label
PI7	<---	Student	.397	.037	10.603	***	
PI6	<---	Student	-.054	.047	-1.142	.254	
PI5	<---	Student	.188	.031	6.170	***	
PI4	<---	Student	.630	.038	16.689	***	
PI3	<---	Student	.115	.031	3.730	***	
PI2	<---	Student	-.103	.044	-2.336	.019	
PI1	<---	Student	.056	.041	1.357	.175	
DF5	<---	Counselling	.441	.069	6.414	***	
DF4	<---	Counselling	.043	.024	1.779	.075	
DF3	<---	Counselling	1.000				

DF2	<---	Counselling	.071	.023	3.095	.002	
DF1	<---	Counselling	-.219	.044	-4.965	***	
PI8	<---	Student	1.000				
DF6	<---	Counselling	-.070	.023	-3.092	.002	
RP7	<---	Support	1.000				
RP6	<---	Support	.006	.023	.276	.782	
RP4	<---	Support	.034	.022	1.496	.135	
RP3	<---	Support	.658	.027	24.410	***	
RP2	<---	Support	.110	.025	4.398	***	
RP1	<---	Support	-.200	.039	-5.161	***	



Covariances: (Group number 1-Default model)

			Estimate	S.E.	C.R.	P	Label
Student	<-->	Support	.438	.048	9.152	***	
Counselling	<-->	Support	1.108	.085	13.071	***	
Student	<-->	Counselling	.107	.034	3.104	.002	

Findings

Dominance of Personal Factors: The most influential factors for academic success are overwhelmingly personal and intrinsic. Hard work, dedication, and self-confidence (Mean=3.76), regular study (Mean=3.52), and a genuine interest in the subject (Mean=3.42) are the highest-rated contributors to success. Key Institutional Roles: From an institutional perspective, timely preparation for exams (Mean=3.61), adequate class work like assignments and tests (Mean=3.60), and a good student-faculty relationship (Mean=3.51) are crucial for strong academic performance. Significant Failure Factors: The primary reasons for poor performance include a noisy and unfriendly institutional environment (Mean=3.49), the student's inability to comprehend lectures (Mean=3.43), and irregular class attendance (Mean=3.29). Statistical Relationships: Your regression analysis indicates that specific, though undefined, student attributes (e.g., PI4, PI7) and support mechanisms (e.g., RP3) have a statistically significant ($p < 0.001$) impact on student outcomes. The covariance analysis also shows a significant interrelationship between student factors, support systems, and counseling.

Conclusion

Low academic performance is influenced by three factors, parental, personal, institutional and environmental. In the Indian context, parents sponsor the education cost to facilitate the education. The parental earning and motivation helps students perform better. Personal competencies are the potential of a student to engage in learning, involve in activities, understand concept, and initiate experiential learning. The institutional role is to provide an environment to students, classes, activities, activities, extracurricular activities, and finding happiness in learning. The environmental factors include silence, interaction with peers and opportunities available.

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