The Influence of Financial Assistance on Student's Academic Achievement: A Case-Based Research Study

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Abstract

Purpose: The motive of this inductive research study was to explore the influence of financial assistance in the form of scholarship and to identify the factors that affect the academic achievement of university students. This study also aims to compare the academic achievement of scholarship and non-scholarship students.

Methodology: 26 Semi-structured interviews and purposive sampling techniques were used to collect data from the University's scholarship and non-scholarship undergraduate students.

Findings: Analysis of the data elicited that both scholarship and non-scholarship students work hard to improve their academic achievement. Students consider the scholarship as motivation and achievement. However, factors such as; financial, psychological, emotional stress, anxiety, and language barriers affect the academic achievement of scholarship students. Finance was a significant problem for scholarship-seeking students. It was also explored that scholarship-holding students need to be more participative in other academic activities, such as sports events, social societies, music, art, and drama society, compared to non-scholarship-holding students.

Research Implication: The university should design flexible criteria for availing scholarships. Future research should be done on overcoming factors that cause low academic achievement among university students. Universities should plan strategies to overcome students' financial and emotional stress and anxiety. More attention should be paid to students who belong to remote areas to overcome the language barrier and improve academic achievement. Another foresight was that the proposed model should be tested empirically.

Keywords: Academic Achievement, Case Study, Financial Assistance, Student's Perception

Introduction

In this contemporary period, education, science, and technology are competitive advantages for organizations. Predominantly, organizations and governments focus on these core elements to achieve a competitive advantage. The country's system that provides free education to students through various forms of financial assistance, such as tuition fees, merit scholarships, and need-based scholarships, builds a robust economic backbone (Noor, Rifat, & Huma, 2016). The standardized formula for the scholarship was designed to identify the financial needs of students (Zhang, Min, Frillman, Anderson, & Ohland, 2006).

Merit-based scholarships are considered one of the instruments for selecting students with high academic achievement (Lynch, 2019). The number of need-based scholarships increased more rapidly than merit-based scholarships at all the academic institutions during the late nineteen. However, increases in merit-based scholarships had only sometimes been at the expense of need-based scholarships. Instead, the merit-based criteria influenced the selection of need-based scholarships.

Scholarships awarded to students motivate them to improve and maintain their GPA (Grade Point Average) (Zhang et al., 2006). According to Rubin and Lisa Melanie (2014), individuals become responsible when scholarships are awarded, creating extrinsic motivation (Rubin & Rosser, 2014). Though, it was not free from the cynic implication as students might delay their degree by reducing the number of credit hours, i.e., withdrawing from the course to maintain the required GPA for the eligibility scholarship awarded. Additionally, some students may elect to leave the chosen field and can be asked to switch towards a perceived, more flexible area of study to achieve better grades to meet the scholarship requirements.

This study aims to analyze and compare the academic achievement of university students availing of financial assistance in the form of scholarships and to identify the factors affecting academic achievement. Financial assistance in the form of scholarships is considered financial support and motivation in the academic career of university students (Baker, 2010). Simultaneously, it causes stress, anxiety, and emotional queasiness among students (Shaikh et al., 2004)—the Scholarship increase enrollment but not the completion of the degree (Bettinger, 2004). Policymakers highlight the financial issue for students to complete their higher education (Lynch, 2019).

According to the world bank report, awarding a scholarship to students not only increases enrollment and attendance but also enhances the academic achievement of scholarship students (Patel & Rudd, 2012). Such contradictory research studies have been identified throughout the literature. The study aims to analyze and compare the academic achievement of scholarship and non-scholarship students.

Similarly, this study identifies factors such as; educational policy, financial issues, or emotional instability, affecting academic achievement among university students (Ganem & Manasse, 2011). Based on the theory of Tinto's (1993) student integration theory, the objectives have been designed to investigate that does financial assistance improves the academic achievement of students who belong to Sukkur IBA University. This inductive research study compares the academic achievement of scholarship and non-scholarship university students and also explores the factors which affect the academic achievement of university students.

Theoretical Approach

Tinto's (1993) integration theory is used to understand the behavior of university students (Chrysikos, Ahmed, & Ward, 2017). A series of research studies were conducted to analyze the behavior of students from entry to exit, which means from enrollment to completion of a degree program. An increase in the tuition fees of university programs and economic challenges creates pressure on students to select the program of their choice (Chrysikos et al., 2017). Students' academic achievement depends on integrating students into the policies and practices of the University (Beekhoven, De Jong, & Van Hout, 2002). Undergraduate students of HEIs specifically use the theory of integration.

Ganem and Manasse (2011) highlighted in their research study that student integration theory asserts students' academic achievement and persistence for long-term firmly based on the financial assistance in the form of scholarships provided by the University. In their early academic careers, university students work hard to maintain that scholarship to achieve and accomplish their academic goals (Beekhoven et al., 2002; Ganem & Manasse, 2011).

Literature Review

A quality education system remains a priority for policymakers around the globe, but a successful education system also needs quality teachers, financial assistance, and good infrastructure to enhance students' learning (Salmi, 2009). The student's academic achievement in higher education can be augmented by supporting students with financial aid through scholarships. Awarding scholarships enhances the academic achievement of students. Students put more effort into maintaining their grades and having financial assistance through scholarships (Lynch, 2019). At the same time, institutional financial support significantly impacted the students' overall success (Ganem & Manasse, 2011). However, it has inevitable opposite consequences, such as students reducing the number of credit hours to reduce the workload. This increases the time for completion of any program or degree, and students willingly change the area of their interest in maintaining their GPA to avail of scholarships consistently (Zhang et al., 2006).

Financial hardship significantly impacts students' academics, and there is a need for financial support from the government, universities, communities, and philanthropist trusties (Milne, Creedy, & West, 2016). Universities are updating their education system and policies to compete globally. Specifically, the Higher Education Commission of Pakistan (HEC) is inclined to invest more in education and increase the number of financial assistance programs to create a knowledge economy (HEC, 2015-2016). According to a meta-analysis, financial retention programs have small and short-term benefits for undergraduate students (Valentine et al., 2011). This research-based case study was conducted at Sukkur Institute of business administration University. This University was recognized as a business education entity in 1994. Originally it was associated with the central or head University at Karachi; in 2006, it got a degree-granting institute charter. It gained a university charter and became University in 2017 (University, 2019). The University is a public sector degree-awarding institute chartered by the Government of Sindh and recognized by the Higher Education Commission Pakistan.

This University has five leading central departments; Electrical Engineering, Computer Science, Business Administration, Department of Education, and Mathematics (University, 2019). The University offers scholarships for every program with the extended support of governmental donors, non-governmental donors, and individual philanthropists and trusts.

The management of the University encourages the students to avail the opportunity of scholarships from every province of Pakistan to have better education and career opportunities. There are two types of scholarship programs, i.e., Institutional merit-based scholarship programs and Institutional needs-based Scholarship Programs, offered by the University. Both have different policies for awarding scholarships to students. In the Institutional merit-based scholarship program, two essential scholarships are awarded to students from each program offered by the five leading departments at the University.

The eligibility criteria for awarding merit-based scholarships account for top GPA (Grade Point Average) holders from different programs based on fall semester results and that scholarship only covers tuition fees. In the need-based scholarship program, students are shortlisted by the CDC and interviewed by committee members. If the student cannot maintain the required GPA at the end of the semester, then two chances of prohibition are given to those students. Failing to maintain academic achievement leads student enrolment to be ceased; consequently, the scholarship would be withdrawn and redirected to other needy or deserving students. The University has two prominent donors of scholarships one is OGDCL (Oil and Gas Development Company Limited), and the second is the Sindh Endowment scholarship. OGDCL provides 75 seats of scholarship for every four provinces (Sindh, Punjab, Baluchistan, and (KPK) Khaibar Pakhtun-Khan) of Pakistan.

OGDCL offer a scholarship to students based on CSR (corporate social responsibility) where they have their oil exploration operation. Scholarship of OGDCL is awarded to students who secure a 2.2 GPA and 75% class attendance. OGDCL offers complete fees along with Rupees 5000 stipend per month. Sindh endowment scholarship provides 100 scholarships per year to students with a Sindh domicile along with a 2.5 GPA, income level up to 1.2 million per year, and scholarships offered to all departments of the University except B.Ed. Department. Sindh endowment donates total tuition fees and admission fees.

PAK-USAID Merit & Needs Based Scholarship Program provide scholarship for undergraduate (BBA) and graduates (MBA) only. PAK-USAID scholarship is awarded through ISAC (Institution Scholarship Awarding Committee) comprises internal and external members. They conduct interviews with students before awarding the scholarship. MPLC (Mari Petroleum Company Limited) is an oil exploration in district Ghotki, and it is a fully-funded scholarship, and the stipend is also paid to students.

Other private donors include LU-Continental Biscuit Ltd scholarship program and Ayesha Memon Scholarship, and Abdul Fatah Memon Scholarship, have their criteria for awarding the scholarship. A student must have a minimum of 3 GPAs, which cover tuition fees only.

The student's academic achievement and continued persistence within the institute can measure the success of an educational institute. Financial aid in the form of tuition fees reemission, scholarship either merit-based or need-based, facilitates student's success. Higher education from 1995-2005 has increased the total expenditure by 89% to support students in higher education (Ganem & Manasse, 2011). Education, specifically higher education, is the backbone of any country. Higher education provides individuals with a better future with the support of their expertise, intelligence, and success. According to the report of Afshan (2016), Pakistan's higher education commission (HEC) offered a third-party scholarship program from 2012-2013. Fourteen sampled universities have offered 6,222 scholarships awarded to students for a better career and better future (Noor et al., 2016).

Methodology

Research Design and Selection Approach

This qualitative research study aims to create a model by maintaining an attached approach with respondents. The qualitative approach is associated with elaborating situations and context and analyzing social setup with inductive reasoning. The purposive sampling method has been used to collect the data from undergraduate students of the University, which could serve the purpose of the research study. An interview technique has been used to identify and explore the academic achievement of university students who are availing of scholarships and those who are not. According to Potter (2015b) interview technique is an efficient way to utilize resources and time to get in-depth information about the reality and lived experience of participants in naturally occurring data from the field, instead of asking a participant to comment on it (Silverman, 2015b).

Sample Size

The research study sample was undergraduate students of five leading departments of the University. The interview was conducted from 26 respondents because small samples can provide in-depth information about social phenomena in the qualitative data collection method. Specifically, small samples and open-ended questions provide the open-door facility to respond to express their feelings, thoughts, and emotions. It facilitates the researcher with in-depth information about the issue affecting social behaviors (Yilmaz, 2013). Eleven interviews were conducted with non-scholarship students and fifteen interviews with scholarship students to overcome the theoretical saturation. Further, to maintain the reliability and validity of a study, factual data on students availing scholarships have been collected from the CDC (Career Development Center), and record of students' academic achievement has been collected from the examination department of the University.

Data Collection and Data Analyses

The interview was based on the information provided by CDC. The meeting with students under consideration of two main aspects, firstly to take interviews from undergraduate students belonging to the second, third, fifth, sixth, and seventh semesters of all five departments of the University. Secondly, scholarship donor criteria. We took an interview with students belonging to B.S. (A&F), BBA, B.Ed. And B.E. under the head of six scholarship donors, such as Sindh Endowment scholarship, PAK-USAID, MPCL (Mari Petroleum Company Limited), L.U. Continental, Late Ayesha Memon, and Abdul Ghaffar Bhadelia.

A semi-structured interview was conducted with students, and oral consent was taken before the interview for ethical consideration. All interviews from scholarship and non-scholarship students were audio-recorded to maintain the record, reliability, and respondent validity of the research study. In the interview, students were first asked about the introduction, educational background, and the University (e.g., How did you come to know about the University?).

Secondly, students were enquired about the selection criteria for a scholarship, which scholarship they have and how they are maintaining such scholarship, etc. (e.g., How much GPA you need to keep to continue awarded scholarship?). Thirdly, students were investigated

about their GPA for the previous the current semester and the reasons they have declined their GPA instead of having no financial burden. The first part of the interview with non-scholarship students is the same as above.

In the second part, students were asked about the reason for not availing of any scholarship, how many times they have tried or applied for the scholarship, and which scholarship; (Merit or need-based). In the third part, students were enquired about their achievements based on the GPA of the previous and current semesters. Students were also enquired about their parental involvement in their academic activities and result progress. In the last, students were asked to compare overall academic achievement with non-scholarship students and vice versa to investigate the emotions, perceptions, and experiences of students affecting their academic achievement.

Inductive studies involve three steps in data analysis; first, content analysis; second, grounded theory; and third, narrative analysis (Silverman, 2015a). Analysis of this research study is based on the grounded theory introduced by Straus and Corbin (1994), in which a systematical procedure is followed to interpret the data collected from respondents (Strauss & Corbin, 1994).

The audio interview data were transcribed into the text and then organized in three steps to interpret the findings, first-order or empirical order data, second-order or conceptual order data, and the third step analytical order data. We assigned code to each response in first-order data and built some categories. According to Gioia (2013), first-order data analysis distilled the categories and sought to differentiate between similar and different categories (Gioia et al., 2013). In second-order data analysis, we have built themes from relevant categories that theoretically answer the critical question. Once we had workable themes and concepts, then the process of concept development emerged, which means third-order data analyses in which we had the "aggregate dimension" of a research study. Then we proceed to data Structure (Gioia et al., 2013).

1st order code Aggregated Theoretical Dimension	Theoretical Categories	
Intermediate from Khairpur city Intermediated from SZABIST Larkana school and college. I belong to Sukkur I belong to Raheem-Yar khan Punjab. Intermediate from Gilgit Baltistan.	Students belong to the interior Sindh, Punjab, and Gilgit-Baltistan	Academic background of students
' 'I'm studying in B.Ed. program 6th semester B.S. Accounting and Finance (A&F) 3rd semester Studying in the 3rd semester of B.E. ' 'I'm studying in BBA 5th semester	Bachelor Program	Undergraduate students

I came to know through social networks and banners of IBA Sukkur I saw an advertisement in the newspaper. I came to know about IBA through my brother. A ''father's friend told him that it's a good business institute.	Awareness about the institute through social media, friends and family	Knowledge about institute
I have no moral support, but sometimes my uncle helps me financially Yes, they are supporting me morally and financially. I have moral and financial support. Yes, my family supports me a lot.	Students belong to the Middle and lower middle classes	Less Financial Burden
Yes, my uncle asks about my GPA. No, they know that ''I'm studying No, the thing that they believe in me. They do not pressurize me, but they are a concern. Nobody asks me.	Low/No family check and balance	Low parental involvement
Yes, I have applied, for both need-based and merit-based. Yes, I have tried, but I got rejected. I have not improved my academic achievement due to depression. My GPA was 2.5, then I improve by 2.8, and now it is 2.97. My previous GPA was 2.5, and now it's 2.9. One of my class fellows is a 3.0GPA, and he is working hard to maintain it; otherwise, he will lose the scholarship.	Awareness about institutional Policy criteria.	Awareness about self and Institution
The scholarship is like a feeling of achievement. The scholarship is a motivation for students. Once I have a scholarship, I will work harder to maintain my GPA. In SIBA competition	The sense of distinguishes	Sense of achievement
I was O.C. in "dice Vice." In the welfare and Go green society, I participated in Global village, declamation and anchoring.	Participate in Activities to build confidence and other skills	More participative in other academic activities

Table: 1 The data structure of Non-Scholarship Students

My family supports me morally, but not financially. A stipend is enough for me and my whole semester. My family supports me morally, but financially they don't have enough money. There is no pressure because they know that ' 'I'm hardworking and responsible.	Motivated, hardworking, and reduced financial burden from family	Self-motivated, emotionally sensitive, and hardworking
No, my previous semester's GPA was 2.9, but my current GPA is 2.5 due to my health issues. Initially, it was 3.67 then 3.38 and 3.4 and now my current CGPA is 3.5. My GPA was 3.56 and then started decreasing to 3.28, 3.4, and currently, it is 3.33.	Awareness about institutional Policy criteria to maintain GPA for continuing availing of scholarship	Academic Achievement
Yes 100%, at IBA I will quit and seek any other option where I can afford my financial expenses. I felt it burden that I have to maintain my GPA either I will lose my scholarship We work hard not because we want grades but as a scholarship holder	Students suffer from desperation and psychological stress	Low emotional stability
Yes, I have joined societies and other competitors such as the IEEE community of IBA No, I 'don't participate in any activity Due to lots of pressure in studies. Every year I participate in the mathematics Olympiad	Participate less in academic activities due to fear of loss of scholarship	Less participative

Table: 1.1 Data structure of Scholarship Students

Findings

The interpretative approach has been used to analyze the attached feedback from respondents. The finding of all 26 interviews presented in Table 1 and Table 1.1, respectively. Table 1 represents the students who were not availing of scholarships, and Table 1.1 represents students who were availing the scholarship. They all belonged to Sukkur city, the interior Sindh region, and a few students belonged to Rahim-Yar khan and Gilgit-Baltistan. All students had an indigent educational background, and they had done their intermediate from their city town.

They came to know about university either through social media or either through their family, friends, and neighbors. The same response we have received from scholarship students. Non-scholarship students said that they had joined the University due to quality education, and some said because the University is close to their access. Some even said that we did not know anything about the University. My cousin and brother suggested I be admitted here because I have no other option for further study as I belong to a pre-medical background.

> *"I did not know about it as I told you that "I'm from pre-medical, so I did not know anything about the University, and I have no other option for study. So, I'm here due to my cousin and brother's suggestion."* (Student Response)

Scholarship students have different opinions regarding joining the University. Most students at the University were from the Middle or lower-middle class. They need help to afford their financial expenses of admission fees, hostel fees, or even food expenses. While interviewing scholarship students, they told us they had joined the University because of the scholarship.

> *"I am here due to a scholarship; if I would not be awarded the scholarship, I might be at home doing something else."* (Student Response)

Students from the engineering department have different opinions that there were few numbers scholarships for the engineering department, which awarded top GPA holder students.

> *"There is a minimal number of scholarships for E.E. department which are awarded to top merit-based students as a merit-based scholarship that's why I did not get any scholarship."* (Student Response)

Students who belong to Gilgit-Baltistan also have different opinions regarding not availing of any scholarship because there is no quota for their province.

> *"Yes, I tried in the first semester when my GPA was 3.3. I went to CDC, and directly they refused and said there is no seat for Gilgit Baltistan."* (Student Response)

In contrast to non-scholarship students, only some scholarship students told us that we applied for the scholarship, the committee conducted the interview, and we got selected.

Further, scholarship students told us that they have moral support but not financial and non-scholarship students said they have both moral and financial support. Regarding parental involvement, scholarship students told us that they ask and make us realize that we do our best as we are availing of the scholarship. Whereas non-scholarship students told us they did ask but did not force us to study. Some even said that our parents didn't have any involvement in our academic affairs.

> *"No, they know that I am studying, and another thing is that the policy of the University is that the student is on prohibition or either he/she got a drop from any program he/she will go back to their home. If I am studying so, they feel I'm studying and my career is moving on smoothly. They never interfere and never ask about my study, which means they are satisfied with me."* (Student Response)

We investigate their academic achievement and their GPA. Non-scholarship students told us they did not improve their GPA, but overall communication, presentation, and confidence have developed. Some non-scholarship students said that they had improved in both areas: their GPA has been enhanced in academics, and their soft skills also improved.

> *"According to my GPA, I have not improved. In my 1st semester, and my GPA was 3.53; in 2nd semester, my CGPA was 3.29."* (Student Response)

> *"Yes, of course, in my 1st semester, my GPA was 2.5 then I improve 2.8GPA, and now it is 2.97GPA."* (Student Response)

The students told us that certain other factors affect our academic achievement. Once a year, I can visit my family and my hometown because we are from Gilgit Baltistan; other factors such as weather and hostel/mess food do not sustain my health, so my GPA declined.

> *"I have not improved my academic achievement due to depression, and I have a migraine. As final exams come near, I start taking tense that I will pay the fees. In the last semester, I fainted and was hospitalized due to tension, and I withdrew from one subject. Last semester my GPA was 3.33, and it is 2.8 now."* (Student Response)

> *"No, my previous semester GPA was 2.9, but my current GPA is 2.5 due to health issues."* (Student Response)

Whereas scholarship students told us that they had improved their academic achievement, and we worked hard to maintain our GPA so we could have the scholarship.

> *"My previous semester GPA was 2.44, and currently, it is 3.39."* (Student Response)

> *"Of course, my previous semester GPA was 3.3, but my current GPA is 3.5."* (Student Response)

To get in-depth information about students' perceptions, we ask non-scholarship students if the scholarship is given to them, will you work hard or will your achievement be improved? We also enquire scholarship students to compare their struggle and hard work with non-scholarship students. They replied that they did not find any difference between being a scholarship or a non-scholarship student, and if the scholarship is given to us, then we will study as much as we are currently studying. Few students said that; they work hard and they are bound to study; they even cannot participate in extra-academic activities. Further, they said that if the scholarship is given to us, we will work hard and try to maintain consistently availing of that scholarship.

> *"I cannot feel any difference between scholarship and non-scholarship students, just that financially those students need to avail the scholarship. They study as much as we are studying."* (Student Response)

> *"I think scholarship and non-scholarship students both are working hard because everybody knows the kick-out system of the University."* (Student Response)

We enquired from scholarship students whether they would quit their studies if they had no scholarship. Most students said yes, 100%. I would quit my studies because my family could not afford my study expense. Few said we would leave University and will go for the option where my family can afford the financial cost. Few said we would try to have any other source to continue our studies.

> *"Yes, it was in my mind that if I could not avail myself of the scholarship, I will quit my studies. There are not that many fees for the B.Ed. program but even that my family could not afford for four years."* (Student Response)

> *"No, I will not quit; I will find any other source to continue my studies, like giving tuition."* (Student Response)

Students have differing opinions about scholarship students. Further, non-scholarship students said they participate in almost every event, such as; sports, social societies, music, art, and drama society, as any financial pressure of fees or family pressure does not bind them. They did not participate, and they were just good at academic achievement.

> *"Yes, in sports and social societies, and I have been executive of society once, and currently I'm a coordinator of the community welfare society."* (Student Response)

> *"Scholarship students are not active in extracurricular activities. Toppers in my class are very weak in practical work. They can easily memorize and write it in exams, but non-scholarship students participate in extracurricular activities that try to balance practical and academic work."* (Student Response)

On the other-hand scholarship, students told us that initially, we were focusing on our studies. I had fear in my mind that I could lose my scholarship and will lose my studies. After a few semesters, I participate in some other academic activities.

> *"Yes, when I was in THP, I won Math Olympiad national competition, I took part in the book review competition, and our group was in 6th number through that; I won a MAC Icore7 laptop and what else I need. Due to lots of pressure in studies, my influence in such activities is not that much, but when there is an essay writing or creative writing competition, then I participate."* (Student Response)

> *"Being a scholarship student, we are unable to participate in other activities; if we participate, then it becomes risky for our studies, but we have to manage everything."* (Student Response)

Last, we asked scholarship students to compare their achievements with non-scholarship students. They told us we work hard due to so many factors; due to lack of financial support from family, we set specified goals not to lose our scholarship, so they believe they work hard compared to non-scholarship students.

> *"Parents of those students who could afford their children's finances have no burden or tension. And those students who are poor and could not afford their fees work hard to avail the scholarship."* (Student Response)

> *"Well, if I compare myself with them, I am more dedicated. I want to share my experience that I am following a very tough schedule for my studies. I know that I can only achieve my goals by working hard. So many of my classmates and friends taunt me that you are mad; how can you study the whole day, why don't you participate in social activities and enjoy your life? But I have witnessed those friends who said to me like this, either dropped out, got F in two or three subjects, and transferred to a different University. I know that if I do not work hard then I will go back to my home, I have no other option but they have the option; they know that they have a sound financial background and their father can support them. However, I have not any financial support."* (Student Response)
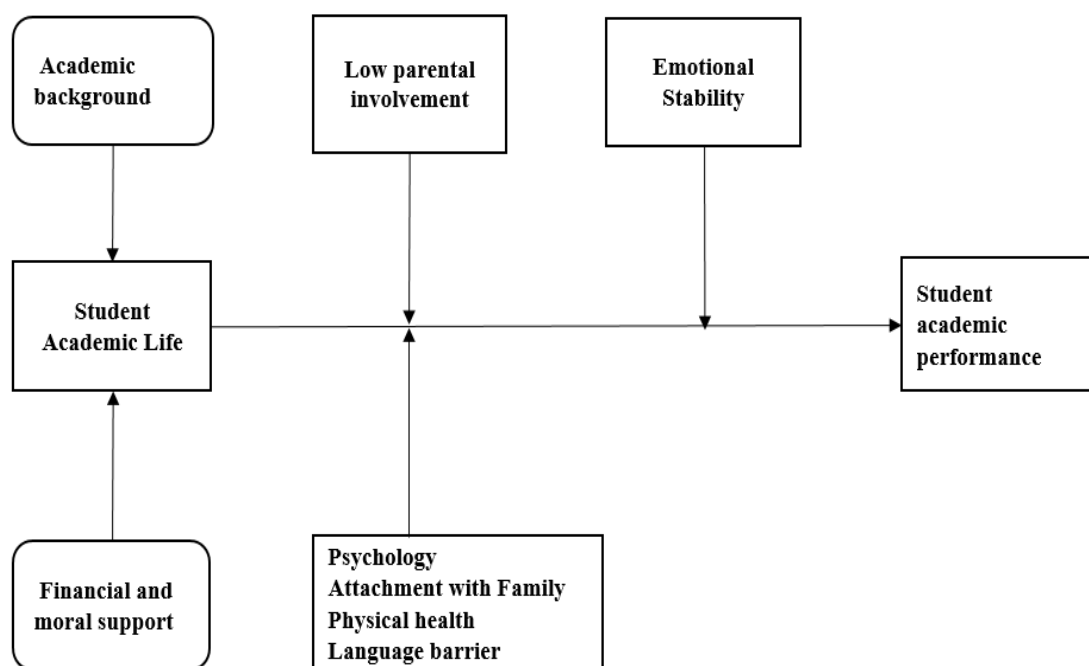
Figure 1: The Proposed Framework Derived from themes

Discussion

This study elaborated on the importance of financial assistance for university students. This study highlights scholarship and non-scholarship students. Also, it identifies the factors which affect students' academic achievement and compares the academic achievement of scholarship and non-scholarship students. Scholarship and non-scholarship students belong to the middle and lower-middle-class of Sukkur city, interior Sindh, Rahim-Yar Khan, and few students belong to Gilgit-Baltistan. Both students (Scholarship and non-scholarship) were very much aware of the policies of the University, from admission, applying for scholarships, and grading criteria to clear any subject or semester, to dropping out a policy of the University. Finance remains a significant issue for scholarship students. Scholarship students contemplate quitting University if they have no scholarship, and they also believe that a scholarship is an achievement or a source of motivation to work hard. The difference was analyzed in the performance and academic achievement of scholarship and non-scholarship students.

We analyzed the GPA record of undergraduate students in the 2nd, 3rd, 5th, and seventh semesters of both scholarship and non-scholarship students. The GPA record collected from the CDC (Career Development Center) and the exam office of the University reveals that two critical factors affect the academic achievement of scholarship students, first, the personal factors associated with students' academic life, and second, the scholarship donor criteria. Due to individual elements, the academic achievement of scholarship students has consistently declined every next semester due to low morale and financial support from family, homesickness (students belonging to Gilgit-Baltistan), and health issues.

The reason for the decline in academic achievement was the emotions of students. They work hard to meet the scholarship donor criteria and remain less participative in other academic activities, clubs, social societies, sports, etc. However, most scholarship students must improve their grades/GPA the following semester. The human emotional agency generally suggests that a student's emotions have an impact on the achievement, physical health, psychology, and academic achievement of the student (Pekrun, Goetz, Titz, & Perry, 2002). There were very few scholarship students whose academic achievement had consistently improved, but those students needed to be more participative in other academic activities. They remain under stress and fear of loss of scholarship.

Conclusion

After conducting this lengthy procedure, we concluded that students' academic life is affected by several factors such as the educational background of students, moral and financial support, low parental involvement, physical health, the psychology of students, language barer, and low emotional stability. All these factors' collectivity affects the student's academic achievement and students' academic achievement will be improved if they have support (Milne et al., 2016). Numerous meta-analysis studies conclude that parental involvement positively impacts students' academic achievement (Fan & Chen, 2001; Jeynes, 2017). Low parental involvement means low academic achievement. The majority of students at the University belong to an indigent educational background. They also need help with language; because of that, they need help understanding the lecture. Moral and financial problems also create stress, anxiety, and fear of losing a scholarship or being a failure among students. Parents and teachers both act as a bridge between students' academic life. Low parental involvement means no checks and balances on students' academic achievement, which also influences them. Students in remote areas such as; Gilgit-Baltistan, Rahim-Yar Khan need help with health, weather, and communication issues. More attention should be paid to Baluchistan and Gilgit-Baltistan students for better academic achievement (Noor et al., 2016).

Limitations, Recommendations, and Future Directions

In this research study, we have identified factors that affect the academic achievement of students who belongs to the undergraduate program of this University only, which is the limitation of the study; the scope of the research study can be broadened. For the current research study, ungraduated students were considered only. Research scholars can involve parents to get rich insights into parents and family issues affecting students' academic careers. Universities should focus on life-long learning and technological facilities because technology impacts student learning (Khalil-Ur-Rehman, Farooq, & Younas, 2018). The higher education commission (HEC) should focus on university students' emotional well-being and financial assistance. Universities should design flexible scholarship criteria as most students belong to remote and underprivileged areas and have fewer opportunities for higher studies. Universities should plan strategies to over students' financial and emotional stress and anxiety. Another foresight is that the proposed model should be tested empirically. Future research should be done on overcoming those factors that cause low academic achievement in university students.

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