ABSTRACT

The project provides the empirical evidence to explore the factors affecting the academic performance of M.A/M.Sc students' GC University Lahore. This performance is influenced by students' profile consisting of their attitude toward time allocation for studies other than class hours, gender, parents' level of education, parents' income level, parents' guidance, teachers' competency, institutional impact etc. The study is based on the information collected through a questionnaire. Stepwise Multiple Regression is used as methodology for analyzing the data. The different regression models indicate that the twelve factors are found to be significant. The factors including the marks in B.A/B.Sc, mothers' level of education, gender, daily study hours, participation in debates, level of management in solving the genuine problems, level of observing the equality and equity, appreciation of independent thinking, level of encouragement of the students' for class participation, career guidance and motivation from the parents are found to be positively significant. The only impact of the cafeteria hours is found to be negatively significant.