

SOME FACTORS AFFECTING ACADEMIC SUCCESS OF THE LAW SCHOOL STUDENTS

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ABSTRACT

The aim of this research is to identify and analyze some of the factors influencing the academic success of law school students, as well as to define the key issues. The study involved students enrolled in the first to third years of the 2023-2024 academic year at the Ikh Zasag University School of Law. The research measurement used a questionnaire with 33 items across 5 categories, based on a 1-5 scale. The data was collected through the Moodle learning platform and analyzed using the SPSS 25.0 software. The measurement fit was assessed through a factor analysis with Promax rotation, reliability was measured using Cronbach's alpha coefficient, and factors influencing academic success were analyzed through descriptive statistics and differences were analyzed using ANOVA. The result of the reliability analysis showed a coefficient of .919, indicating that the measurement is reliable and fit. According to the results of the empirical study, factors such as the teacher's level of knowledge (57.7%), the student's own effort and initiative (56.0%), and the student's ability to listen to others (53.7%) have a "very high" influence on the academic success of students studying in the legal program. These findings were revealed through the research results.

Keywords: Academic Success of Students, Correlation and Measurement of Reliability Fit

1. INTRODUCTION

Top universities in terms of education quality are placing special emphasis on research into student academic success. The Organization for Economic Cooperation and Development (OECD) conducted a study involving some of its member countries to identify the factors affecting student academic success. This has shown researchers the necessity of conducting such studies [1].

Within the framework of their role in creating social wealth and knowledge-based economies, universities are increasingly focusing on studying students, identifying the factors influencing their academic success, and developing policies and actions based on these findings to improve further outcomes.

In the current era, referred to as the "knowledge society" factors, such as social and economic conditions, rapid technological development, and globalization continue to pose new challenges in the field of education. At the same time, these challenges and changes offer new opportunities for teaching and learning [2].

To successfully overcome these new challenges and develop them into opportunities, it is essential to study some of the factors affecting the academic success of the "new generation" (Generation

Z), who are said to be characterized by high levels of personal freedom, liberal views, a lack of trust in the government and political parties, a strong belief in themselves over institutions, and the highest use of digital and social media compared to other generations.

Academic success is an indicator of the quality of education, and the factors influencing it are among the key issues in educational research. Academic success reflects a learner's progress in acquiring knowledge and skills and the achievement of outcomes defined by the curriculum [3].

International studies on the factors influencing academic success have been conducted, and the results have shown that both material and psychological factors have a significant influence. For example:

1. The Barro-Lee (2011) study, which covered 105 countries, found that investment in education, particularly teacher salaries, has an influence on academic success, while class size has less of an effect [4].
2. Anne Henderson's (2012) educational report from Washington, D.C., USA, highlighted that schools are excelling in academic success focus on specific goals, competitive international standards, high expectations for all students, structured lesson planning, teacher leadership, high levels of pedagogy, regular monitoring of teaching activities, attention to professional development of teachers, and creating a conducive learning environment [5].
3. In his 2014 study, Joseph E. Zins conducted a meta-analysis and identified the nine factors that most significantly influence student academic success, categorizing them into three main groups [6].

2. RESEARCH METHODOLOGY

The research methodology section consists of the sampling information, measurement methodology, data collection, and data processing methods.

Research sample:

The study involved students who are enrolled in the first to third years of the 2023-2024 academic year at the Ikh Zasag University School of Law.

Table-1. Research sample

Course of Study	Number of Students	Sampling Size
1st Year	377	94
2nd Year	895	101
3rd Year	679	103
Total	1951	298

Research Measurement Methodology and Design

To measure some of the factors influencing student academic success, a questionnaire based on the survey developed by education researcher Linda Darling-Hammond [7] was used, with adjustments made. The questionnaire consists of 33 items, each measured on a 1-5 scale:

1 = no influence,

2 = slight influence,
3 = moderate influence,
4 = influence,
5 = very high influence.

Data Collection and Processing Methodology

The research data was collected from students through the Moodle learning platform system, and the data was analysed using SPSS 25.0 software. To examine the measurement fit used in the study, Exploratory Factor Analysis (EFA) was applied; to assess reliability, Cronbach's alpha coefficient was used; to study the factors influencing student academic success, descriptive statistics were applied; and to examine differences based on students' age, Analysis of Variance (ANOVA) was conducted.

The Cronbach's alpha coefficient ranges between 0 and 1, with values above 0.7 being considered acceptable. Cronbach's alpha coefficient reflects the reliability of the questionnaire. In other words, it determines how appropriate the scale is and identifies any inconsistencies in the questions.

The survey used a Likert Scale (5), and after conducting reliability analysis on the 33 questions, the result was 0.919, which is considered "very good." This indicates that the scale and the questions are relatively consistent with minimal contradictions.

Table-2. Reliability Indicators of the Questionnaire

Cronbach's Alpha	N of Items
.919	33

3. RESEARCH RESULTS

In terms of gender, 49.3% of the participants were male, and 50.7% were female. In terms of age, the majority, 34.2%, were 18 years old (Figure 1). As for the geographical distribution, 30.5% of the students were from Ulaanbaatar, while 69.5% were from rural areas.

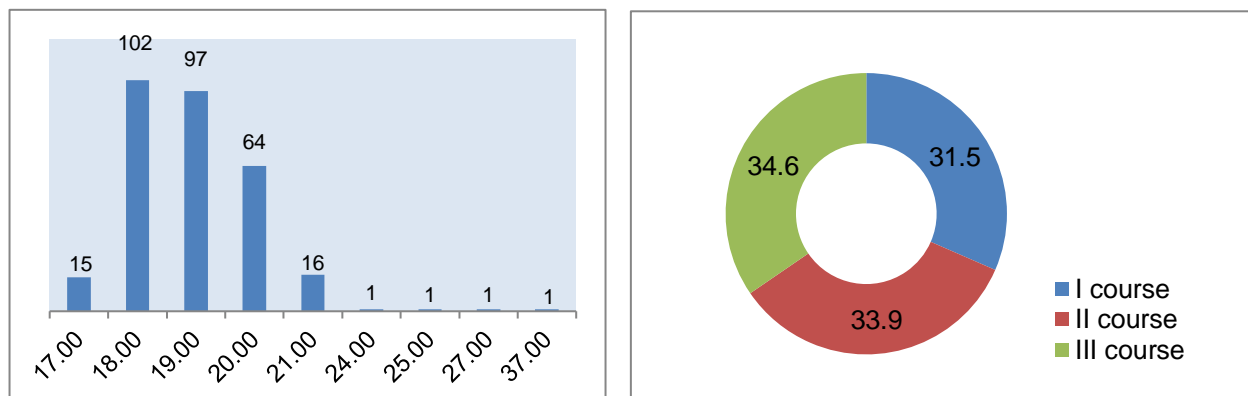


Figure-1. Age and Course of Study of the Participants

The survey participants are comprised of 71.8% individuals aged 17-19, while 28.2% are aged 20 and above. Regarding their study courses, the survey was distributed evenly, and 37.6% of them

live in their own homes, 26.2% in rented apartments, 25.2% in host families, and 11.1% in student dormitories.

The factors influencing student academic success were studied within the framework of the following 5 categories of 33 questions. These are:

- Material learning environment (9)
- Teacher's activities (7)
- Curriculum and course design (4)
- Class and peer group (4)
- Student's own learning habits (9)

Material Learning Environment Factors

The influence of material learning environment factors on student academic success was examined through 9 items, and the following results were obtained (Figure 2).

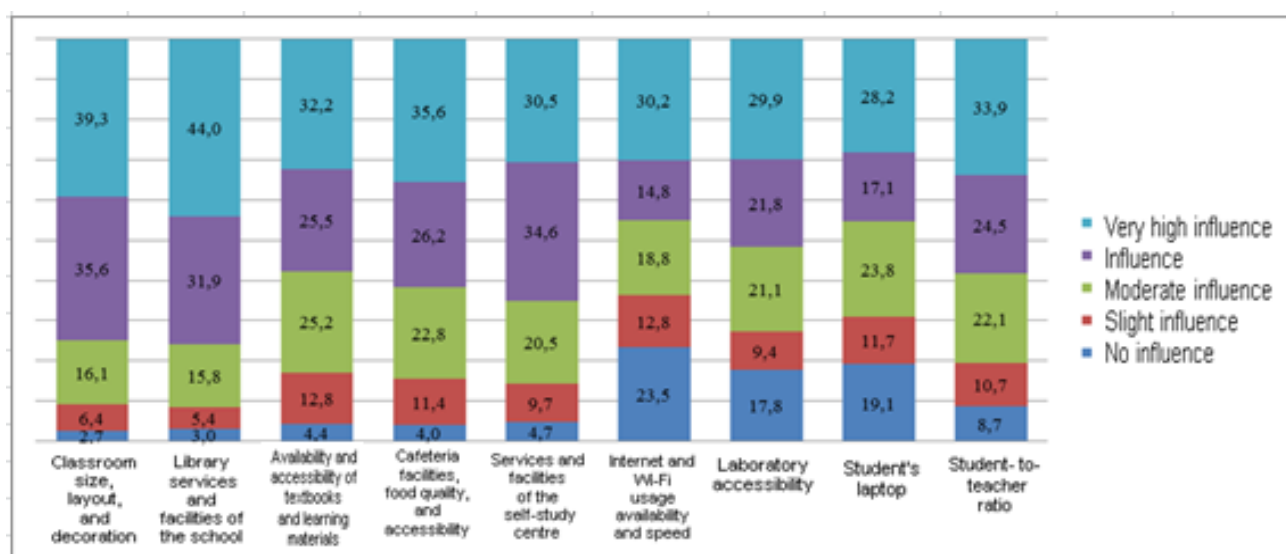


Figure-2. Material Learning Environment Factors Affecting Student Academic Success and Research Results

The students who participated in the survey indicated that the services and facilities of the school library have a "very high" influence on student academic success, with 44% of them reporting this, which represents the highest percentage. Additionally, 35.6% of the students stated that the size and condition of the school classrooms have an influence on student academic success.

The results of the ANOVA analysis showed that one factor of the material learning environment, the availability of internet and Wi-Fi, is statistically significant based on the students' age ($P = .000$).

Teacher's Activity Factors

One of the key factors for student success is teacher development and teacher activities. Within the framework of the survey, teacher activities influencing student academic success were studied across 7 categories. The following observations were made upon summarizing the results.

Table-3. Teacher's Activities Affecting Student Academic Success and Research Results

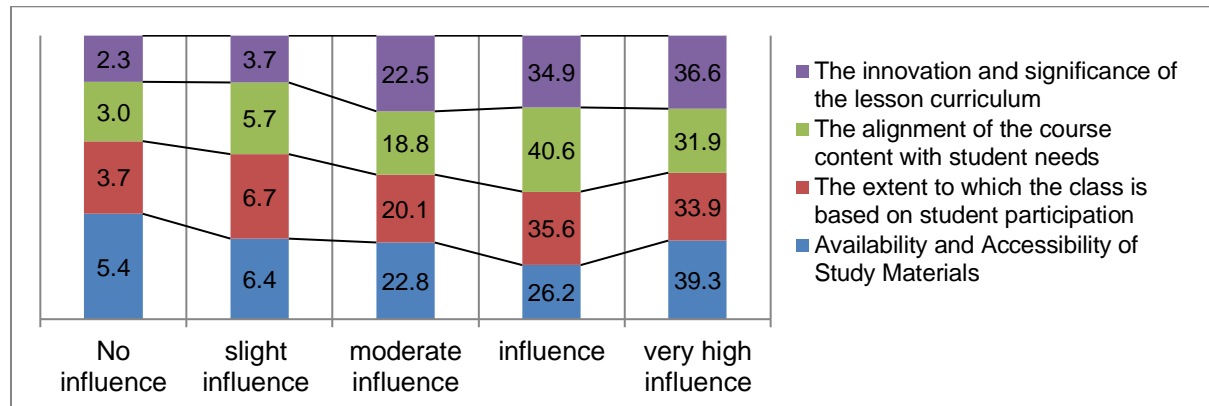
Response Options	Teacher's Appearance and Behaviour	Teacher's Academic Degree and Title	Teacher's Knowledge Level	Teacher's Teaching Methods and Skills	Teacher's Communication and Ethics	Teacher's Voice and Emotional Sensitivity	Teacher's Lesson Organization
No Influence	8.7	4.4	4.4	4.4	4.4	3.4	4.0
Slight Influence	15.8	10.7	4.4	3.4	5.7	5.4	5.0
Moderate Influence	18.8	15.1	9.7	8.1	16.4	17.8	12.4
Influence	27.2	32.6	23.8	33.9	26.8	33.2	29.5
Very High Influence	29.5	37.2	57.7	50.3	46.6	40.3	49.0

According to the research results, more than 50% of the students surveyed indicated that the teacher's knowledge level and teaching methods and skills have a "very high" influence on student academic success. However, the teacher's appearance and behaviour were found to have little to no influence on student academic success, as shown by the research results.

The research findings also confirm that the teacher's ethics, communication style, voice, and emotional sensitivity have an influence on student academic success, based on the statistical analysis.

Furthermore, the statistical analysis shows that there are differences in the attitude towards the teacher's academic degree and title influencing student academic success, depending on the course the student is enrolled in. Additionally, the results confirm that the teacher's teaching methods and skills have a direct correlation with student academic success.

Lesson Curriculum Factors


Figure 3. Lesson Curriculum Factors Affecting Student Academic Success

The majority of the students who participated in the survey indicated that factors such as the availability of reading materials, accessibility, and the innovativeness and relevance of the curriculum have a "very high" or "high" influence on student academic success. The research results also clearly show that the alignment of the course content with the students' needs and interests is a crucial factor in enhancing their academic success (Figure 3).

Class and Peer Group Factors

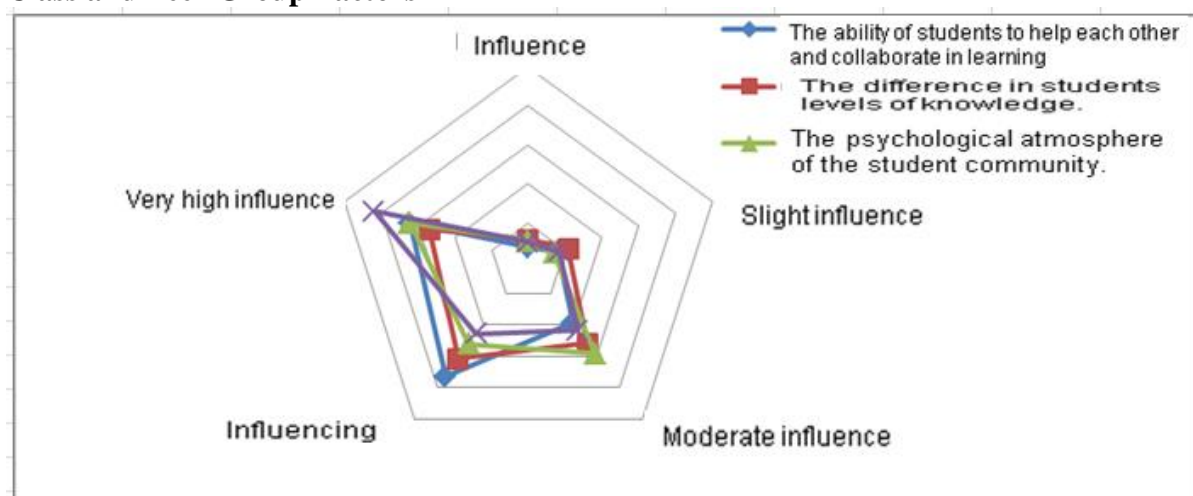


Figure-4. Class and Peer Group Factors Affecting Student Academic Success

According to the research results, 41.9% of the students surveyed indicated that the unity and cohesion of the class and peer group has a "very high" influence on student academic success, which represents the highest percentage. Additionally, students noted that mutual assistance and the psychological atmosphere within the class and peer group also influence their academic success. The research results further show that differences in students' knowledge levels have a "slight" influence on their academic success (Figure 4).

The psychological atmosphere within the peer group shows a statistically significant difference in terms of gender ($P = .001$), indicating that it affects student academic success differently between male and female students.

Student's Learning Style Factors

Table-4. Student's Learning Style

Response Option	Research and Analytical Skills	Self-Expression Ability	Analytical, Synthesis, Comparison Skills	Ability to Work with Books and Learning Materials	Reading and Writing Skills	Listening Skills	Time Management and Utilization	Work Planning and Organization	Self-Motivation
No Influence	2.3	2.3	2.7	3.0	2.3	1.7	1.0	1.3	1.3
Slight Influence	3.0	3.7	3.7	2.7	2.0	4.0	3.4	4.7	2.3
Moderate influence	21.5	21.5	22.5	19.1	16.8	11.7	28.2	15.8	16.4
Influence	32.6	26.2	27.5	31.2	29.2	28.9	25.5	27.9	23.8
Very High Influence	40.6	46.3	43.6	44.0	49.7	53.7	41.9	50.3	56.0

The results of the study show that over 50% of the students who participated in the survey believe that "personal initiative and effort," "listening skills," and "time management and planning" have a **"very strong"** impact on academic success. On the other hand, the study indicates that the ability to work with books and materials, process information, reading and writing skills, and self-expression do not have a significant impact on academic achievement. Additionally, 28.2% of the students believe that time management and time utilization have a moderate impact on academic success (Table 4).

The results show that there is a statistically significant difference ($P=.000$) in the ability to express oneself, critical thinking, analysis, synthesis, and comparison skills in relation to age.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	69.530 ^a	32	.000

The results show that there is a statistically significant difference ($P=.002$) in the level of student initiative and effort between genders.

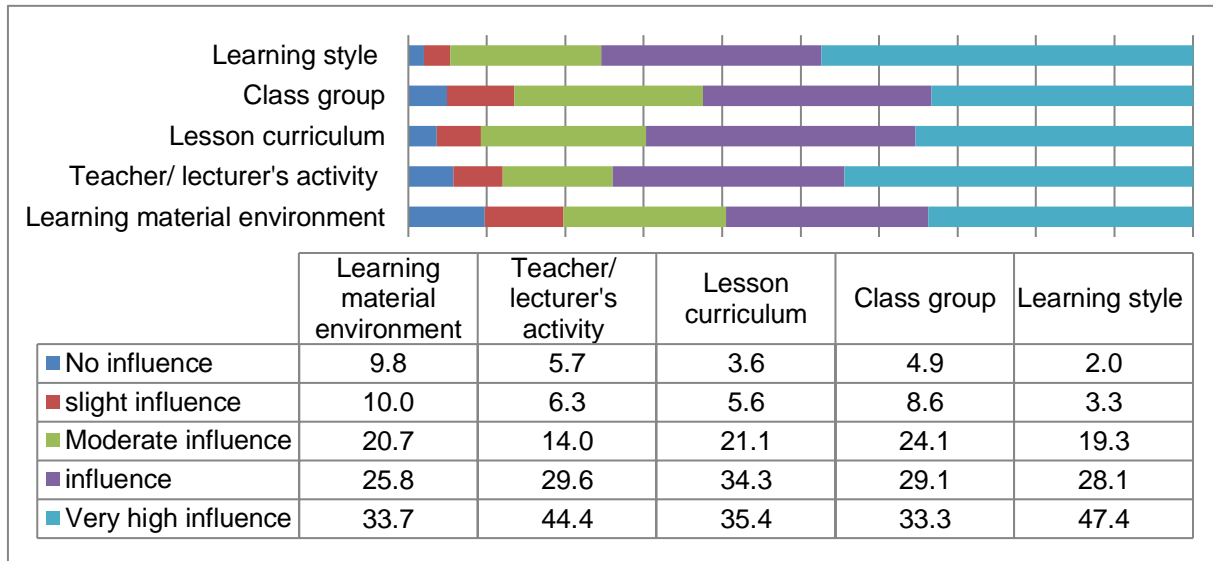


Figure-5. Consolidation of Factors Affecting Student Academic Performance.

"The study results show that the student's own learning strategies and the teacher's instructional activities have the greatest impact on academic performance, while the material learning environment has a relatively lower impact (Figure 5)."

4. CONCLUSION AND RECOMMENDATIONS

- The study results show that factors such as the teacher's level of knowledge (57.7%), the student's own effort and initiative (56.0%), and the student's ability to listen to others (53.7%) have a "very high" impact on the academic performance of law school students.
- The results of the research indicate that material environmental factors indirectly influence students' academic success.
- The factors influencing students' academic success vary statistically depending on age, gender, and the course being studied, while location (rural or urban) and the student's living environment do not appear to have a significant impact on their academic performance.
- Each teacher needs to continuously develop their knowledge, teaching methodology, and skills, as well as engage in collaborative learning. It is essential to support the professional development of teachers and focus on organizing workplace training in this area.

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