Hijazi, S. T, Naqbi, S.M.M.R, (2006), *Factors Affecting Student’s Performance*, Bangladesh e-Journal of Sociology, Vol. 3 No.1:2-9

This journal explained the effects of attendance in class, study hours, family income, mother’s age and mother’s education on student’s performance. The dependence variable was the result of the intermediate examination. This research was conducted in a private college in Pakistan using questionnaire. The subjects were the 300 students of that college that was selected randomly. The results were obtained by using the simple linear regression. Results revealed positive relationship for the attendance in class and mother’s education. There were negative results for the others.

Sansgiry, S.S, Bhosle, M, Sail, K, (2006), *Factors That Affect Academic Performance Among Pharmacy Students*, American Journal of Pharmaceutical Education, Vol. 70 No. 5:1-8

This study examined the factors such as academic competence, test competence, time management, strategic of studying and test anxiety on academic performance and enrollment in experiential program. The experiment was done at University of Houston with 198 subjects. In conclusion, test competence was an important factor to distinguish students with low and high academic performance and factor such as academic competence, test competence, test anxiety and time management can be improved as students progressed in their experiential year.

McManus, I.C, Richards, P, Winder, B.C, Sproston, K.A, (1998), *Clinical Experience, Performance in Final Examinations and Learning Style in Medical Students*, BMJ, Vol, 316:345-349

This research explained whether the clinical experience of student relates to their performance in final examinations besides whether the learning style relates either to final exam performance or to extent of clinical experience. The subjects were given the questionnaires at the time of application and the end of final clinical year. Results showed that success in final exam was not related to student’s clinical experience. The amount of knowledge gained from clinical experience was, however related to strategic and deep learning style both in final year and at the time of application. Success related to strategic or deep learning style in final year. The conclusion was, there is a lack of correlation between exam performance and clinical experience.