

The Contribution of Student Support Services to Academic Success and Graduation Rates in Higher Education

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Abstract

Introduction: The higher education system is one of the aspects that have a dynamic nature and are associated with changes. Considering such dynamic nature student support systems become essential for the success of student success. Therefore, the empirical analysis aim of the study is to analyse the impact of student support services on graduation rates and academic performance in higher education through a quantitative analysis.

Literature Review: The review of literature is associated with the systematic analysis of relevant past literature. Moreover, an independent idea related to the topic was developed through the review of the literature. Furthermore, all the literature is cited accordingly.

Methodology: A basic quantitative method of analysis was employed to investigate the problem. Seventy people were selected at random for the data-collecting process. For the same purpose, a survey was also conducted. After the data collection, a quantitative analysis was performed using IBM SPSS software.

Findings: It was discovered that elements like the kind and calibre of student support services are crucial and that the university atmosphere has a big impact on the students. A regression study, however, showed that one of the most important factors in ensuring graduate students' success is service accessibility.

Discussion: The overall study discusses according to the findings of the quantitative analysis

Conclusion: The process was completed and a summary of the results was given in the conclusion section.

Keywords: *Student Support Service, The Success of Graduate Students, Higher Education Support, Type Of Student Support, Quality Of Student Support*

Introduction

The landscape of higher education has changed over time and it has become dynamic where the success of students is at the center. According to the opinion of Roksa& Kinsley (2019) higher education has become essential and competitive in the modern world. In addition, student support systems have become an essential aspect of higher educational institutions. Therefore, the study is focused on analyzing the Impact of Student support services on graduation rates and academic performance in higher education

During the process of analyzing the topic with literary evidence, it was noted that there are certain challenges associated with student services. According to the perspectives of Silva, Aredes& Galdino (2021), communication is one of the significant issues of the student support system. Moreover, factors such as availability and accessibility are some of the factors that have a direct impact on the success of the student. Therefore, the study has discussed the issues associated and provided relevant solutions for the same in order to develop a holistic and coherent empirical analysis.

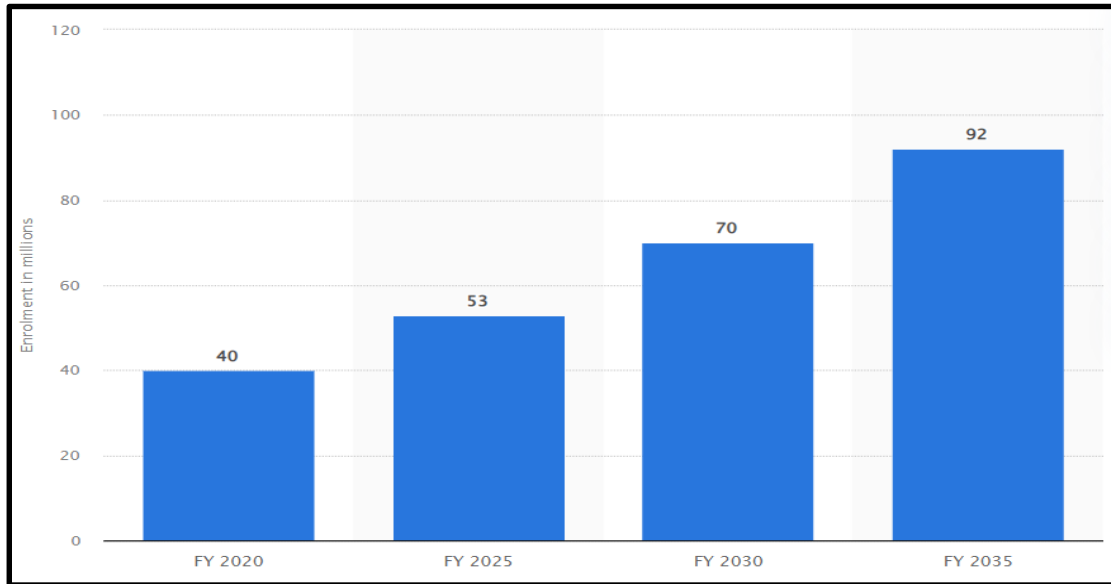


Figure 1: Prediction of the growth of higher education

(Source: Statista, 2023)

Figure 1 of the statistical analysis is associated with the graphical prediction of the growth associated with higher education. It can be seen that the higher education enrolment for the financial year 2020 was 40 million (Statista, 2023). Based on the past data and evidence a gradual growth in the enrolment was predicted. It can be seen that the growth till 2025 can be 53 million and till 2035 the growth rate can reach 92 million enrolments (Statista, 2023). Therefore, such data justified the rationality and intentions of the study.

Aim

The primary aim of the study is to analyse the impact of student support services on graduation rates and academic performance in higher education through a quantitative analysis.

Research Objectives

RO1: To understand the impact of the student support system on the success rate of graduation

RO2: To analyse the different types of student support systems with their impact

RO3: To address the issues hindering the effectiveness of student support systems

RO4: To suggest relevant solutions in order to deal with the issues associated with student support system

Research Questions

RQ1: How to analyse the impact of the student support system on the success rate of graduation?

RQ2: What are the different types of student support systems and what impact do they create?

RQ3: How to address the issues hindering the effectiveness of student support systems?

RQ4: What are the relevant solutions in order to deal with the issues associated with the student support system?

Hypothesis

H1: The performance of graduates has a direct association with the type of support service

H2: Quality of support service is associated with the performance of higher education student

H3: The environment of the university is associated with the performance of graduates in higher education

H4: Accessibility of support system has a significant impact on the performance of graduates

Literature Review

Critical analysis of the impact of the student support system on the success rate of higher education student

The foundation of student support systems is academic support services, which offer focused help to students who are having difficulties in their studies. As per the suggestions of Delfino (2019), the academic achievements of students can be improved with effective support from the student support. Moreover, Schools that put these values first provide an atmosphere where the needs of a varied student body are satisfied. Therefore, support systems for students have a significant impact on the academic achievements of students during the process of higher education. On the other hand, Burke (2019) has stated that the impact of the academic achievements of students is directly associated with the effectiveness and degree of support from the student support services.

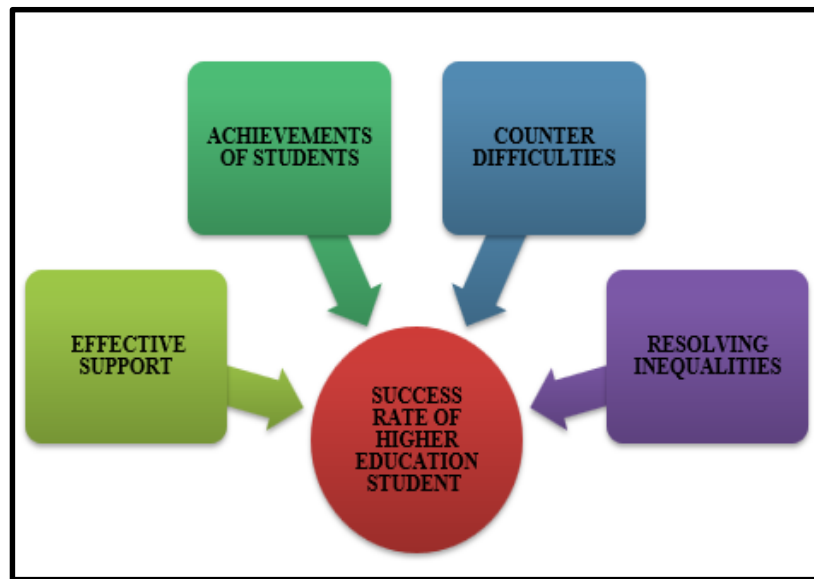


Figure 2: Impacts of student support services in Higher education

(Source: Zawacki et al. 2019)

Figure 2 is associated with the factors associated with student support services in higher education. Academic advising and tutoring are examples of traditional academic support services that are not the only aspects of effective student support systems. According to the suggestion of Zawacki et al. (2019), student support services cover a comprehensive strategy that considers the wider variety of difficulties that pupils encounter. For instance, considering the pressure and high cost of education mental and financial support are some of the significant elements of student support. On the other hand, Toquero (2020), has stated that systems of assistance for students are essential for resolving inequalities and advancing fairness in higher education. Therefore, from the above analysis, it can be understood that there are different factors associated with support systems and they have dynamic approaches to address the issues in academics. However, the aforementioned analysis covers a miniature impact of support systems on students.

Analysis of the different types of student support services in higher education

Through past literary evidence, it was noted that there are different types of student support services. Each of the support services has its own significance and relevance in the academic success of students. As per the opinion of Jena (2020), considering the pressure a student undergoes during higher education having a student wellbeing support system is essential for higher education institutes. Thus, having such a support system in an educational institute aids a student in countering the pressure associated with the education system. On the other hand, El Said (2021) has argued that counselling services associated with addressing the individual capability and quality of the student are essential to

make learning a cakewalk. Therefore, it can be contemplated that there are individual roles for each type of student support system.

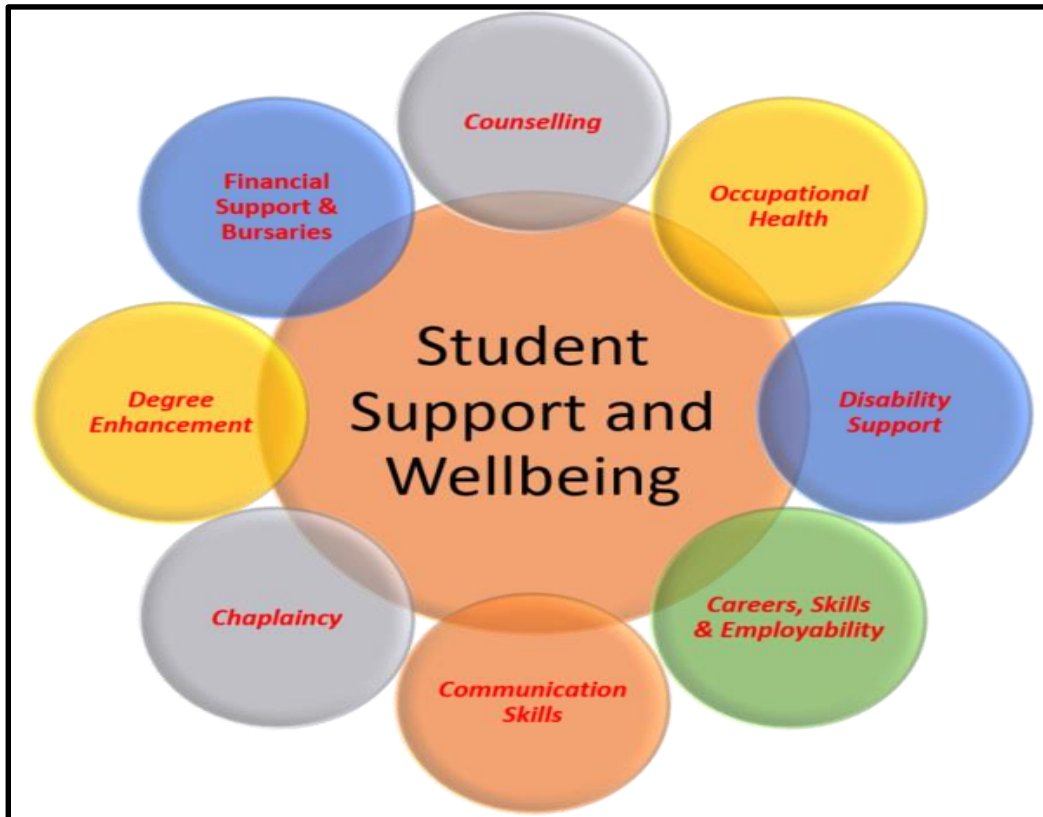


Figure 3: Different types of student support services associated with student wellbeing
(Source: Sobaih, Hasanein& Abu Elnasr, 2020)

Figure 3 is an illustration where different types of student support services are presented. As per the opinion of Sobaih, Hasanein& Abu Elnasr (2020), pavement is one of the major concerts associated with the higher education system. Therefore, a support service for students needs to address the concerns associated with choosing the right subjects according to the internet of students. Moreover, providing career guidance is essential to overcome the fear of career choices. Similarly, Tomy & Pardede (2020) have stated that supporting a student in developing soft skills is important which aids them in their professional journey. Hence, the multidimensions role of student support services has different types that ensure the holistic personal and professional development of a student.

Methodology

An empirical analysis's methodology is linked to the procedures and resources utilized for the study's methodical development. Furthermore, the study's methodology addresses the goals and makes sure that the research questions are addressed while creating the study's final product. Therefore, in order to develop the study related to Student services, the primary quantitative approach of analysis was adopted. As per the suggestion of Yates et al. (2021), the collocation of primary data allows a reach to delve into real-time and realistic data. Therefore, primary method of data collection was used in the study. A random selection procedure was used to choose a population of 70 people. Furthermore, a survey questionnaire including 3 demographic and 10 variable-related questions was developed. Thus, using the questionnaire, a survey was conducted and the collected data was turned into numerical data for ease of

quantitative analysis (García et al. 2021). The intention of having demographic westerns was to analyse the impact of demographic factors on the responses of the participants.

Furthermore, positivism as a research philosophy was also applied in this study. The objective of the quantitative study was to investigate the relationships between different social components. Therefore, the positivism research theory was appropriate for the study given the nature of the inquiry (Aristovnik et al. 2020). In order to analyse the quantitative data primary quantitative method of analysis was employed and IBM SPSS software was used. According to the opinion of Ali (2020), the implication of quantitative analysis aids in contemplating the relation between different factors of a quantitative analysis. Therefore, a table of ANOVA, coefficient, and model summary was presented to give an understanding of the relations of the factors. Besides that, the methodology ensues certain ethical considerations for the study. Therefore, in the process of conducting the study, a primary quantitative design of the study was followed. Additionally, certain ethical traits for the study were maintained as well.

Finding and Analysis

Demographic Analysis

Gender

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Valid Female | 28 | 40.0 | 40.0 | 40.0 |
| Male | 35 | 50.0 | 50.0 | 90.0 |
| Others | 7 | 10.0 | 10.0 | 100.0 |
| Total | 70 | 100.0 | 100.0 | |

Table 1: Gender

(Source: IBM SPSS)

The gender analysis and participation frequency of the respondents are shown in Table 1 of the statistical analysis. Of the 70 participants, observations reveal that 28 were women and 35 were men. Seven more individuals self-identified as members of other gender groupings. As a result, it is possible to consider the participation's frequency of equilibrium.

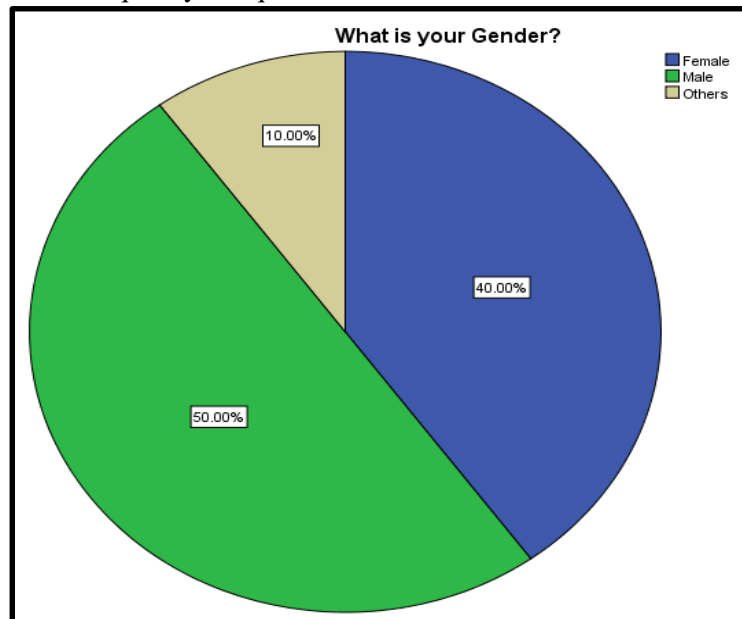


Figure 4: Gender

(Source: IBM SPSS)

The gender distribution of the respondents and the percentage of the same are shown in Figure 5. The pie chart indicates that male participants made up 50% of the total, while female applicants made up 40% of the total. Furthermore, a total of 10% of applicants were classified as belonging to a different gender category. The data demonstrated in the table suggests that the bulk of the dataset consisted of men. Additionally, the presence of female candidates cannot be neglected. Hence, with such a proportion, the representation of other gender groupings was not insignificant. Consequently, it can be claimed that there was diversity in the population's representation according to gender.

Age Group

| What is your age (In Years)? | | | | | |
|------------------------------|------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Below 20 | 10 | 14.3 | 14.3 | 14.3 |
| | Between 20 to 35 | 32 | 45.7 | 45.7 | 60.0 |
| | Between 35 to 60 | 28 | 40.0 | 40.0 | 100.0 |
| Total | | 70 | 100.0 | 100.0 | |

Table 2: Age Group

(Source: IBM SPSS)

Connected to the participant age analysis, Table 2 of the empirical analysis shows the frequency of each age group. The data above table indicates that participants under the age of 20 had a frequency of 10. The frequency for those between the ages of 20 and 35 was 32, and for those between the ages of 35 and 60, it was 28. Furthermore, not a single participant beyond the age of 60 was presented in the survey population.

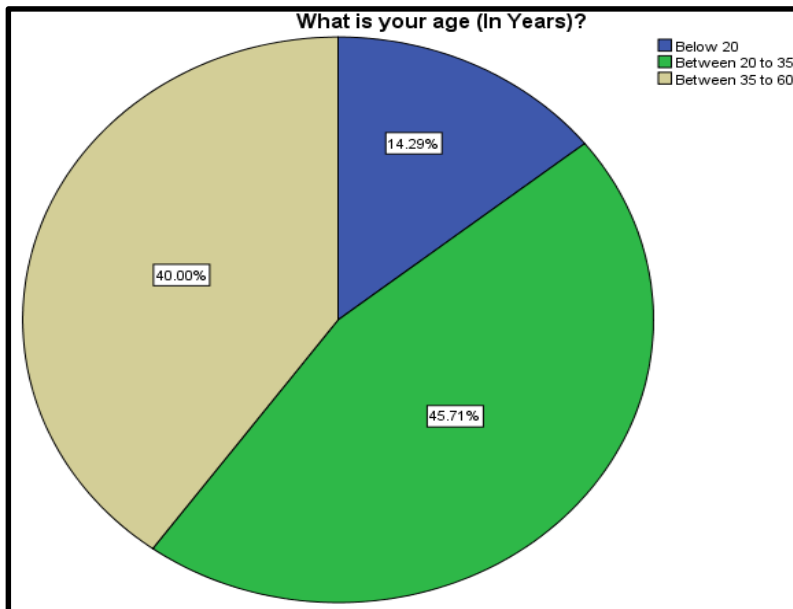


Figure 5: Age Group

(Source: IBM SPSS)

Figure 5 of the research displays the percentage of participants' ages as a pie chart. It can be seen that 14.3% of the population, was under 20 years old. In addition, the age group of 20 to 35 represents 45.7% of the population, whilst the age group of 35 to 60 represents 40%. No participants were older than 60 years old. As a result, it is evident from the discussion that most of the individuals in the data set are in

the 35 to 35 years of age range. It follows that the participants comprised adult, self-sufficient individuals and had the maturity to critique the education system.

Monthly Income

| What is your monthly income? | | | | | |
|------------------------------|---------------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Below RS 18000 | 10 | 14.3 | 14.3 | 14.3 |
| | Between RS 18000 to 30000 | 36 | 51.4 | 51.4 | 65.7 |
| | Between RS 30000 to 50000 | 24 | 34.3 | 34.3 | 100.0 |
| | Total | 70 | 100.0 | 100.0 | |

Table 3: Monthly Income

(Source: IBM SPSS)

The frequency of the participants is listed in Table 3 of the empirical study and is related to the population's monthly income. Table 3 shows that 24 out of the seventy-one participants earned between Rs. 30,000 and Rs. 50,000 per month. Furthermore, 36 participants were making between RS 18000 and RS 30000. Moreover, none of the 70 participants earned more than Rs. 50,000, and 10 of them had an earning of less than Rs. 18,000. Therefore, it follows that the income range of Rs. 30,000 to Rs. 30,000 was common in the sample.

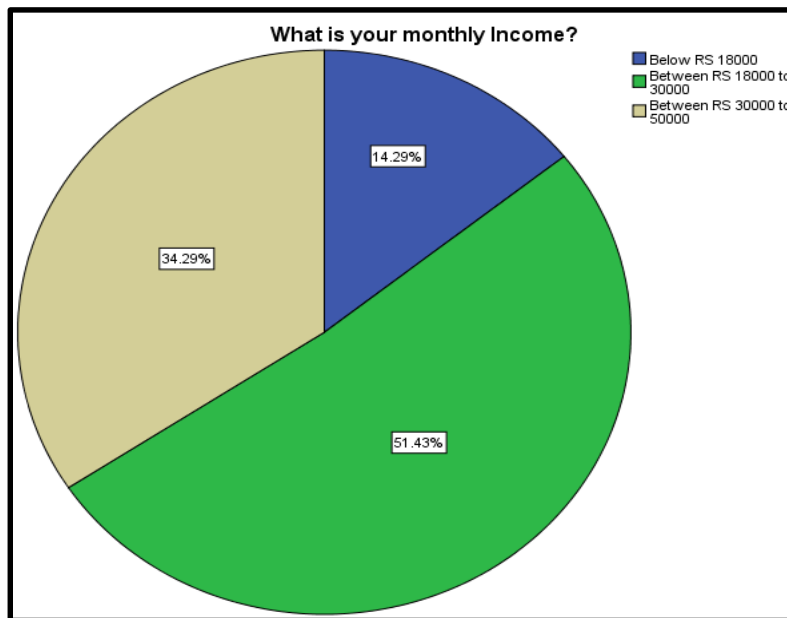


Figure 6: Monthly Income

(Source: IBM SPSS)

Figure 6 of the research presents the population's share based on monthly income as a pie chart. Results indicated that 34.3% of participants earned between Rs. 30,000 and Rs. 50,000 each month. In addition, 51.4% of the participants had incomes ranging from RS 18000 to RS 30000. Aside from that, those making less than 18,000 make up 14.3% of the pie chart. As a result, an equilibrium based on the monthly income range may be considered based on the pie chart.

Statistical Analysis
Descriptive Analysis

| Descriptive Statistics | | | | | |
|-------------------------------|----------|----------------|----------------|-------------|-----------------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| DV | 70 | 3.00 | 8.00 | 4.8571 | 2.03082 |
| IV1 | 70 | 2.00 | 8.00 | 4.5857 | 1.80573 |
| IV3 | 70 | 3.00 | 8.00 | 4.2857 | 1.67802 |
| IV2 | 70 | 2.00 | 8.00 | 4.0857 | 2.19184 |
| IV4 | 70 | 3.00 | 8.00 | 3.7857 | 1.83282 |
| Valid N (listwise) | 70 | | | | |

Table 4: Descriptive analysis of different variables

(Source: IBM SPSS)

The descriptive statistics of the variable, which include the mean and standard deviation values of the variables, are shown in Table 4 of the research. Descriptive statistics, according to Dodd et al. (2021), are required to understand the characteristics and behaviours of the variable. Furthermore, descriptive analysis facilitates the examination of variable outliers. The above-mentioned descriptive table provides insight into the behaviour of the dataset. The dependent variable's standard deviation is 4.8571 and its mean value is 2.03082. Furthermore, the mean values of the independent variables were 4.5857, 4.2857, 4.0857, and 3.7857 for the first, second, third, and fourth variables, respectively.

Additionally, the following values of the standard deviation correspond to these numbers 1.80573, 1.67802, 2.19184, and 1.83282. Crawford et al. (2020) state that the relationship between standard deviation and mean values may be used to infer the dataset's distribution and clustering. It is clear that the variable means are higher than the variable standard deviations. Thus, it is plausible to hypothesize that the variables are grouped in relation to the mean value. Moreover, the dispersion of the dataset is not very high. As a result, the majority of respondents agreed with the survey's assertion.

Hypothesis 1

| Model Summary | | | | | |
|---------------|------|----------|-------------------|----------------------------|--|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | |
| 1 | .458 | .210 | .198 | 1.81865 | |

| ANOVA | | | | | | |
|-------|------------|----------------|----|-------------|--------|------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 59.661 | 1 | 59.661 | 18.038 | .000 |
| | Residual | 224.910 | 68 | 3.308 | | |
| | Total | 284.571 | 69 | | | |

| Coefficients | | | | | | |
|--------------|------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.496 | .597 | | 4.181 | .000 |
| | IV1 | .515 | .121 | .458 | 4.247 | .000 |

Table 5: Linear regression analysis

(Source: IBM SPSS)

Table 5 of the statistical analysis is associated with the regression analysis associated with the first hypothesis. In the first hypothesis, a relation between the DV of performance of graduates and the IV1 of type of support service for the student is shown. According to the opinion of Briggs & Ammigan (2019) variety of student support services in an institution ensures the effective improvement of the academic performance of the student. therefore, the relation was thought of in the first hypothesis. The statistical significance of the model is indicated by the F-statistic of 18.038 and the p-value of 0.000. This implies that there is a substantial relationship between the independent and dependent variables. Moreover, based on the significance value which is lower than 0.05 it is evident that the hypothesis is supported with sufficient evidence. At the same time, it can be stated that the null hypothesis for a similar hypothesis can be rejected accordingly.

Hypothesis 2

| Model Summary | | | | | |
|---------------|------|----------|-------------------|----------------------------|--|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | |
| 1 | .566 | .320 | .310 | 1.68639 | |

| ANOVA | | | | | | |
|-------|------------|----------------|----|-------------|--------|------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 91.184 | 1 | 91.184 | 32.063 | .000 |
| | Residual | 193.387 | 68 | 2.844 | | |
| | Total | 284.571 | 69 | | | |

| Coefficients | | | | | | |
|--------------|------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.714 | .429 | | 6.330 | .000 |
| | IV2 | .524 | .093 | .566 | 5.662 | .000 |

Table 6: Linear regression analysis for Hypothesis 2

(Source: IBM SPSS)

Table 5 of the statistical analysis is associated with the regression analysis associated with the Second hypothesis where related of the DV Performance of graduates was shown to be correlated with the IV2 which is quality of support service. Quality of the support services is one of the essential prevalent factors in order to ensure the success of the students. Thus, the relation of both was presented in the second hypothesis of the study. Moreover, based on the data it can be stated that the model has an R-squared of 0.320, which means that 32.0% of the variance in the dependent variable is explained by the independent variable Raaper & Brown (2020). The adjusted R-squared is 0.310, which is slightly lower than the R-squared. This suggests that the model is a good fit for the data. Additionally, the significant value for the second hypothesis is seen to be 0.000 which is lower than the value of 0.05 indicating that the hypothesis is supported with sufficient pieces of evidence.

Hypothesis 3

| Model Summary | | | | | |
|---------------|------|----------|-------------------|----------------------------|--|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | |
| 1 | .688 | .474 | .466 | 1.48388 | |

| ANOVA | | | | | | |
|-------|------------|----------------|----|-------------|--------|------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 134.841 | 1 | 134.841 | 61.238 | .000 |
| | Residual | 149.730 | 68 | 2.202 | | |
| | Total | 284.571 | 69 | | | |

| Coefficients | | | | | | |
|--------------|------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.287 | .490 | | 2.629 | .011 |
| | IV3 | .833 | .106 | .688 | 7.825 | .000 |

Table 7: Linear regression analysis for Hypothesis 3

(Source: IBM SPSS)

Table 7 is associated with a linear regression analysis of the third hypothesis of the data where a relation of DV which is the Performance of graduates and IV3 which is the environment of the university, is shown. According to the suggestion of Redman et al. (2021), the environment of a university is equally essential for fostering quality student support services. Therefore, a prevalent relation for the data is presented in the third hypothesis. The independent variable is statistically significant at the 0.05 level, as indicated by the independent variable's t-statistic of 7.825 and p-value of .000. This implies that there is a positive correlation between the independent and dependent variables Batchelor et al. (2020) additionally it can be stated that the null hypothesis can be rejected and the hypothesis is supported with sufficient evidence. Moreover, the statistical significance of the model is indicated by the F-statistic of 61.238 and the p-value of 0.000. This implies that there is a substantial relationship between the independent and dependent variables.

Hypothesis 4

| Model Summary | | | | | | |
|---------------|------|----------|-------------------|----------------------------|--|--|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | | |
| 1 | .673 | .453 | .445 | 1.51299 | | |

| ANOVA | | | | | | |
|-------|------------|----------------|----|-------------|--------|------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 128.910 | 1 | 128.910 | 56.314 | .000 |
| | Residual | 155.661 | 68 | 2.289 | | |
| | Total | 284.571 | 69 | | | |

| Coefficients | | | | | | |
|--------------|------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 2.034 | .417 | | 4.873 | .000 |
| | IV4 | .746 | .099 | .673 | 7.504 | .000 |

Table 8: Linear regression analysis for Hypothesis 4

(Source: IBM SPSS)

Table 8 is associated with the regression analysis of the fourth hypothesis where a detailed matrix of the data is presented. A relationship between the DV of performance of graduates and IV4 of accessibility of support system is presented in the fourth hypothesis of the study. According to the opinion of Raaper & Brown (2020), accessibility is one of the significant defining factors for the effectiveness of student support services. Therefore, the prevalent relationship of the variables is shown in the fourth hypothesis of the empirical analysis. The independent variable accounts for 45.3% of the variation in the dependent variable, according to the model's R-squared value is 0.453. Slightly less than the R-squared, which is 0.445, this shows that the data and the model suit each other well.

The independent variable is statistically significant at the 0.05 level, as indicated by the independent variable's t-statistic of 7.504 and p-value of 0.000. This implies that there is a positive correlation between the independent and dependent variables. Additionally, it can be stated that there is sufficient evidence in support of the variable, and the null hypothesis of the related hypothesis can be rejected.

Correlation Test

| | | Correlations | | | | |
|-----|---------------------|--------------|--------|--------|--------|--------|
| | | DV | IV1 | IV3 | IV2 | IV4 |
| DV | Pearson Correlation | 1 | .458** | .688** | .566** | .673** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .000 |
| | N | 70 | 70 | 70 | 70 | 70 |
| IV1 | Pearson Correlation | .458** | 1 | .800** | .859** | .822** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 |
| | N | 70 | 70 | 70 | 70 | 70 |
| IV3 | Pearson Correlation | .688** | .800** | 1 | .848** | .963** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 |
| | N | 70 | 70 | 70 | 70 | 70 |
| IV2 | Pearson Correlation | .566** | .859** | .848** | 1 | .777** |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .000 |
| | N | 70 | 70 | 70 | 70 | 70 |
| IV4 | Pearson Correlation | .673** | .822** | .963** | .777** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | |
| | N | 70 | 70 | 70 | 70 | 70 |

Table 8: Correlation test between a dependent variable and independent variables

(Source: IBM SPSS)

Table 8 of the analysis is associated with the correlation analysis of the variables where the correlation between different variables is shown. It can be seen that the person correlation for each of the variables is positive 1 which indicates that each of the variables is positively correlated with each other (Power et al. 2020). Additionally, it can be seen that with a correlation value of 0.963, IV4 and the dependent variable (DV) have the highest connection. Hence it can be stated that IV4 and DV have strong overlapping and indicate their relation with each other.

Discussion

In order to analyse the impact of student support services a coherent quantitative analysis is conducted. For the collection of the data primary method of data collection was used and based on the collected data quantitative analysis using IBM SPSS was conducted. According to the suggestion of Lopez, Moriña, & Morgado (2021) primary quantitative analysis provides a distinctive perspective on the topic. Therefore, the implication primary quantitative data analysis was conducted. Through the analysis, it was noted that the first hypothesis of the study provided a significance value of 0.000 which is lower than 0.05. Moreover, the first hypothesis prevalently showcases a relation among DV of performance of graduates and the IV1 of type of support service, therefore, having such values indicated that types of support services are significant for the success of the students.

In addition, the regression analysis of the second hypothesis shows a relation between the success of higher education students and the quality of support services. According to the perspectives of Campbell et al. (219) having quality support services is important in order to maintain sustainability in student success. The significance value for the second hypothesis was 0.000 which indicates that there is sufficient evidence in support of the second hypothesis. Hence, it was contemplated that the universities need to maintain the quality of the support services. In the third hypothesis, a relationship between student services with the environment of the university is shown (Raaper & Brown, 2020). The significance value for the same is 0.000, indicating a strong relation among the variables. Hence it can be contemplated that the environment is essential for the development of quality support services for the student.

For the fourth hypothesis, a relation between actability and student support is shown where the value of significance is 0.000. Additionally, other matrices of the regression analysis showed that there is a significant overlapping among them hence it can be contemplated that their accessibility is significant in order to improve the student success rate.

Conclusion

Thus, a correlation between different factors of student support and the success of graduate students is shown. In order to collect the data primary data collection methods were used and for addressing the data analysis process a second method of data analysis was used in the study. It was found that factors such as the type and quality of student support services are essential furthermore, the environment of the university is significant for the student. However, the regression analysis indicated that the accessibility of the services is a most essential factor in order to ensure the success of graduate students. Thus, a coherent analysis based on real-time data is presented in the study. Additionally, the relationship of different factors with the success of students is prevalent in the study.

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Appendices

Appendix 1: Survey Questionnaire

Survey link:

https://docs.google.com/forms/d/1LFomI_iZHAZW6Cwv4cz5_szEzJmfxX_h1ecrPGV7dHo/edit

1. What is your Gender?
2. What is your age (In Years)?
3. What is your monthly Income?
4. The performance of graduates is one of the essential factors in measuring the effectiveness of the student support system.
5. The contribution of the support system impacts the success rate in higher education.
6. The type of support services is directly related to the success rate of the students.
7. Diversity in support services is one of the essential elements of higher education.
8. Quality of support services has a proportional relation with the staff members of the institute
9. Quality of support services is associated with the types of services provided to the students.
10. Different non-academic factors have a direct relation to the performance of students of higher education.
11. The adaptability of the services depends on the environment of the university.
12. The success rate of students is associated with the capability of the support systems.
13. The ability of support service is dependent on factors such as location and courses offered.