

The study aims to investigate the factors affecting the General Point Average (GPA) of university students in Oman using the SEM technique in an attempt to determine the significant inputs affecting the quality of the educational outputs. Four hundred and seventy-seven UTAS students participated in the study. They were administered the Raven Intelligence test, the Peer Effect Questionnaire, the Self-Efficacy Questionnaire, the Self-Regulation Questionnaire.

It was found that the best model describing the relationships between the variables involves that peers has a statistically significant indirect negative effect on GPA. Moreover, self-efficacy has a statistically positive direct effect on self-regulation which has a statistically positive direct effect on intelligence, previous grades and GPA. It was also revealed that intelligence has a statistically significant direct effect on General Diploma Certificate and on GPA.

Results were discussed in the light the literature. The researchers suggested some educational implications related to the importance of motivation forces in the university, and the

importance of training self-regulation skills and considering the effect of peers on the students.