INFLUENCING SUCCESS FACTORS TOWARD STUDIES PERFORMANCE AMONG STUDENT'S HOUSEMATE

SITI NOR FATIHAH MOHD NASIL

BACHELOR OF TECHNOPRENEURSHIP
UNIVERSITI TEKNIKAL MALAYSIA MELAKA

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DECLARATION

"I acknowledge this is the result of my own work except the summaries and except that I have described each of the sources"

Signature   : …………………………………

Name   : Siti Nor Fatihah Mohd Nasil

Date   : …………………………………

I/ We hereby declare that I/We have read this dissertation/report and in my opinion, this dissertation/report is sufficient in terms of scope and quality as partial fulfilment of the requirements for the award of Bachelor Degree of Technology Management (Technopreneurship) with Honour

Signature	:....................................
Name of Supervisor	:....................................
Date	:....................................
Signature	:....................................
Name of panel	:....................................
Date	:....................................

DEDICATION

I would like to dedicate the appreciation to my family members especially my mother, Mrs. Hasliza bt Ali and all my friends who motivate and encourage me in completing this study.

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ABSTRACT

The purpose of this study was to investigate how individual factor, family factor and friend factor contribute to students' housemate academic performance. Respondents comprised of 102 students across first year until fourth year students in Faculty of Technology Management and Technopreneuship in UTeM. 102 questionnaires have been distributed to get the respondent from all this students. The conceptual framework is being used in this study. The research objective predicted that to examine the relationship between influencing success factor towards studies performance among student's housemate and to determine the significant variable influencing success factor towards studies performances among student's housemate. Descriptive statistical analysis with pie chart was used to describe the demographic for respondents while multiple regressions analysis was used to determine the relationship between independent and dependent variable. The results for the research objective hypotheses were presented and discussed.

Key Words: student's performance, individual, family

ABSTRAK

Tujuan kajian ini adalah untuk mengkaji bagaimana faktor individu, faktor keluarga dan faktor rakan menyumbang kepada pencapaian akademik pelajar. Responden terdiri daripada 102 pelajar dari tahun pertama hingga pelajar tahun keempat di Fakulti Teknologi Pengurusan dan Teknousahawan di UTeM. 102 soal selidik telah diedarkan untuk mendapatkan responden daripada semua pelajar ini. Rangka konseptual digunakan dalam kajian ini. Objektif penyelidikan meramalkan bahawa untuk mengkaji hubungan antara mempengaruhi faktor kejayaan ke atas prestasi pembelajaran di kalangan pelajar rumah sewa dan untuk menentukan pembolehubah yang signifikan yang mempengaruhi faktor kejayaan terhadap prestasi pengajian di kalangan pelajar rumah sewa. Analisis statistik deskriptif dengan carta pai digunakan untuk menggambarkan demografi untuk responden manakala analisis regresi berganda digunakan untuk menentukan hubungan antara variabel bebas dan bergantung. Keputusan untuk hipotesis objektif kajian telah dibentangkan dan dibincangkan.

Kata kunci: prestasi pelajar, individu, keluarga

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CHAPTER 1

INTRODUCTION

1.1   Background of the study

For the first time, all students entering the university will experience a stage of adjustment will change from student to student to achieve the experience more engaging. The challenges posed by new learning and social experiences will be faced as they enter the new life at school. The encounters are going to be far less fun and sometimes even painful for others

Students moving to university higher education, whether in or academic environment, face several changes. The path from secondary school to university education is not the same. That is because it requires not only intellectual transition but also a variety of social demands. Students need to explore new amounts of self-recovery in higher education.

The existing relationships of support through the switch or even disappear when the students are transitioned to school or university. It is because it is possible to build a new relationship with support with new friends or individuals. Integrating into a new

environment and probably seeking adequate social support from network members to what extent students are expected to adapt to this new environment (Spady, 1970). Psychologists have been interested in the ability of individuals to function effectively in addressing life challenges (Phinney & Haas, 2003). The transition from high school to university is one of the problems facing several of today's youth for general, for most students, studying at university is a stressful time. This is the time when most young adults struggle with their newly found independence and manage developmental activities, focus on interpersonal relationships, and juggle with academic problems (Beard, et al 1982). Academic, social/environmental, and personality variables can also lead to a university life transition. According to Russell & Petrie (1992), university student change can be structured based on three academic performance, social adjustment, and personal adjustment factors.

A wide variety of potential academic performance determinants have been identified and evaluated that can be categorized into certain variables such as curricular characteristics and evaluation methods, as well as student-related factors like gender, motivation and learning styles. Furthermore, these variables are essentially the criterion for scholarly, personal determinants, leaving out of consideration the social environment of the student.

Lake and Cohen (2000) said support is strongly associated with self-assessment and perceived support enhances self-esteem and thus promotes well-being. For this point of view, the connection between support and academic performance was found among undergraduate students (Cutrona et al, 1994). Cutrona et al reported that parental support predicts indirect academic performance, but one aspect of parental support was the product of this prediction. This indicates that social support can improve the self-esteem of students and thus affect academic performance indirectly. This indirect relationship between social support and academic performance through self-esteem was also found by Levitt (2000). Besides, support from peers and housemates, but particularly support from parents would add to the explained variance in academic performance.

Parental support is supposed to be most influential, because a lifetime of parental support contributes to the development of high self-worth and self-efficacy, and allows

the acquisition of skills and self- confidence to master the new situation and cope effectively with challenges (Cutrona *et al*.1994)

The starting cohorts of today are quite different from those of the year. In a range of measures, including age, community, educational experience, intellectual ability, work experience, and socioeconomic status, the contemporary student population is likely to be much more diverse. McInnis, James, and Hartley (2000) found that a large proportion of Australia's first-year students on campus were not fully prepared for tertiary education, were unsure as to what was required of them, and were not inspired in their studies to achieve it.

Therefore, tertiary educators, particularly those teaching commencing students, need to take a fresh look at the learning environment they provide and how it caters for vast differences in backgrounds, abilities, skills, and learning styles (McKenzie & Schweitzer, 2001), and how it impacts on the quality of learning (Entwistle&Smith,2002). They need a deeper understanding of the factors that influence learning at the faculty or school level

University students with higher admission scores in particular also achieve higher college learning efficiency (McKenzie & Schweitzer, 2001). Nonetheless, the literature, on the other hand, has provided variable results as to the extent to which students ' self-efficacy beliefs influence academic achievement. For example, Pajares (1996) argued that self-efficacy plays a key role in deciding how many efforts students will commit to their studies and how long their program will last. Cassidy and Eachus (2000) and Zeegers (2004), on the other hand, concluded that academic self-efficacy is not a direct indicator of academic achievement. Zeegers noted, however, that self-efficacy has to do with the adoption of deep and strategic approaches to learning. Similarly, Entwistle and Smith (2002) found that the approach to learning of the students (i.e., deep or surface) depended on their purpose, motivations, and role demands perception.

1.2   Problem statement

Usually, an effective conversion to college or university was characterized by factors such as staying in school, enjoying cognitive well-being, performing academically well. According to their poorly adjusted peers, it is well-adjusted students who are believed to drive a strong globally competitive economy. Entering college needs more responsibility, and some students may underestimate their potential to succeed at the college university level, which may limit their academic success and increase their level of stress.

Furthermore, the outcome of studies amongst student's housemate is influenced by many success factors. The performance of studies among student middle-aged women is associated with many success factors. It also has many positive and negative qualities. It is proposed that students are more likely to feel grown-up, meet new friends, have new housemates, have more modules to choose from, have more time to spend with peers, have more opportunities to explore different lifestyles and morals, enjoy greater flexibility from adult supervision, and be intellectually challenged by academic work.

Accordingly, the success factor attempting to influence the performance of studies must be acknowledged. It is very important to be aware that living with the home will have an effect on academic performance rather than staying in the hostel or home. Past studies tend to ignore the significance of racial ideology as a variable that could influence academic performance that needs further studies (Lee, 2007). This work is carried out to study the factors that influence the achievement of students at university or college who are pursuing their tertiary education in the region.

This study will, therefore, contribute relatively to the management of tertiary educational institutions in order to better understand the factors affecting the students ' academic performance and allow them to further explore the factors while creating some changes over them to enhance the performance of the student.

For example, changing the teaching method may further enhance students ' understanding. The knowledge from this research may, in particular, serve as a future reference to other researchers on the subject forecast. This work is therefore aimed at identifying the factors that determine progress in student residences in the efficiency of studies. Therefore, this work is intended to solve this gap.

1.3 Research question

1. Is there any relationship between influencing success factors towards studies performance among student's housemate?

2. Is there any significant of influencing the success factor towards studies performance among student's housemate?

1.4 Research objectives

1. To examine the relationship between influencing success factors towards studies performance among student's housemate.

2. To determine the significant variable influencing success factor towards studies performance among student's housemate.

1.5 Scope

In scaling the study to a correct extent, the focus has been given to students who are staying in a rental house and hostel which is enrolled in the degree programs in the Faculty of Technology Management and Technopreneurship in UTeM.

1.6 Limitations

The study will focus solely on those students who stay at rent houses and not the average of other majors such as students who are leaving at the hostel and their parents. The groups that are specifically targeted for the survey are only those for higher education students.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

This chapter describes the theoretical model to be used in the study. It also describes how the model can respond to the variables that are independent and dependent. The conceptual structure and theories were established in this chapter.

The section discusses student persistence related work, including various models, factors impacting student retention and dropout, student persistence strategies and institutional retention strategies.

To build up the structure, an inventory of factors currently described as essential to academic success needs to be examined for existing literature. To determining whether researchers have already established classification or categorization schemes

that can be used as a starting point for the system, the literature must also be reviewed. Therefore, if there any research using empirical evidence to support such classification systems, they must be evaluated.

All academic reviews support the hypothesis that the quality of students depends on different factors affecting progress. The figuring of previous research studies focused on the fact that student performance is influenced by various factors such as cognitive ability because a new learning mindset suggests that all students can and should learn at higher levels, but it should not be viewed as a limitation, as there are other variables such as races, sex that can influence student performance (Hansen, Joe, B 2000). Students ' performance on the module is not affected by age, sex, and place of residence, but is associated with a quantitative subject qualification. It is also found that those who live near the college or university are doing better than other students.

Battle and Lewis 2002 find that in this age of globalization and technological revolution, education is considered the first step for every human activity. This plays a vital role in human capital development and is related to the well-being and opportunities of a person to live better (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that allow individuals to increase their productivity and improve their quality of life, according to Saxton, 2000. The productivity increase also leads to new sources of earnings that boost a country's economic growth.

2.2 Influencing success factor

There are three influencing success factors that have been highlighted from this research which is including individuals, family, and friends.

2.2.2   Individuals

Personally, the individual is the most important person that plays an important role to determine the success in the study's performance among students. An individual is a person who thinks or behaves in their original way.

2.2.2.1 Personal networks

Sometimes merging into a personal network may facilitate student performance, but features can also hamper education outcomes on certain networks. The number of fellow students in the college freshman network, according to Hays and Oxley (1986), is the factor most closely related to student adaptation. They also mentioned, however, that incorporation into a personal network of family members, neighbours and/or colleagues may include expectations and demands that contrast with a competent student's position requirements. The output effect of personal networks can be both direct and indirect. Self-esteem and self-worth are other potential mediating variables. Personal networks, and particularly relationships within these networks, can enhance the self-esteem of the student, which may in effect positively influence the performance of the student. The quality and quantity of students' relationships, the structure of their networks and their influence on academic performance have mainly been studied within students' classroom or college environment.

Particularly the college peer group, but also teacher(s) have been reported as an important factor in the socialization and enhancement of student's motivation and academic performance in different tracks of education and among different age groups (Berndt *et al.* 1990)

This study examined the influence of personal networks and social support on the academic attainment of students in university education. The impact of students' social support and the personal network was studied together with the influence of achievement motivation, study-related well-being, study behaviour, and self-esteem.

2.2.2.2 Motivation

There are many different motivation constructs and theories, and a complete review of them is beyond the scope of this article (Eccles *et al.* 1998). They focus on constructs that have been primary in several current motivation theories: competence-related beliefs, control beliefs subjective task values, and achievement goal orientations.

First and foremost, achievement motivation is among the most predictive constructs. The higher the students are motivated, the higher they perform in their academic performance (Archer *et al.* 1999; Eppler *et al.* 2000) Achievement motivation is one of the possible mediating factors between networks and performance. This is because network members can motivate student's desire to achieve academically by providing them with standards and expectations for performance. The quality of these relationships can also influence the likelihood that these goals will be pursued (Ryan 2000, 2001; Wentzel 1999; Wentzel et al. 2004). Motivation is important for persistence. Personal goals, a sense of community and family support were also influential psychological motivators that boosted student persistence. A lack of motivators may lead to dropout.

2.2.2.3 Study

The number of time students spends on studying and opposing the time students spend on causes and impact on academic performance in higher education, it is because interferes with time spend on studying. (Curtis and Shani 2002) In studying, manage time is very important as Yang et al (2017) said identified that time management skills as an important factor for student persistence especially in online programs. For those students who have a part-time job, they need to balance between their coursework, a job, and family responsibility. They need to manage their time wisely.

According to McGhie, 2017, students who well organized and adopt time management strategies can be successful. For example, with all the assignments, tutorials and tests that had to be done, effective time management was going to be of utmost importance. While staying with a housemate who is like to study also can contribute to the study's performance of the student, this is because seeing their housemate studying, for example, can encourage them to study too. However, the way they are studying suppose not to be the same. Different students have different ways of study. For example, some students like to study while listening to music, but some students like to stay in a quiet situation to get a mood for studying. Having a housemate who likes to stay up together to study also one of the benefits for students who stay in a rental house. It is because this type of housemate can help each other to perform well in the academic.