THE DIFFERENCES BETWEEN STUDENTS WITH HIGH AND LOW ACADEMIC PERFORMANCE

BY

SITI KHATIJAH BINTI NAYAN

Thesis Submitted to

Othman Yeop Abdullah Graduate School of Business

University Utara Malaysia

In Partial Fulfillment of the Requirement for the

Master of Human Resource Management

Permission to Use

In presenting this research paper in partial fulfillment of the requirements for a postgraduate degree from University Utara Malaysia, I agree that the University Library may make it freely available for inspection. I further agree that permission for the copying of this research paper in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor or in her absence, by the Dean of Othman Yeop Abdullah Graduate School of Business where I did my research paper. It is understood that any copying or publication or use of this research paper or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to University Utara Malaysia for any scholarly use which may be made of any material from my research paper.

Requests for permission to copy or to make other use of materials in this research paper, in whole or in part should be addressed to:

Dean of School of Business Management

University Utara Malaysia

06010 UUM Sintok, Kedah

Abstract

The main aim of this study was to analyze the between students with high and low academic performance in term of parent social economic status, physical activity and motivation. This study was conducted in University Utara Malaysia with UUM College of Arts and Sciences, UUM College of Business, and UUM College of Law, Government and International Studies, Kedah, Malaysia. The sample of this study consists of 261 respondents from the UUM postgraduate students which consist of Phd and Master Students. Data were collected through questionnaires paper survey. The data were analyzed using various statistical techniques such as reliability analysis, descriptive analysis and Chi Square Test to analyses the differences students with higher and lower academic performance in term of parent social economic status, physical activity and motivation. The analyses were carried out via Statistical Package for Social Science (SPSS) version 23.0 version for Windows. Based on the descriptive analysis, independent variable (motivation) have significant relationship toward academic performance and for Chi Square Test results, there was clear indication that the independent variable (parent educational level, mother occupation) have significant association or relationship toward academic performance. On the other hand, independent variable (parent income level, father occupation, physical activity) have no significant toward academic performance.

Keywords: *Admission Point, Social Economic Status, Former School Background, Physical Activity, Motivation and Academic Performance.*

Abstrak

Tujuan utama kajian ini adalah untuk menganalisis antara pelajar dengan prestasi akademik yang tinggi dan rendah dari segi status ekonomi social ibu bapa, aktiviti fizikal dan motivasi. Kajian ini dijalankan di Universiti Utara Malaysia dengan Kolej sains and Sastera UUM, Kolej Perniagaan UUM, dan Kolej Undang-undang, Kerajaan dan Pengajian Antarabangsa, Kedah, Malaysia. Sampel kajian ini terdiri daripada 261 responden yang terdiri daripada pelajar-pelajar pasca siswazah UUM yang terdiri daripada pelajar Phd dan Sarjana. Data dianalisis dengan menggunakan pelbagai teknik statistik seperti analisis kebolehpercayaan, analisis deskriptif dan ujian Khi Kuasa untuk menganalisis perbezaan pelajar dengan prestasi akademik yang lebih tinggi dan lebih rendah dari segi status ekonomi social ibu bapa, aktiviti fizikal dan motivasi. Analisis telah dijalankan melalui Pakej Statistik Untuk Sains Sosial (SPSS) versi 23.0 versi untuk Windows. Berdasarkan analisis deskriptif, pembolehubah bebas (motivasi) mempunyai hubungan yang signifikan terhadap prestasi akademik dan keputusan Chi Test Square, terdapat petunjuk yang jelas bahawa pembolehubah bebas (tahap pendidikan ibu bapa, pekerjaan ibu) mempunyai hubungan yang signifikan atau hubungan ke arah pencapaian akademik. Sebaliknya, pembolehubah bebas (tahap pendapatan ibu bapa, pekerjaan bapa dan aktiviti fizikal) tidak mempunyai signifikan terhadap pencapaian akademik.

Kata kunci: *Kemasukan Point, Status Sosial Ekonomi, Bekas Latar Belakang Sekolah, Aktiviti Fizikal, Motivasi dan Pencapaian Akademik.*

Acknowledgements

I would like to thank the following people who in many ways contributed to this piece of work.

I am indebted to my supervisor, Prof. Madya Dr. Faizuniah bt pangil for her patience, inspiration and encouragement. I admired the way in which he explained very difficult concepts in very simple ways. I would like to thank my supervisor who led me through the first stages of my research paper work when I had no experience at all. Words cannot express how grateful I am to my supervisor whose invaluable knowledge helped me to put this piece of work together, she guided me all through, read through my work and encouraged me not to give up.

I am very grateful and deeply appreciate my parents for their sacrifice, help, endless trust, support, love and understanding they have given to me. Furthermore, I would like to express my gratitude to all my family members for making me realized that I am not alone in this journey. Thank you so much for giving me such a great strength of patience, courage and ability to complete this project.

I would like to thank you to my fiancée, Muhammad Zulhusni Syahmi bin Zakaria for his support and dua'a and I cannot forget to thank my group mates Fareza Novandro Riadistira, we always encouraged one another to keep on keeping on. Thanks to my friends Hasna Lumpingan Lidasan for sharing generous amount of time to guide me in statistical analysis and supporting my efforts to succeed in this project.

Additionally, I would like to express my truly appreciation to all respondents from UUM College of Arts and Sciences, UUM College of Business, UUM College of Law, Government and International Studies for their time, cooperation and contributions in this study. I am deeply grateful for their willingness to share information by completing the lengthy questionnaires provided.

Lastly, special thanks to University Utara Malaysia for making this research journey interesting and enjoyable.

Table of Contents

List of Tables

List of Figures

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The aim of this research is to assess factors that may affect academic performance of student in University Utara Malaysia (UUM). The main focus will be on the factors and the impact toward their academic performance. This chapter will contain of the background, the problem statement, the purpose, and the objectives of research, the questions and scope of the study.

Students are the important assets of an university. To produce the best quality graduates who will eventually become a great leader and man power for country, student's academic performance play an important role to achieve it. Academic performance of student's gain and learning is affected by varies factor including admission point, students social economic status, former school background, student physical activity and motivation.

According to the Cambridge University Reporter (2003) academic performance is frequently defined in the terms of student's examination performance. In this research academic performance was characterized by the performance of student's Cumulative Grade Points Average (CGPA).

September 2015, the total numbers of 3514 new students had registered for the first semester 2015/2016 session intake to pursue their studies in 36 available programmers in UUM. The statistics had showed that out of the total, 2,791 were

made up of female students, while the rest (913) were male students who had been chosen by the Central University Unit System (UPU). The students who were selected to continue their studies in UUM comprised of students who had completed their Diploma and Matriculation as well as those who had acquired the Malaysian Higher School Certificates (STPM) and the Malaysian Higher Religious Certificates (STAM). These students were chosen by the basic require that give them opportunity to continue in higher institution.

Besides that, UUM also had established a new system that called as the Association to Advance Collegiate Schools of Business (AACSB). Beneficial of this AACSB accreditation to UUM students is to ensure students will get top quality education in this university, its help graduates to get better jobs in their future career, its help graduates to ready perform on day one in working life. In addition it does encourage graduates from AACSB accredited business schools to receive higher and more competitive salaries in future working life.

The successfully of final phase determine the position of UUM as the Eminent Management University in the eyes of the world and place it on par with the best business schools worldwide. UUM had received international accreditation for the Bachelor of Business Administration (MBA) by Association of MBAs (AMBA), and if UUM is able to obtain the AACSB accreditation, it will definitely be more meaningful because this accreditation encompasses a much broader scope, both the undergraduate and postgraduate level which would put both programmers at the international standards. On the other hand, 727 business schools from 45 countries around the world which have been accredited while in Malaysia only two universities

have successfully acquired the accreditation namely University Putra Malaysia and University Malaya. It's such an encouraging to university to performance well in future.

In short, UUM emphasis the academic performance to ensure that student graduate from this university can be survived and be prepared in outside world later. To achieve this academic achievement, many factors should be considered to make sure UUM students continuously perform well in their academic performance.

1.2 Problem Statement

MyBrain15 is a sponsorship program by Malaysia government for postgraduate study at the Masters & PhD levels created under the 10th Malaysia Plan. The objective of MyBrain15 program is to reach 60,000 PhD holders among Malaysian citizens. MyMaster and MyPhD programmes were created under MyBrain15 and respectively target Master and PhD students in public universities (IPTA) and private education institutions (IPTS). Governments establish this sponsorship program to encourage graduates to continue their studies and also improve the quality students that we had especially from younger generation before entering into the job market.

In the Revised Budget 2016, which was unveiled on Jan 28, the government had announced additional funding amounting to RM300 million to extend MyBrain15 program for the benefit of 20,000 Malaysians. In UUM, this financial assistance has an impact on student learning when most of them have outstanding performance in academic and can graduate on time. There are only some of them that cannot achieve the expected performance from university. The difference between high and lower

student academics can be seen from parents' social status, physical activity and motivation of students.

There are many studies that examine factors contributing academic performance, for instance, motivation, environment and individual factors. However, studies that examine about parents social academic status and physical activity is still lacking. Therefore, this study will mainly focus on that.

1.3 Research Questions

1. What is the differences between students with high and low academic performance in term of parent social economic status?
2. What is the differences between students with high and low academic performance in term of physical activity?
3. What is the differences between students with high and low academic performance in term of motivation?

1.4 Research objectives

1. To examine the differences between high and low academic performance in term of parent social economic status.
2. To examine the differences between high and low academic performance in term of physical activity.
3. To examine the differences between high and low academic performance in term of motivation.

1.5 Scope of the Study

This research is focuses on the government university in Sintok, Kedah. Postgraduate students of University Utara Malaysia are taken as population and focuses on the result of the student performance and their achievements in the academic year. We measure the student academic attainment through several ways like CGPA, GPA and their test result. Most of the researcher (Galiher, 2006; Darling, 2005; Broh, 2000; Stephen & Schaban, 2002) around the world used the GPA to measure the student performance. They used GPA to measure student performance in particular semester. Some other researcher (Hijazi & Naqvi, 2006; Hake, 1988; & tho.1994), they measure student performance through the result of particular subject or the previous year result .In this research, researcher chooses to measure by using CGPA of student in the end of the semester. The study analysis the differences factors such as parent social economic status, physical activity and motivation. The study covered the period of academic year 2015/2016.

1.6 Significant of the study

This study benefits individual and university because it focused on the academic performance of postgraduate students. Understanding these differences gives individual and university an in depth understanding on how this academic performance is important in learning higher institution. The study will enable the researcher to make recommendations to University Utara Malaysia to improve academic performance in term of these differences. The findings will help the University to review its methods in order to improve academic performance. The report will also be a source of reference for other researchers intending to study academic performance of University students in future.

1.7 Definition of Key Terms

Several concept definitions will be applied in the study. The concepts been applied to maintain the uniformity and flows of the research. The definitions are as shown in the table 1.1.

Table 1.1
List of Key Terminologies

Key Terminology	Definition	Author
Academic Performance	Related to what is valued in learning and there are two main areas which is academic content that refers to specific knowledge in different subject and academic skills refers to the learned ability to carry out a task	Amstrong (2006)
Social Economic Status	Determined by combining parents' educational level, occupation status and income level.	Jeynes, 2002; McMillan & Western, 2000)
Physical Activity	Movement that requires any form of skeletal muscle contraction and results in energy expenditure beyond resting levels.	Caspersen, Powell, & Christenson (1985)
Motivation	Motivation as the attribute that moves us to do or not to do something	Gredler, Broussard and Garrison (2004)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains the theoretical review, conceptual framework and the review of related literature.

2.2 Academic Performance

Performance is defined as the observable or measurable behaviour of a person in a particular situation usually experimental situation (Simpson and Weiner. 1989). This means that performance measures the aspect of behaviour that can be observed at a specific period. To determine performance, a performance test is conducted. Singer (1981) defined performance test as the type of mental test in which the subject is asked to do something rather than to say something. Performance test is the type of test which throws light on the ability to deal with things rather than symbols (Drever, 1981). In relation to educational research, academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation. For example, the academic performance of a undergraduate student in social studies includes observable and measurable behaviour of a student at any point in time during a course. In social studies undergraduate students' academic performance consists of his scores at any particular time obtained from a lecturer - made test. Therefore, we can equate academic performance with the observed behaviour or expectation of achieving a specific statement of or statement of educational intention in a research. Academic performance of students consists of scores obtained from

Lecturer -made test, first term examination, and mid-semester test.

Academic performance is the outcome of education— the extent to which a student, teacher or institution has achieved their educational goals (Annie, Howard & Mildred, 1996). Academic performance is also known as academic achievement or school performance. According to Amstrong (2006), academic words related to academic content referring to exact expertise in disparate subjects. In addition, it also refers to the ability to learn to do the job by itself. The achievement means act to achieve after making appropriate efforts. So, this is understood as the academic achievement of educational terms in which they relate to the extent that students are able to achieve their goals in education after learning elements are given to students.

Ali et. Al (2009), there is no worth without student in school, colleges and universities because students are a very important source in the bay of an institution of learning. Development of economic and social aspects of the country is also commonly associated with the quality of graduates that we get now. Are graduates now more willing and open to more advanced and aggressive for the development of the country. Student academic achievement is very important to focus and be emphasized because they are the ones who will inherit the developing countries and those who will become the workforce for the country.

2.3 Social Economic Status and Academic Performance

Socioeconomic status (SES) is defined as a measure of one's combined economic and social status (House 2002; Galobardes et al. 2006). Generally, in sociology SES is viewed as a latent construct and is measured using a composite measure of education,

income, and occupation or some variation of these three indicators. While these three indicators represent the most widely accepted measures of SES, SES is sometimes defined in terms of subjective SES, wealth, home ownership, or as neighborhood disadvantage.

Family SES is linked to a number of student's development variables and outcomes. Individuals from lower SES backgrounds tend to have lower educational aspirations (Rojewski, 1997; Rojewski & Yang, 1997; Solorzano, 1992), and SES is well documented to have a powerful influence on students' educational attainment (Rehberg & Hotchkiss, 1979; Schulenberg, Vondracek, & Crouter, 1984; Trusty, 2004). Growing up in a low SES family is also associated with higher levels of perceived barriers to educational attainment, lower levels of student's related self-efficacy, and lowered parent expectations for educational attainment (Ali, McWhirter, & Chronister, 2005; Lauver & Jones, 1991; McWhirter, Hackett, & Bandalos, 1998).

2.3.1 Parent Education

From last century there are more and more researches on the processes try to explain why some students are better than other students by comparing their academic attainment and earnings. Havemand and Wolfe (1995) reviewed literatures on determinants of student's achievements and reported that both parents' educational background and family income are the important factors of a student's attainments. A considerable literature has focused on the effects of parental background on outcomes of students, such as cognitive skills and education attainments. The view that more educated parents can provide a better environment for students to get a higher academic achievement has been the basis of many interventions.

Parents with higher academic standing or high-socioeconomic status are often being influence to students' academic outcomes. Kao and Tienda (1998) found enough evidence to sum up that students decision to attend college and university was primarily influenced by their parents' education level and family background. Students of highly educated parents might feel stress to meet what they perceive to be their parents' expectations. Students with educated parents often feel they are expected to attend college while whose children are parent have lower level of education, they believe their parents tend to not do that to their education (Rockwell, 2011)

According to Sparkman, Maulding and Roberts (2009) lack of financial support, lack of family experience and lack of commitment affect college student to graduate on time. In academic, students of low-income families are disadvantaged in many areas especially in monetary side. Poor families they don't have resources to save for students' academic and they are lack of information about financial aid option other than scholarships. Normally, parents will encourage this student to maintain a good grade in order to obtain the scholarships. However, in most cases scholarships are not enough to support them (Rockwell, 2011).

Inflexible work hours prevent the parents with low SES to be involved in college students academic (Rockwell, 2011). Compare student from high SES parent, their parent tend to support and encourage them to attend college by talking about their own experience (Rockwell, 2011). High-income parents are more likely have the funds to start saving money for student's education and they also have frequent discussions about college and take them on college visits. (Rockwell, 2011).

Bandura (1977) revealed that students from economically poor families and also the parents with little formal education, the students are most who played truant or dropped out of school. Parent that has education will motivate students in matters related to college and support them academically. This is because; educated parent will give a greater influence toward students' academic achievement. Nevertheless, uneducated parents' are giving a lower influence on students' academic achievement. (Mganga & Mizambwa,1997).

2.3.2 Family Income

Money measurement concept stipulates that every transaction is measured in the unit of money denomination. Money measures the value through price. The value of money (the purchasing power) is the quantity of goods and services it can afford per time. Money is the main resource of family income and determines the volume of expenditure per time. As part of home financial management, efficient and effective management of money resources goes a long way to achieve the diverse family goals. Family periodic budget is a key to prudent home financial management. According to Shuani (2016), Family income is classified into three types which are money income, real income and psychic income. Money income may include salaries, wages, rent, interest, profits, sick benefits, pensions, gifts, dividends, securities, royalties etc. Money income may be converted into goods and services, whenever required by the family.

Family income has a profound significant on the educational opportunities available to students and on their chances of educational success. Due to residential stratification and segregation, lower-income students usually attend schools with

lower funding levels; they have reduced achievement motivation and much higher risk of educational failure. Besides that, when compared with their more affluent counterparts, low-income students receive lower grades, earn lower scores on standardized test and are much more likely to drop out of school (Escarce, 2003).

People generally hold the view that students from poorer backgrounds are observed to have lower educational outcomes. However, whether the income effect is causal, or merely reflects the correlation of income and some unobservable characteristics of the parents remains unclear (Mayer, 1997). Mayer examined the link between students' outcomes and parent's income from assets and students support payments. The research finds that such income has a smaller positive impact on overall outcomes students test scores, dropping out of school.

Raychaudhuri et al. (2010) examined factors affecting students' academic performance: a case study in Agartala Municipal Council area. Family income was one of the basic objectives of their study. Primary data was collected through random sample survey from students in the government college. Using regression analysis, they found that factors like students' attendance, mother's education have a positive impact of students' academic performance. They also found that academic performance of students' depend on a number of socio-economic factors. They concluded that students' economic status affects their performance and the risk of becoming a dropout.

Lacour and Tissington (2011) examined the effects of poverty on academic achievement in the USA. They concluded in their study that poverty directly affects

students' academic achievement due to the lack of resources available for students' success; thus low academic achievement is closely correlated with lack of resources, with emphasis on financial resources. They recommended that instructional techniques and strategies implemented at the college, university and government levels can help close the achievement gap by providing students with necessary assistance in order to achieve high performance in academics.

Interestingly, Nyakunga's 2011 study explored the effects of cost sharing on students' academic performance in Mzumbe University, Morogoro Main Campus, Tanzania. In his analytical framework of six concepts were academic performance and financial factors. This study used qualitative case study. Semi structured interview was used to collect data from six second year students and two lecturer who were selected using purposive sampling technique. The results showed that the effects of cost sharing on academic performance seem to be complex and they may depend on the particular circumstance an individual is facing. The study concluded that cost sharing is likely to motivate some students to study hard and improve performance by reflecting on the amount of funds they invest in education. However, it can also lead to poor performance due to lack of funds to cover educational expenses and other personal needs. The results implied that students from low-income families were more likely to perform lower because of financial hardship and poor schools they attended. Thus, there is the need for the government to ensure that all students receive better education. This result also indicated that some of the factors affecting academic performance in higher education also resulted from poor education background (Nyakunga, 2011).

Ali (2013) study investigated factors affecting academic performance of graduate students of Islamia University of Bahawalpur Rahim Yar Khan Campus. Among variables examined against students' academic performance was father/guardian social economic status. Questionnaires were used to collect data from 100 students randomly selected. Linear regression model, correlation analysis, and descriptive analysis were used for data analysis. Findings revealed that father/guardian higher social economic (income) status significantly contribute to higher academic performance of graduate students. They proposed a linear model to improve the academic performance of graduate students at University level (Ali et al., 2013). Sum and Fogg (1991) found that poor students are ranked lower in performance than students from upper-income family. Similarly, low-income students' scores lower marks than upper-income students' scores (Rowan et al., 2004) and students from low- income families consistently score marks below average (Bergeson, 2006).

2.3.3 Parent Occupation

According to Marmot, (2004), occupations are divided into most prestigious occupation and lower ranking occupation. The most prestigious occupations are surgeon, physicians, lawyers, chemical & biomedical engineers, and communication analysts. While food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants are classes as lower ranking occupation. High status job consider as classification provides more challenging works, ability and greater control over working conditions. While those considered less valued is in classification paid significantly less and more laborious, very hazardous and provided less autonomy.

Gachathi (1976) indicated that occupational prestige encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain a job and income levels. When parents have a better occupation, they make adequate arrangement for students' education in every aspect. They provide economic, psychological, social and emotional support to students' academic, and this would make it possible for the students to perform well in their educational attainment.

Memo, et al. (2010), they founded that there was significance relationship between parents' occupation and students' academic performance in examination in the research on the impact of socioeconomic status on students' achievement. Students whose fathers have better occupation performed well in examination rather than those students whose fathers have a less prestigious occupation. Fathers with the high occupation are assisting and encourage students toward better educational attainment. They will provide whatever is needed by students to support and encourage them morally, spiritually, intellectually, and psychologically. But parents with less prestigious occupation due to instability and financial problems, they cannot provide adequate modern facilities to enhance students achievement and education. Besides that, mother's occupation also influences students' academic performance. From observation, students with a mother who have better occupation performed well in examination than their peers from mother with less prestigious occupation (Memo, et al, 2010)

2.4 Physical Activity and Academic Performance

Regular physical activity stimulates at the level of the whole body a series of positive adaptive transformations that contribute to the enhancement of functional capabilities, and advance health and quality of life. The physical activity is the most efficient and the healthiest way to properly maintain our bodies. German biologist, Wilhelm Roux (1850-1924) coined the phrase “function maintains function” more than a century ago. A lack of muscular activities lowers functionality of all physical and biochemical mechanisms related to the motion and aging. However, our modern times are characterized by a longer and longer educational periods that require less and less physical activity, from the earliest age to maturity, while exposing students to more and more psychological demand and stress. Today students experience growing educational load, rapid lifestyle changes during the transition from high school to the undergraduate study, longer commute and fast-changing socio-economic elements of our society that all together contribute to less attention being devoted to proper nutrition and physical activities, and thus to their health.

According to Caspersen, Powell, & Christenson (1985), any bodily movement produced by skeletal muscles that requires energy expenditure is define as physical activity such as running or lifting weights, whereas cardiorespiratory fitness is represented through the maximum rate the respiratory, cardiovascular, and muscular systems can take in, transport, and use oxygen during exercise and reflects the body’s ability to provide energy to the muscles using oxygen (The Cooper Institute, 2007).

Regular physical activity (PA) is the essential element during the whole lifetime to maintain good health, academic achievement and to improve the overall quality of life

(CDC, 2008; WHO, 2009; Vouri, 2010). The hyperkinesia is the fifth most common cause of the increase in the mortality rate after a high blood pressure, an elevated glucose in blood, smoking and obesity (WHO, 2009). Students that do not exercise regularly have 20-30% higher mortality risk in comparison to students that workout at least 30 minutes at moderate intensity at least four days in a week (WHO, 2010). A lack of PA is especially problematic in minors and adolescents toward academic outcomes (Huddleston et al., 2002). This is also confirmed in a survey of undergraduate students at the University of Zagreb that shows a decrease of PA right at the beginning of their undergraduate program (Gošnik et al., 2002; Matković et al., 2010). Students in Croatia continue to contribute to a unhealthy trend of insufficient PA with progressing age as shown by various methodological studies that influence their test score (Action plan, 2010; Eurobarometar 2005; Milošević et al., 2009; Jurakić et al., 2009).

The improvement in students' academic performances and standardized achievement test scores is been significantly relate with being physically active and physically fit. (e.g., Chomitz et al., 2009; Dwyer, Sallis, Blizzard, Lazarus, & Dean, 2001; Edwards et al., 2011; Fox et al., 2010; Keeley & Fox, 2009; Kristjansson et al., 2010; Roberts et al., 2010).

Consistently, aerobically fit have been found to have greater control of students executive functions, including inhibition and working memory, and to be able to allocate cognitive resources where needed and optimize behavioral responses to environmental learning demands (Chaddock et al., 2011). The cognitive processes are likely to translate to fewer distractions and more time on task for instance studying

and more complete understanding of learning content (e.g., math), and better performances in examinations that measure level of learning. Athletes often receive substantial scholarship support and additional academic coaching at the university level, both of which help them to achieve good grades. (Beck J, Bennett G, Maneval M, Hayes H. (2001)).

2.5 Motivation and Academic Performance

The important issue in higher education, particularly owing to importance of academic performance in their professional life is motivation of students. This independent variable is aiming on identifying the ways that will help educational thinkers to know students' attitudes towards academic in the process of learning. This will assist education community to predict student academic achievement and identifying the students before their performance begin to fall (Kamauru, 2000).

Motivation refers to "the reasons underlying behavior" (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, "Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards" (p. 658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et

al., 1999).

Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as "enjoyment of college learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks" (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" (p. 413).

Turner (1995) reported paying attention, connection, planning and monitoring as "voluntary uses of high-level self-regulated learning strategies". He also considers motivation to be synonymous with cognitive engagement. Psychologists have recognized and examined the effective factors in motivation for academic achievement because of the effect of motivation for academic achievement on students' success. According to Masaali (2007), personality, family, university and social variables are related to this construct are the result of his research indicate. Abouserie (2009) argues learning and academic achievement are intrinsically affected by the personality variables of students in general and self-esteem and motivation for academic achievement.

Furthermore, researchers consider the main factors in decreasing academic motivation

is variables of hope for the future, self-esteem, quality of instructional factors, family income and married student. Moreover, according to Askari (2006), motivational damages on one hand caused a kind of pessimism, depression, anxiety and resulted in academic performance failure in students in college. Consistent with these results, researchers argue that in order to create motivation education, it should be presented in appropriate context with desirable facilities concerning the learners' needs (Javadi, Adhami, Haghdoost, 2002).

Brophy (1986) suggested motivation to learn as ability acquired through general experience but it motivated most directly through modeling, communication of expectations and direct instruction or socialization by other for instance parents and lecturer. The important role in development of students' motivation is lecturer and parent because they are the main intermediaries. By answering all their questions, familiarizing them to different situations, telling different rituals and stories, parents being the most initial source of information introduce the world to students and help them to understand and generate the image of outside world and thus students can develop their attitude towards life and learning. Certainly if students have developed confidence, sense of self-worth and competence they will be ready to take challenges and successes in education and future life. They will develop an internal fear of failure or cost for appreciation or reward, if the students do not perceive themselves competent. So it is very important how they start their first fight to achieve their education.

This issued of motivating learners on students is seen as an important aspect of effective learning. Biehler and Snowman (1986), In fact psychologists believe that

motivation is a necessary ingredient for learning to make sure student achieve success. They believe that satisfactory college learning is unlikely to take place in the absence of sufficient motivation to learn (Fontana 1981). This issue of motivation of students in education and the impact on students' academic performance are considered as an important aspect of effective learning in college. However, a learner's reaction itself to education determines the extent to which he or she will go in education. The impact of motivation on education of a student's cannot be undermined. That is why Hall (1989) believe that "Motivation raises question on why people behave in the way they do it" and also that there is a need to motivate students so as to arouse and sustain their interest in learning. An individual could therefore, from psychologists' point of view, be seen as academically, politically, and socially motivated depending on the motive behind his or her activities.

2.6 Research Framework

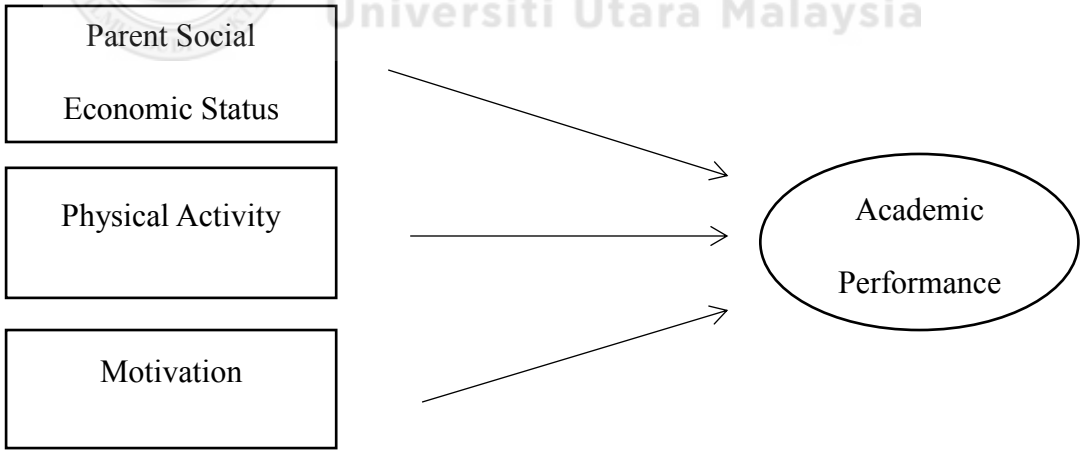

Figure 2.1 *Research Framework*

Source: Adopted from Koontz and Weihrich (1988:12)

As shown in figure 2.1, the dependent variable (DV) is academic performance. The independent variables (IV) are parent social economic status, physical activity and

motivation.

2.7 Hypothesis

A hypothesis can be defined as a logically conjectured relationship between two or more variables expressed in the form of a testable statement. Relationships are conjectured on the basis of the network of relations established in the theoretical framework formulated for the research study.

Based on the problem that have been formulated, the purpose of research as well as the theoretical basis of previous studies, the hypothesis presented in this study as follows:

H1: There is positive and significant relationship between parent education, parent income and parent occupation status and academic performance

H2: There is positive and significant relationship between physical activity and academic performance

H3: There is positive and significant relationship between motivation and academic performance

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the step in which the study was conducted. The key components are the research design, population, sample size and sampling technique, research instruments, validity and reliability, and data analysis.

3.2 Research design

This study took the quantitative approach because it was based on variables measured with numbers and evaluate with statistical procedures. The study was intended to investigate the differences between high and low postgraduate academic performance in terms of parent's social economic status, physical activity and motivation.

3.3 Population and Sampling

3.3.1 Population

The target population consisted of 6843 postgraduate students in UUM. The postgraduate students were selected as respondents in this study from all school because the study was about postgraduate academic performance in UUM which consist of master and PHD student.

3.3.2 Sample size

The sample consists of 261 postgraduate students selected from all school in UUM. The number of 261 respondents was chosen based on the sampling table guide for sample size decisions provided by Krejcie and Morgan (1970).

3.3.3 Sampling technique

This study employed simple random techniques. In order to avoid bias and to ensure that each student had an equal chance of being selected, simple random sampling was used. Randomization is effective in creating equivalent representative groups that are essentially the same on all relevant variables thought of by the researcher (Amin, 2005)

Table 3.1 Sampling table

	PhD	Master
Population	2281	4562
Percentage (%)	33.33%	66.67%
Sample	134	266

3.4 Research instruments

The questionnaires are filled by all respondents. Time for collecting data was limited, so the researcher used the questionnaires because the population was large. The questionnaire was used, so large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way. When data has been quantified, it can be used to compare and contrast other research and may be used to measure change and positivists believe that quantitative data can be used to create new theories and / or test existing hypotheses. The researcher developed closed- ended questions because respondents are easy to fill, save time and keep the respondents focused on the subject. The questionnaire was divided into sections delineating personal information, questions about the independent variable and the dependent variable. The questionnaires were used because they are the main method of data collection (Sarantakos, 1997). Survey participants for this study

responded to each statement using a Likert like with items ranging from (1) strongly disagree, (2) disagree, (3) neutral (4) agree, (5) strongly agree.

3.4.1 Independent variable

In this study, there are three variables is divided which is parents social economic status, students physical activity and motivation. According to Sekaran (2009) independent variable is one that influences the dependent variable in either a positive or negative way. Table 3.2 showed the variables that been used in this research. All this variables had been choosing based on previous research but none of researcher combines all this variables to be in one research paper.

Table 3.2
Instrument for Independent Variables

Independent Variables	Definition	Items
Social Economic Status (SES)	Socioeconomic status (SES) is defined as a measure of one's combined economic and social status *(House 2002; Galobardes et al. 2006)*	• Parent educational level • Parent income level • Parent status in terms of occupation
Physical activity	Any bodily movement produced by skeletal muscles that requires energy expenditure. *(Powell, & Christenson (1985))*	• Number of times per week they are doing physical activity in campus
Motivation	Motivation as "the attribute that moves us to do or not to do something" *(Gredler,*	• I want to learn everything I need to learn. • Finishing an exam first leaves me afraid that I did something wrong

	Broussard and Garrison (2004))	or forgot something. • No matter how much I like or dislike a class, I still try to learn from it. • When faced with a difficult test, I expect to fail before I expect to do well. • I sign up for the same classes that my friends sign up for. • I feel that challenging assignments can be great learning experiences. • College helps me to gain valuable knowledge. • My quality of performance is dependent on my grade in the class. • When I have to make an academic choice, I go to my parents for advice. • I never boast about my grades. • I am not one of the smartest students in my class. • I am satisfied with an average grade, as long as I learn from my mistakes. • I sign up to take the easiest teacher so that my grades will be better. • Finishing an exam quickly makes me feel good. • I work best in a group environment. • I do all that I can to make my assignments turn out perfectly. • I feel more accepted by others when I receive a good grade on a test. • I have high expectations of myself. • Sometimes I do more than I have to for an assignment to help me understand the material better. • I find my ability to be higher than most of my peers. • I enjoy learning about various subjects. • Being in college gives me the

		opportunity to prove to my family that I can achieve something. • I wait till the last minute to complete my assignments. • I feel ashamed when I receive a low grade. • I have no problem telling my parents when I receive a bad grade on an exam. • I enjoy challenging tasks. • I get frightened that I will not remember anything when I take a test. • My academic interests are not influenced by anyone but myself. • I set high goals for myself.

3.4.2 Dependent Variable

Academic achievement is assessed using a GPA calculation. These are done once a year and illustrate your academic standing for that year, at the university. Students have two GPAs which is the last annual GPA, this last annual GPA used to determine student's ability to register in the next academic year. The second is the cumulative GPA, this cumulative GPA is an on-going calculation based on grades and credits attempted from the beginning of student master until its completion. The GPA between high and lower students in academic is measure and the data is stated based on categorical to see the differences between postgraduate students.

3.5 Data Collection Technique

A total 300 questionnaire was distributed to postgraduate students in UUM. The method of personally distributing questionnaire is used. The purpose of this method is quickly get information from postgraduate students in a non- threatening way. This technique is easy to compare and to analyze even it's a bit challenging in terms of

might not get careful feedback and also question wording can bias respondent's answers.

3.6 Data Analysis Technique

3.6.1 Descriptive Analysis

Descriptive statistics are brief descriptive coefficients that sum up a given data set, which can be either a representation of the all population or a sample of it. Descriptive statistics are broken down into measures of central tendency and examine of variability, or spread.

3.6.2 Reliability

The reliability analysis procedures bring information about the relationships among individual items in the scale and their internal consistency. For determine the reliability, this study uses alpha coefficient also known as Cronbach's Alpha as an indicator. A value less than 0.6 are considered unsatisfactory, whereas a value exceeding 0.6 is acceptable reliability, and those over 0.8 are preferable (Nunnally & Bernstein, 1994). Thus, the higher the Alpha value or closer the reliability coefficient to 1.0 the higher the reliability of the measurement of items will be.

3.6.3 Chi-Square Test

Chi-square was used to test the significant correlation between two or more categorical variables. Since this study variables was measure using categorical items or data, Chi-square test is appropriate (Pallant, 2013). Moreover, this test also will compares the observed frequencies or proportion of cases that occurs in each of the categories with the values expected whether there is association between the variables

being measures (Pallant, 2013). A chi-square is said to be significant if the significant value is 0.05 or lesser. In addition, the strength of the relationship between the variables is also available in this test based on the “phi coefficient” value. According to Cohen (1988), a phi coefficient value or effect size of .10 is considered as small effect, .30 and .50 is medium effect and large effect respectively.

CHAPTER 4

ANALYSIS AND FINDINGS

4.1 Introduction

In this chapter, the findings of this research are being discussed and explained. The response rate, respondent's description is all presented in this part of the study. Also, the outcome of the data analysis will be explained particularly the chi-square test.

4.2 Screening process

4.2.1 Missing data

A frequency test has been carried out for every variable to detect any missing responses. According to analysis, the returned questionnaires were found to be no missing responses. A reviewed of the data set showed that there were complete responses in section A (background information), section B (admission points), section C (social economic status), section D (past school background), section E (physical activity) and section F (motivation to learn) of the questionnaires. (See Appendix A).

4.2.2 Response rate

Four hundred (400) questionnaires were distributed UUM postgraduate students. Out of 400 questionnaires, 261 responses were recorded making the response rate of 87%. Table 4.1 shows the response rate and useable questionnaire for this research, which relatively acceptable of what is proposed by Alreck and Settle (1995).

Table 4.1
Summary of the total questionnaires and the response rate

Distributed questionnaires	400
Returned questionnaire	261
Response rate	87 %

4.3 Demographic of respondents

This part of the study shows the background of the demographic profile of the respondents who is involved in the current study, which is important and useful aspect to understand the segmentation of the data. Table 4.2 shows the details of the demographic profiles of the respondents.

Table 4.2
Demographic Profile of the Respondents

Profile	Frequency	Percentage
Gender		
Male	121	46.4
Female	140	53.6
Age		
20-24	18	6.9
25-27	131	50.2
28-30	55	21.1
31 and above	57	21.8
Faculty of Study		
College of Business (COB)	128	49.0
College of Art (CAS)	60	23.0
College of Law, Government and International Studies (COLGIS)	73	28.0
Program		
PHD	42	16.1
Master	219	83.9
CGPA		
3.00 below	0	0
3.00 - 3.5	104	39.8
3.5 and above	157	60.2

Table 4.2 shows that majority of the respondents were female, from the total of 261 respondents, 140 (53.6%) are female, while the rest are male (46.4%). From the total of 261 respondents, 50.2% are at the age ranging 27-27. In terms of faculty of study, 49% of the responses were recorded from the College of Business followed by College of Law and Governance (28%) and college of Arts and Sciences (23%). Meanwhile, for the respondent's program, 83.9% are doing Masters while the rest are PhDs. Lastly, with regards to their CGPA, 60.2% of the respondents have a CGPA of above 3.5.

4.4 Reliability test

The reliability analysis procedure provides information about the relationships among individual items in the scale and their internal consistency. For assessing the reliability, this study uses alpha coefficient also known as Cronbach's Alpha as an indicator.

A value less than 0.6 are considered unsatisfactory, whereas a value exceeding 0.6 is acceptable reliability, and those over 0.8 are preferable (Nunnally & Bernstein, 1994). Thus, the higher the Alpha value or closer the reliability coefficient to 1.0 the higher the reliability of the measurement of items will be. For this study, only the variable namely "motivation to learn" is measure in scale form. Based on the result from the reliability analysis, the Cronbach alpha for this variable is 0.779. The variable demonstrate acceptable value as presented in Table 4.3 and the Cronbach Alpha value are greater than 0.60. Thus, this indicates that motivation to learn demonstrate good reliability.

Table 4.3

Results of reliability analysis

Variable	No. of items	Reliability Cronbachs' Alpha
Motivation to Learn	30	.779

4.5 Descriptive analysis

To identify the situation of each of the construct variables (dependent and independent), descriptive statistics, such as mean and standard deviation were used as a way of clarification.

Table 4.4

Descriptive Statistics for Variables

N	Component	Mean	Std. Deviation
261	Motivation to Learn	3.68	.372

Table 4.4 shows the mean and standard deviation for motivation to learn model since it is measure using scale. The mean score for this variable is 3.68 and this value is reflecting some agreements on the statements related to motivation to learn among UUM postgraduate students.

4.6 Chi-square Test

Chi-square test is used to explore the relationship between two categorical variables (Pallant, 2013). This test compares the frequencies or proportion of cases in each of the categories with the values that would expected if there is was no correlation between the variable being measured through cross tabulation and Chi-square test. According to Pallant (2013), in order to be significant, the Sig.value (p-value) for chi-square 0.05 or lesser. In terms of the strength of the relationship, phi coefficient can range from 0 to 1, with higher value indicates stronger correlation. The criteria for effect size according to Cohen (1988) are .10 for small effect, .30 for medium effect and .50 for large effect. The results for the Chi-square test for each independent variable are presented below. For cross tabulation of the frequency, please see Appendix.

Table 4.5
Chi-Square Test

Variable	p (Sig. 2 -sided)	Phi Coefficient
Father Education Level	0.005	0.223
Mother Education Level	0.008	0.213
Father Income Level	0.678	0.110
Mother Income Level	0.273	0.140
Father Occupation	0.534	0.069
Mother Occupation	0.022	0.171
Physical Activity	0.22	0.078

High and low students' performance significant differences in term of father and mother education level (p=0.005 & p=0.008), and mother occupation (0.022). However, the three factors which are parent's income level, father occupation and physical activity are not significantly differences. Hence, the factors that significant

can contribute to postgraduate performance students in UUM

4.7 Summary Hypothesis

Table 4.6

Summary of hypothesis testing result from chi test square

No	Hypothesis testing	result
H1	There is positive and significant relationship between father educational and academic performance	Supported
	There is positive and significant relationship between mother educational and academic performance	Supported
	There is positive and significant relationship between father income and academic performance	Not supported
	There is positive and significant relationship between mother income and academic performance	Not supported
	There is positive and significant relationship between father occupation and academic performance	Not supported
	There is positive and significant relationship between mother occupation and academic performance	Supported
H2	There is positive and significant relationship between physical activity and academic performance	Not supported
H3	There is positive and significant relationship between motivation and academic performance	Supported

4.8 Chapter Summary

The data utilized in this study was collected from 261 respondents and used to analyze the data. All variables were found no missing values and motivation to learn as measures by scale items were found to be reliable. Moreover, to test the strength of the correlation and significant relationship between the study variables, Chi-square

test was used. The next chapter will discuss and conclude the findings of the study.

CHAPTER FIVE

DISCUSSION AND CONCLUSIONS

5.1 Introduction

This chapter summarizes and discusses the results of the analysis explained in the previous chapter and answers the research questions mentioned in Chapter One. This chapter begins with the discussion regarding the findings and the implications and contributions of the study followed by the study limitations and direction for future research. The chapter ends with the conclusion of the study.

5.2 Recapitulation of the Study

The purpose of this study is academic performance among the postgraduate students in UUM. Investigating the level of academic performance of UUM postgraduate students is important, especially to what extent factors such as admission points, social economic status, former school background, physical activity and motivation to learn have significant correlation towards academic performance.

To achieve the research objectives, this study employed a survey design to collect data from 261 postgraduate students from the three colleges in University Utara Malaysia. Moreover, the participants were randomly selected and questionnaire was used as method in collecting data through personally administered.

To answer the research questions, Chi-square test were run for analysis. In addition, frequency and descriptive was also used to profile the participants and to describe the "character" of the main variables. The next section discusses the results in greater

detail by answering the research questions and addressing the research objectives set earlier

5.3 Discussion of Findings

5.3.1 Social Economic Status and Academic Performance

The research question this study seeks to answer is "what is the relationship between parents' social economic status and academic performance of students"? Social economic status is comprised of parent's educational level, income level and occupation. To answer this question, a Chi-square test also was run for analysis. The findings reveal that parents (father and mother) educational level, mother's occupation have significant association or relationship towards academic performance of postgraduate students in UUM. However, parent's income level and father's occupation found to be no significant relationship towards academic performance of postgraduate students in UUM.

In terms of parent's educational level importance on students' academic performance, this study consistent with the study conducted by Kao and Tienda (1998) found enough evidence to sum up that student's decision to attend college and university was primarily influenced by their parents' education level and family background. Moreover, in terms of parent's level income, this study found that parent's income level indicated no significant association towards academic performance. Thus, this study finds limited support. Previous study by Ali (2013) study investigated factors affecting academic performance of graduate students of Islamia University of Bahawalpur Rahim Yar Khan Campus and the finding revealed that father/guardian higher social economic (income) status significantly contribute to higher academic

performance of graduate students.

With regards to parent's occupation, this study finds that mother's occupational type is more significant than father occupation. As such, mother's type of occupation may significantly influence the level of academic performance among postgraduate students in UUM.

5.3.2 Physical Activity and Academic Performance

The research question that this study seeks to answer is "what is the relationship between students' physical activity and academic performance"? To answer this question, a Chi-square test also was run for analysis. Based on the result of this study, physical activity indicated no significant association towards academic performance. As such, this study is contradictory to the previous literature that states the improvement in students' academic performances and standardized achievement test scores is been significantly relate with being physically active and physically fit. (e.g., Chomitz et al., 2009; Dwyer, Sallis, Blizzard, Lazarus, & Dean, 2001; Edwards et al., 2011; Fox et al., 2010; Keeley & Fox, 2009; Kristjansson et al., 2010; Roberts et al., 2010).

One of the reason maybe students in UUM especially postgraduate students don't have much time to do some physical activity since they are busy in doing their research and coursework. As such, they just want to focus on their courses and graduate on time.

5.3.3 Motivation to Learn and Academic Performance

The research question that this study seeks to answer is "to what extent UUM

postgraduate students are motivated to learn"? To answer this question, descriptive test using frequency was run to know their agreement and disagreement to as statement regarding motivation to learn. Based on the result, the overall mean for the motivation to learn is 3.68, meaning respondents somehow agree on the statements pertaining to motivation to learn (see Table 4.5 for details). For example, 38% of the respondents are agree on the statement that they are enjoying learning in the class. In addition, majority or 59% of the respondents are set a high goals for themselves, meaning they are motivated to learn to achieved their goals.

5.4 Practical Contributions

From the practical point of view, this study would help the students to realize the importance of social economic, physical activity and motivation to learn to their academic performance. Students might consider these factors to have better result especially the factors that have been identified to have significant relationship towards academic performance. For example, parent's educational level, literature says that when parents are highly educated, they can teach or help their children with regards to school matter.

5.5 Limitations of the Study

Some limitations appeared in the current study. First, due to time constraints, this study is limited only to one university which is the University Utara Malaysia(UUM). Thus, the issue of generalizability is present in this study. Perhaps, students' academic performance from other different university is affected by different factors. Nonetheless, despite this limitation, we have framed our understanding based on the relevant literatures and as such the findings may not be entirely invalid.

5.6 Recommendation for Future Research

Based on the limitations spelled out above, we recommend the following:

a. That more studies be conducted to include students in other higher institutions as well and of varying academic programs. By doing so, generalizability of the findings can be expanded.

b. That future studies consider other factors that could further influence their academic performance such as use of social media, student engagement and lecturer approach among others.

5.7 Conclusion

Investigating factors that could influence students' academic performance is important as it will help students know what factors that matter in terms of their academic performance. As reveal in this study, parent's level of education has potential in improving academic achievements and performance of postgraduate students in UUM. Such findings for example suggest that students whose parents are highly educated can perform high as their parents can help them on school matters.

References

Acato, Y. (2006, February 21). Quality assurance vital. New vision, university guide 2006/2007.

Ahmad, K. & Naeema, B. (2013). Influence of socioeconomic and educational background of parents on their children' education in Nigeria. International journal of scientific and research publications, volume 3.

Ahmar, F., & Anwar, E. (2013). Socio Economic Status and its Relation to Academic Achievement of Higher Secondary School Students. IOSR Journal of Humanities and Social Science (IOSR-JHSS), 13(6), 13-20.

Ali, Norhidayah, Jusoff, Kamaruzaman, Ali, Syukriah, Mokhtar, Najah and Salamt, Azni Syafena Andin. (20 December 2009). 'The Factors Influencing Students' Performance at Universiti Teknologi MARA Kedah, Malaysia'. Canadian Research & Development Center of Sciences and Cultures: Vol.3 No.4.

Ali, S., Haider, Z., Munir, F., Khan, H., & Ahmed, A. (2013). Factors contributng to student's academic performance: A case study of Islamia University Sub campus. American Journal of Educatonal Research, 1(8), 283-289.

Ali, S. R.,McWhirter, E. H., & Chronister, K. M. (2005). Self-efficacy and vocational outcome expectations for adolescents of lower socioeconomic status: A pilot study. Journal of Career Assessment, 13, 40–58.

Ames, C. A. (1990). Motivation: What Teachers Need to Know. Teachers College Record, Vol. 91, No. 3 pp.n409-421.

Askari J. [Assessment of risk factors of motivational deficiencies in university students from their viewpoints]. Quarterly Journal of Andeesheh Va Raftar 2006; 43(11): 455-623. [Persian]

Bandura, A. (1977). Self-efficacy: Toward a Unifying Theory of Behavioural change. Psychological Review, 84(2), 191-215.

Beck J, Bennett G, Maneval M, Hayes H. A pilot study: faculty perceptions of the academic performance of student-athletes. Appl Res Coaching Athletics Annu. 2001;16:125-143.

Bergeson T (2006). Race, poverty, and academic achievement.

Biehler, R. F. and Snowmnan, J. (1986). Psychology Applied to Teaching (5th Ed.) Boston: Houghton Mifflin Company.

Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. (1997). The Impact of Teaching Strategies on Intrinsic Motivation. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

Brat, M., & Stafolani, S. (2006). Student tme allocaton and educatonal producton

functons. University of Ancona, Department of Economics Working Paper No. 170.

Brophy, J. (1986). On Motivating Students. Occasional Paper No. 101. East Lansing, Michigan: Institute for Research on Teaching, Michigan State University, 73 pages.

Chaddock, L., Hillman, C.H., Buck, S.M., & Cohen, N.J. (2011). Aerobic fitness and executive control of relational memory in preadolescent children. Medicine & Science in Sports & Exercise, 43, 344–349.

Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.). New York: Lawrence Erlbaum Associates.

Combs, H. P (1985). The world crisis in education: the view from the eighties. New York: Oxford press

Considine, G. & Zappala, G. (2002). Influence of social land economic disadvantage in the academic performance of school students in Australia. Journal of Sociology, 38, 129-148.

Dills, K.A. (2006). Trends in the relationship between socioeconomic status and academic achievement.

Drummond, K. V., & Stipek, D. (2004). Low-income parents' beliefs about their role in children's academic learning. The Elementary School Journal, 104, 197-213.

Eoman, Mary. Keegan. 2005. Social-demographic, school, neighborhood, and parenting influences on academic achievement of latino young adolescents. Journal of youth and Adolescene, 34(2), 163-175

Escarce, J. J (2003). Socioeconomic status and the fates of adolescents.

Farooq, M.S., Chaudry, A.H., Shafq, M., & Berhanu, G. (2011). Factors afectng students' quality of academic performance: A case of secondary level. Journal of Quality and Technology management, 7(2), 01-14.

Fontana, D. (1981). Psychology for Teachers. London: Macmillan Press Ltd.

Gachathi, P. (1976). Report of the national committee on educational objectives, Republic of Kenya, Nairobi Government printer

Geiser, S and Santelices, V. M. (2007). Validity of high school grades in predicting student success beyond the freshman year.

Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology, 80*(4), 711–735.

Hall, J. F. (1989). Learning and Memory (2nd Ed.) Massachusetts: Allyn and Bacon.

Hansen, N.M and Mastekaasa, A. (2006). Social origins and academic performance at university. Oxford University press.

Hassanzadeh R, Amuee N (Translators). [Angizesh baraye yadgiry (as nazariyye ta amal)]. Stapic DJ (Author). Tehran: Donyaye pajohesh. 2001. [Persian]

Haveman, R., & Wolfe, B. (1995). The Determinants of Children's Attainments: A Review of Methods and Findings. *Journal of Economic Literature*, 33(4), 1829-1878.

Hijazi, Syed Tahir and Naqvi, S.M.M. Raza. (January 2006). 'Factors Affecting Students' Performance: A Case of Private Colleges'. Bangladesh e-Journal of Sociology: Volume 3, Number 1.

House, James S. 2002. "Understanding Social Factors and Inequalities in Health: 20th Century Progress and 21st Century Prospects. *Journal of Health and Social Behavior* 43(2): 125–142.

Jeynes, William H. (2002). Examining the effects of parental absence on the academic achievement of adolescents: the challenge of controlling for family income. Journal of family and Economic Issues 23(2)

Kamauru R. J. (2000). Intrinsic and Extrinsic Motivation Predict Academic Performance of College Students. Morehouse College.

Kao, G. & Tienda, M. (1998). Educational Aspirations of Minority Youth. American Journal ofEducation, 106, 349-384.

Koontz, H & Weihrich, H .(1988). Management. McGraw-Hill, INC. New York

Kyoshaba, M. (2009). Factors affecting academic performance of undergraduate students at Uganda Christian University.

Lacour, M. and L.D. Tissington, The effects of poverty on academic achievement. Educational Research and Reviews, 2011. 8(7): p. 522-527.

Marmot, M. (2004). The status syndrome: how social standing affects our health and longevity. New York: our Book

Marshall, H. H. (1987). Motivational Strategies of Three Fifth-Grade Teachers. The Elementary School Journal, 88(2), 135-50.

Masaali S. [Relationship between reading study and academic achievement among students in IU]. [disseration]. Isfahan: Khorasgan Slamic Azad University. 2007. [Persian]

McDonald, A.S,Newton,P.E,Whetton,Cand Benefield, P.(2001). Aptitude testing for university entrance: a literature review. National foundation for educational

research.

Memo, G.R. Muhammad, F.J &Muhammad, A.K. (2010). Impact of parental socioeconomic status on students' educational achievement of district Malir, Karachi, Middle East journal of scientific research, Vol. 6. No. 6

Meyer, S. (1997). What Money Can't Buy: Family Income and Children's Life Chance. Cambridge: Harvard University Press.

Mganga, B. C., & Mizambwa, E. (1997). Parents' Involvement in Primary Education in Tanzania. A Case Study of Morogoro Municipality. Unpublished M.Ed. Thesis. Morogoro: Åbo Akademi University.

Milošević, M., Golubić, R., Mustajbegović, J., Doko Jelinić, J., Janev Holcer, N., Kern, J. (2009.) Regional Pattern of Physical Inacitivity in Croatia. Coll Antropol 33 (2009) Suppl. 1:35-8.

Mohamadi Y (Translator). [Understanding motivation and emotion]. Reev JM (Author). 4th ed. Tehran:Virayesh. 2006. [Persian]

Nyakunga, R.Z. (2011). Cost Sharing and Academic Performance: A Case of Mzumbe University, Morogoro Main Campus, Tanzania. MASTERs thesis, Faculty of Education, Universitetet I OSLO, FALL 2011.

Owen , V. (1999): Exploring beliefs about academic performance achievement. The Uganda Education Journal. Vol. 2: pp. 57 New Vision

Pallant, J. (2013). *SPSS Survival Manual* (5th ed.). New York: McGraw-Hill Education.

Pedrosa, et al (2006). Educational and social economic background of undergraduates and academic performance: consequences for affirmative action programs at a Brazilian research university.

Raychaudhury, Amitawa., Debnath, Manojit., Sen, Saswata & Majumder, Braja Gopal. (July 2010). Factors Affecting Students' Academic Performance: A Case Study in Agartala Municipal Council Area. Bangladesh e-journal of Sociology, Vol. 7, No. 2.

Rehberg, R., & Hotchkiss, L. (1979). Career counseling in contemporary U. S. high schools. Review of Research in Education, 7, 92–147.

Ringland, C., & Pearson, S.A. (2003). Graduate entry to medical school: Testng some assumptons. Faculty of Medicine and Health Sciences. University of Newcastle, Australia.

Rojewski, J. W., & Yang, B. (1997). Longitudinal analysis of select influences on adolescents' occupational aspirations. Journal of Vocational Behavior, 51, 375–410.

Rowan B, Cohen DK, Raudenbush SW (2004). Improving th educational outcomes of students in poverty through multidisciplinary research and development.

Sekaran, U., & Bougie, R. (2013). *Research Methods for Business: A Skill-Building Approach* (6th ed.). UK: John Wiley & Sons Ltd.

Sentamu, N.P.(2003). School's influence of learning: A case of upper primary schools in Kampala & Wakiso Districts. Uganda Education Journal , 4.

Shahraray M (Translator). [Angizesh dar taalim va tarbieyat]. Pintrich P, Shonk D (Author). Tehran: Elm. 2007. [Persian]

Shuani, F. (2016). Family Income Types: Money, Real and Psychic Income.

Staffolani, S & Bratti, M. (2002). Student time allocation and education production functions.

Turner, J. C. (1995). The influence of classroom contexts on young children's motivation for literacy. *Reading Research Quarterly, 30*(3), 410–441.

Vuori, I. (2010.) Physical Activity And Cardiovascular Disease Prevention In Europe: An Update, Kinesiology 42, 1:5-15

Appendices

Appendix A: Questionnaire

GRADUATE SCHOOL OF BUSINESS

OTHMAN YEOP ABDULLAH

QUESTIONAIRE

THE FACTORS THAT AFFECT ACADEMIC PERFORMANCE AMONG POSTGRADUATE STUDENT IN UUM

Dear Respondent,

The researcher is carrying out a study whose main objective is to establish whether there is a relationship between admission points, social economic status, former school background, physical activity and motivation toward academic performance of postgraduate students at University Utara Malaysia. You have been selected as one of the respondents for the study and the information you will give will be treated with utmost confidentiality and used purely for academic purposes. The findings and recommendations from this study are likely to benefit University Utara Malaysia in areas such admission of students and teaching and learning. Kindly please spare some of your valuable time to answer these questions.

Thank you.

Yours Sincerely,

Siti Khatijah binti Nayan

Master of Human Resource Management

University Utara Malaysia

***Please tick (/) or fill in as appropriate.**

SECTION A: BACKGROUND INFORMATION

1. Sex:

Male	
Female	

2. Age:

20 – 24 yrs.	
25 – 27 yrs.	
28 – 30 yrs.	
31 above	

3. Faculty of study:

College of Business (COB)	
College of Art (CAS)	
College of Law and Governance (COLGIS)	

4. Program:

PHD	
Master	

5. CGPA:

3.00 below	
3.00-3.5	
3.5 and above	

SECTION B: ADMISSION POINTS

6. What was your entry category into University Utara Malaysia?

STPM/STAM	
Diploma	
Other	

***Please tick (/) or fill in as appropriate.**

SECTION C: SOCIAL ECONOMIC STATUS

7. How would you rate the education level of your parents/guardian?

	STPM & above	Diploma	Degree	Master/ PHD
Father				
Mother				

8. Please rate the income level of your parents/guardian

	Less RM 1, 000	RM 1,001 – RM 2, 000	RM 2,001 – RM 4, 000	RM 4, 001 – RM 6, 000	More than RM 6,000
Father					
Mother					

9. Please rate the status of your parents/guardian in terms of occupation.

	Self-employed	Government sector	Private sector
Father			
Mother			

SECTION D: PAST SCHOOL BACKGROUND

10. To what extent do you agree to the following statements about your former school?

	Urban	Rural
My former school location		

	Government	Private
Formal School owned		

	SMK/SMJK	Boarding School
My types of former school		

SECTION E: PHYSICAL ACTIVITY

11. Please answer for the NUMBER OF TIMES you did the following activities:

No	Types of activity	Number of times you spend doing this activity per week (you can write fractions like ½ hour)
1	Jogging	
2	Cycling	
3	Dancing	
4	Netball, Volleyball or basketball	
5	Swimming	
6	Badminton	
7	Horse riding	
8	Martial art, boxing or wrestling	
9	Musical instrument playing or singing	
10	Football, rugby or Hockey	

SECTION F: MOTIVATION TO LEARN

12. Read each question carefully and circle the answer that best describes you. There are no right and wrong answers.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

No	Item	**1**	**2**	**3**	**4**	**5**
1	I want to learn everything I need to learn.	1	2	3	4	5
2	Finishing an exam first leaves me afraid that I did something wrong or forgot something.	1	2	3	4	5
3	No matter how much I like or dislike a class, I still try to learn from it.	1	2	3	4	5
4	When faced with a difficult test, I expect to fail before I expect to do well.	1	2	3	4	5
5	I sign up for the same classes that my friends sign up for.	1	2	3	4	5
6	I feel that challenging assignments can be great learning experiences.	1	2	3	4	5
7	College helps me to gain valuable knowledge.	1	2	3	4	5
8	My quality of performance is dependent on my grade in the class.	1	2	3	4	5
9	When I have to make an academic choice, I go to my parents for advice.	1	2	3	4	5
10	I never boast about my grades.	1	2	3	4	5
11	I am not one of the smartest students in my class.	1	2	3	4	5
12	I am satisfied with an average grade, as long as I learn from my mistakes.	1	2	3	4	5
13	I sign up to take the easiest teacher so that my grades will be better.	1	2	3	4	5

14	Finishing an exam quickly makes me feel good.	1	2	3	4	5
15	I work best in a group environment.	1	2	3	4	5
16	I do all that I can to make my assignments turn out perfectly.	1	2	3	4	5
17	I feel more accepted by others when I receive a good grade on a test.	1	2	3	4	5
18	I have high expectations of myself.	1	2	3	4	5
19	I get frustrated when I find out that I did not need to study as much as I did for a test.	1	2	3	4	5
20	Sometimes I do more than I have to for an assignment to help me understand the material better.	1	2	3	4	5
21	I find my ability to be higher than most of my peers.	1	2	3	4	5
22	I enjoy learning about various subjects.	1	2	3	4	5
23	Being in college gives me the opportunity to prove to my family that I can achieve something.	1	2	3	4	5
24	I wait till the last minute to complete my assignments.	1	2	3	4	5
25	I feel ashamed when I receive a low grade.	1	2	3	4	5
26	I have no problem telling my parents when I receive a bad grade on an exam.	1	2	3	4	5
27	I enjoy challenging tasks.	1	2	3	4	5
28	I get frightened that I will not remember anything when I take a test.	1	2	3	4	5
29	My academic interests are not influenced by anyone but myself.	1	2	3	4	5
30	I set high goals for myself.	1	2	3	4	5

Thank you for taking time to fill this questionnaire ☺

Appendix B. Frequency Test

Statistics

		Sex	Age	Faculty of study	Program	CGPA	What was your entry into UUM
N	Valid	261	261	261	261	261	261
	Missing	0	0	0	0	0	0
Mean		1.54	2.58	1.79	1.84	2.60	2.10
Median		2.00	2.00	2.00	2.00	3.00	2.00
Mode		2	2	1	2	3	3
Std. Deviation		.500	.906	.854	.368	.491	.921

Statistics

		How would you rate the education level of your parents (father)	How would you rate the education level of your parents (mother)	Rate income level of your parents (father)	Rate income level of your parents (mother)	Status parent in terms of occupation (father)
N	Valid	261	261	261	261	261
	Missing	0	0	0	0	0
Mean		2.50	2.10	3.08	2.30	2.08
Median		3.00	2.00	3.00	2.00	2.00
Mode		3	3	3	3	3
Std. Deviation		1.002	.887	1.110	.986	.807

Statistics

		Status parent in terms of occupation (mother)	Statement about your former school (location)	Statement about your former school (owned)	Statement about your former school (types)	Number of times you spend doing (in hour)
N	Valid	261	261	261	261	261
	Missing	0	0	0	0	0
Mean		1.77	1.33	1.08	1.34	1.85
Median		1.00	1.00	1.00	1.00	2.00
Mode		1	1	1	1	2
Std. Deviation		.854	.480	.389	.522	.759

Statistics

		I want to learn everything I need to learn	Finishing an exam first leaves me afraid that I did something wrong or forget something	No matter how much I like or dislike a class, I still try to learn from it	When faced with a difficult test, I expect to fail before I expect to do well	I sign up for the same classes that my freinds sign up for
N	Valid	261	261	261	261	261
	Missing	0	0	0	0	0
Mean		4.48	3.87	4.12	2.76	3.71
Median		5.00	4.00	4.00	3.00	4.00
Mode		5	5	4	1	4
Std. Deviation		.710	2.240	.783	1.346	2.600

Statistics

		I feel that challenging assignment can be great learning experiences	College help me to gain valuable knowledge	My quality of performance is dependent on my grade in the class	When I have to make an academic choice, I go to my parents for advice	I never boast about my grades
N	Valid	261	261	261	261	261
	Missing	0	0	0	0	0
Mean		3.99	3.95	3.10	3.44	2.50
Median		4.00	4.00	3.00	3.00	2.00
Mode		4	4	3	4	3
Std. Deviation		.881	.956	1.019	1.078	1.162

Statistics

		I am not one of the smartest students in my class	I am satisfied with an average grade, as long as I learn from my mistake	I sign up to take the easier teacher so that my grades will be better	Finishing an exam quickly makes me feel good	I work best in a group assignment
N	Valid	261	261	261	261	261
	Missing	0	0	0	0	0
Mean		3.16	3.50	3.80	3.80	4.26
Median		3.00	4.00	4.00	4.00	4.00
Mode		3	4	4	5	5
Std. Deviation		2.141	.901	.948	1.088	.828

Statistics

		I do all that I can to make my assignments turn out perfectly	I feel more accepted by others when I receive a good grade on a test	I have high expectations of myself	I get frustrated when I find out that I did not need to study as much as I did for a test	Sometimes I do than I have to for an assignment to help me understand the material better
N	Valid	261	261	261	261	261
	Missing	0	0	0	0	0
Mean		4.31	3.89	4.24	3.67	4.00
Median		5.00	4.00	4.00	4.00	4.00
Mode		5	5	5	5	4
Std. Deviation		.794	.948	.858	1.119	.888

Statistics

		I find my ability to be higher than most of my peers	I enjoy learning about various subjects	Being in college gives me the opportunity to prove to my family that I can achieve something	I wait till the last minute to complete my assignments	I feel ashamed when I receive a low grade
N	Valid	261	261	261	261	261
	Missing	0	0	0	0	0
Mean		3.67	3.88	3.85	2.38	2.73
Median		4.00	4.00	4.00	2.00	3.00
Mode		3	4	4	1	3
Std. Deviation		1.011	.957	.925	1.261	1.271

Statistics

		I have no problem telling my parent when I receive a bad grade on an exam	I enjoy challenging tasks	I get frightened that I will not remember anything when I take a test	My academic interests are not influenced by anyone but myself	I set high goals for myself
N	Valid	261	261	261	261	261
	Missing	0	0	0	0	0
Mean		2.57	4.08	3.85	4.16	4.51
Median		3.00	4.00	4.00	4.00	5.00

Mode	3	4	5	5	5
Std. Deviation	1.193	.828	1.062	.867	.666

Appendix C. Chi – Square Test

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
CGPA * What was your entry into UUM	261	100.0%	0	0.0%	261	100.0%
CGPA * How would you rate the education level of your parents (father)	261	100.0%	0	0.0%	261	100.0%
CGPA * How would you rate the education level of your parents (mother)	261	100.0%	0	0.0%	261	100.0%
CGPA * Rate income level of your parents (father)	261	100.0%	0	0.0%	261	100.0%
CGPA * Rate income level of your parents (mother)	261	100.0%	0	0.0%	261	100.0%
CGPA * Status parent in terms of occupation (father)	261	100.0%	0	0.0%	261	100.0%
CGPA * Status parent in terms of occupation (mother)	261	100.0%	0	0.0%	261	100.0%
CGPA * Statement about your former school (location)	261	100.0%	0	0.0%	261	100.0%
CGPA * Statement about your former school (owned)	261	100.0%	0	0.0%	261	100.0%
CGPA * Statement about your former school (types)	261	100.0%	0	0.0%	261	100.0%
CGPA * Number of times you spend doing (in hour)	261	100.0%	0	0.0%	261	100.0%

CGPA * what was your entry into UUM

Crosstab

			What was your entry into UUM			Total
			STPM/STAM	Diploma	Others	
CGPA	3.00-3.5	Count	34	23	47	104
		Expected Count	39.4	15.1	49.4	104.0
		% within CGPA	32.7%	22.1%	45.2%	100.0%
		% within What was your entry into UUM	34.3%	60.5%	37.9%	39.8%
		% of Total	13.0%	8.8%	18.0%	39.8%
	3.5 and above	Count	65	15	77	157
		Expected Count	59.6	22.9	74.6	157.0
		% within CGPA	41.4%	9.6%	49.0%	100.0%
		% within What was your entry into UUM	65.7%	39.5%	62.1%	60.2%
		% of Total	24.9%	5.7%	29.5%	60.2%
Total		Count	99	38	124	261
		Expected Count	99.0	38.0	124.0	261.0
		% within CGPA	37.9%	14.6%	47.5%	100.0%
		% within What was your entry into UUM	100.0%	100.0%	100.0%	100.0%
		% of Total	37.9%	14.6%	47.5%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.226[a]	2	.016
Likelihood Ratio	8.062	2	.018
Linear-by-Linear Association	.174	1	.677
N of Valid Cases	261		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.14.

CGPA * How would you rate the education level of your parents (father)

Crosstab

			How would you rate the education level of your parents (father)		
			STPM <	Diploma	Degree
CGPA	3.00-3.5	Count	23	35	31
		Expected Count	22.3	23.9	41.0
		% within CGPA	22.1%	33.7%	29.8%
		% within How would you rate the education level of your parents (father)	41.1%	58.3%	30.1%
		% of Total	8.8%	13.4%	11.9%
	3.5 and above	Count	33	25	72
		Expected Count	33.7	36.1	62.0
		% within CGPA	21.0%	15.9%	45.9%
		% within How would you rate the education level of your parents (father)	58.9%	41.7%	69.9%
		% of Total	12.6%	9.6%	27.6%
Total		Count	56	60	103
		Expected Count	56.0	60.0	103.0
		% within CGPA	21.5%	23.0%	39.5%
		% within How would you rate the education level of your parents (father)	100.0%	100.0%	100.0%
		% of Total	21.5%	23.0%	39.5%

Crosstab

			How would you rate the education level of your parents (father)	Total
			Master/PHD	
CGPA	3.00-3.5	Count	15	104
		Expected Count	16.7	104.0
		% within CGPA	14.4%	100.0%
		% within How would you rate the education level of your parents (father)	35.7%	39.8%
		% of Total	5.7%	39.8%
	3.5 and above	Count	27	157
		Expected Count	25.3	157.0
		% within CGPA	17.2%	100.0%
		% within How would you rate the education level of your parents (father)	64.3%	60.2%
		% of Total	10.3%	60.2%
Total		Count	42	261
		Expected Count	42.0	261.0
		% within CGPA	16.1%	100.0%
		% within How would you rate the education level of your parents (father)	100.0%	100.0%
		% of Total	16.1%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.974[a]	3	.005
Likelihood Ratio	12.890	3	.005
Linear-by-Linear Association	3.207	1	.073
N of Valid Cases	261		

CGPA * How would you rate the education level of your parents (mother)

Crosstab

			How would you rate the education level of your parents (mother)		
			STPM <	Diploma	Degree
CGPA	3.00-3.5	Count	39	36	26
		Expected Count	33.9	28.7	39.0
		% within CGPA	37.5%	34.6%	25.0%
		% within How would you rate the education level of your parents (mother)	45.9%	50.0%	26.5%
		% of Total	14.9%	13.8%	10.0%
	3.5 and above	Count	46	36	72
		Expected Count	51.1	43.3	59.0
		% within CGPA	29.3%	22.9%	45.9%
		% within How would you rate the education level of your parents (mother)	54.1%	50.0%	73.5%
		% of Total	17.6%	13.8%	27.6%
Total		Count	85	72	98
		Expected Count	85.0	72.0	98.0
		% within CGPA	32.6%	27.6%	37.5%
		% within How would you rate the education level of your parents (mother)	100.0%	100.0%	100.0%
		% of Total	32.6%	27.6%	37.5%

Crosstab

			How would you rate the education level of your parents (mother)	Total
			Master/PHD	
CGPA	3.00-3.5	Count	3	104
		Expected Count	2.4	104.0
		% within CGPA	2.9%	100.0%

		% within How would you rate the education level of your parents (mother)	50.0%	39.8%
		% of Total	1.1%	39.8%
	3.5 and above	Count	3	157
		Expected Count	3.6	157.0
		% within CGPA	1.9%	100.0%
		% within How would you rate the education level of your parents (mother)	50.0%	60.2%
		% of Total	1.1%	60.2%
Total		Count	6	261
		Expected Count	6.0	261.0
		% within CGPA	2.3%	100.0%
		% within How would you rate the education level of your parents (mother)	100.0%	100.0%
		% of Total	2.3%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.896[a]	3	.008
Likelihood Ratio	12.204	3	.007
Linear-by-Linear Association	5.844	1	.016
N of Valid Cases	261		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.39.

CGPA * Rate income level of your parents (father)

Crosstab

			Rate income level of your parents (father)		
			> RM 1000	RM 1001 - RM 2000	RM 2001 - RM4000
CGPA	3.00-3.5	Count	5	25	45
		Expected Count	4.4	23.1	48.2
		% within CGPA	4.8%	24.0%	43.3%
		% within Rate income level of your parents (father)	45.5%	43.1%	37.2%
		% of Total	1.9%	9.6%	17.2%
	3.5 and above	Count	6	33	76
		Expected Count	6.6	34.9	72.8
		% within CGPA	3.8%	21.0%	48.4%
		% within Rate income level of your parents (father)	54.5%	56.9%	62.8%
		% of Total	2.3%	12.6%	29.1%
Total		Count	11	58	121
		Expected Count	11.0	58.0	121.0
		% within CGPA	4.2%	22.2%	46.4%
		% within Rate income level of your parents (father)	100.0%	100.0%	100.0%
		% of Total	4.2%	22.2%	46.4%

Crosstab

			Rate income level of your parents (father)		
			RM 4001 - RM 6000	< RM 6000	12
CGPA	3.00-3.5	Count	17	12	0
		Expected Count	18.7	9.2	.4
		% within CGPA	16.3%	11.5%	0.0%
		% within Rate income level of your parents (father)	36.2%	52.2%	0.0%
		% of Total	6.5%	4.6%	0.0%
	3.5 and above	Count	30	11	1
		Expected Count	28.3	13.8	.6

	% within CGPA	19.1%	7.0%	0.6%
	% within Rate income level of your parents (father)	63.8%	47.8%	100.0%
	% of Total	11.5%	4.2%	0.4%
	Count	47	23	1
	Expected Count	47.0	23.0	1.0
Total	% within CGPA	18.0%	8.8%	0.4%
	% within Rate income level of your parents (father)	100.0%	100.0%	100.0%
	% of Total	18.0%	8.8%	0.4%

Crosstab

			Total
CGPA	3.00-3.5	Count	104
		Expected Count	104.0
		% within CGPA	100.0%
		% within Rate income level of your parents (father)	39.8%
		% of Total	39.8%
	3.5 and above	Count	157
		Expected Count	157.0
		% within CGPA	100.0%
		% within Rate income level of your parents (father)	60.2%
		% of Total	60.2%
Total		Count	261
		Expected Count	261.0
		% within CGPA	100.0%
		% within Rate income level of your parents (father)	100.0%
		% of Total	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.143[a]	5	.678
Likelihood Ratio	3.465	5	.629

Linear-by-Linear Association	.099	1	.753
N of Valid Cases	261		

a. 3 cells (25.0%) have expected count less than 5. The minimum expected count is .40.

CGPA * Rate income level of your parents (mother)

Crosstab

			Rate income level of your parents (mother)		
			> RM 1000	RM 1001 - RM 2000	RM 2002 - RM 4000
CGPA	3.00-3.5	Count	33	30	33
		Expected Count	27.5	28.7	38.3
		% within CGPA	31.7%	28.8%	31.7%
		% within Rate income level of your parents (mother)	47.8%	41.7%	34.4%
		% of Total	12.6%	11.5%	12.6%
	3.5 and above	Count	36	42	63
		Expected Count	41.5	43.3	57.7
		% within CGPA	22.9%	26.8%	40.1%
		% within Rate income level of your parents (mother)	52.2%	58.3%	65.6%
		% of Total	13.8%	16.1%	24.1%
Total		Count	69	72	96
		Expected Count	69.0	72.0	96.0
		% within CGPA	26.4%	27.6%	36.8%
		% within Rate income level of your parents (mother)	100.0%	100.0%	100.0%
		% of Total	26.4%	27.6%	36.8%

Crosstab

			Rate income level of your parents (mother)		Total
			RM 4001 - RM 6000	< RM 6000	
CGPA	3.00-3.5	Count	6	2	104
		Expected Count	8.4	1.2	104.0

	% within CGPA	5.8%	1.9%	100.0%
	% within Rate income level of your parents (mother)	28.6%	66.7%	39.8%
	% of Total	2.3%	0.8%	39.8%
3.5 and above	Count	15	1	157
	Expected Count	12.6	1.8	157.0
	% within CGPA	9.6%	0.6%	100.0%
	% within Rate income level of your parents (mother)	71.4%	33.3%	60.2%
	% of Total	5.7%	0.4%	60.2%
Total	Count	21	3	261
	Expected Count	21.0	3.0	261.0
	% within CGPA	8.0%	1.1%	100.0%
	% within Rate income level of your parents (mother)	100.0%	100.0%	100.0%
	% of Total	8.0%	1.1%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.146[a]	4	.273
Likelihood Ratio	5.161	4	.271
Linear-by-Linear Association	2.814	1	.093
N of Valid Cases	261		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.20.

CGPA * Status parent in terms of occupation (father)

Crosstab

			Status parent in terms of occupation (father)		
			Self - employed	Goverment sector	Private sector
CGPA	3.00-3.5	Count	33	32	39
		Expected Count	29.9	35.9	38.3
		% within CGPA	31.7%	30.8%	37.5%
		% within Status parent in terms of occupation (father)	44.0%	35.6%	40.6%
		% of Total	12.6%	12.3%	14.9%
	3.5 and above	Count	42	58	57
		Expected Count	45.1	54.1	57.7
		% within CGPA	26.8%	36.9%	36.3%
		% within Status parent in terms of occupation (father)	56.0%	64.4%	59.4%
		% of Total	16.1%	22.2%	21.8%
Total		Count	75	90	96
		Expected Count	75.0	90.0	96.0
		% within CGPA	28.7%	34.5%	36.8%
		% within Status parent in terms of occupation (father)	100.0%	100.0%	100.0%
		% of Total	28.7%	34.5%	36.8%

Crosstab

			Total
CGPA	3.00-3.5	Count	104
		Expected Count	104.0
		% within CGPA	100.0%
		% within Status parent in terms of occupation (father)	39.8%
		% of Total	39.8%
	3.5 and above	Count	157
		Expected Count	157.0
		% within CGPA	100.0%
		% within Status parent in terms of occupation (father)	60.2%

Total	% of Total	60.2%
	Count	261
	Expected Count	261.0
	% within CGPA	100.0%
	% within Status parent in terms of occupation (father)	100.0%
	% of Total	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.255[a]	2	.534
Likelihood Ratio	1.259	2	.533
Linear-by-Linear Association	.138	1	.711
N of Valid Cases	261		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 29.89.

CGPA * Status parent in terms of occupation (mother)

Crosstab

			Status parent in terms of occupation (mother)		
			Self - employed	Government sector	Private sector
CGPA	3.00-3.5	Count	63	17	24
		Expected Count	52.2	23.1	28.7
		% within CGPA	60.6%	16.3%	23.1%
		% within Status parent in terms of occupation (mother)	48.1%	29.3%	33.3%
		% of Total	24.1%	6.5%	9.2%
	3.5 and above	Count	68	41	48
		Expected Count	78.8	34.9	43.3
		% within CGPA	43.3%	26.1%	30.6%

	% within Status parent in terms of occupation (mother)	51.9%	70.7%	66.7%
	% of Total	26.1%	15.7%	18.4%
	Count	131	58	72
	Expected Count	131.0	58.0	72.0
	% within CGPA	50.2%	22.2%	27.6%
Total	% within Status parent in terms of occupation (mother)	100.0%	100.0%	100.0%
	% of Total	50.2%	22.2%	27.6%

Crosstab

			Total
CGPA	3.00-3.5	Count	104
		Expected Count	104.0
		% within CGPA	100.0%
		% within Status parent in terms of occupation (mother)	39.8%
		% of Total	39.8%
	3.5 and above	Count	157
		Expected Count	157.0
		% within CGPA	100.0%
		% within Status parent in terms of occupation (mother)	60.2%
		% of Total	60.2%
Total		Count	261
		Expected Count	261.0
		% within CGPA	100.0%
		% within Status parent in terms of occupation (mother)	100.0%
		% of Total	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.676[a]	2	.022
Likelihood Ratio	7.744	2	.021

Linear-by-Linear Association	5.258	1	.022
N of Valid Cases	261		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 23.11.

CGPA * Statement about your former school (location)

Crosstab

			Statement about your former school (location)		
			Urban	Rural	3
CGPA	3.00-3.5	Count	61	42	1
		Expected Count	69.7	33.9	.4
		% within CGPA	58.7%	40.4%	1.0%
		% within Statement about your former school (location)	34.9%	49.4%	100.0%
		% of Total	23.4%	16.1%	0.4%
	3.5 and above	Count	114	43	0
		Expected Count	105.3	51.1	.6
		% within CGPA	72.6%	27.4%	0.0%
		% within Statement about your former school (location)	65.1%	50.6%	0.0%
		% of Total	43.7%	16.5%	0.0%
Total		Count	175	85	1
		Expected Count	175.0	85.0	1.0
		% within CGPA	67.0%	32.6%	0.4%
		% within Statement about your former school (location)	100.0%	100.0%	100.0%
		% of Total	67.0%	32.6%	0.4%

Crosstab

			Total
CGPA	3.00-3.5	Count	104
		Expected Count	104.0
		% within CGPA	100.0%

	3.5 and above	% within Statement about your former school (location)	39.8%
		% of Total	39.8%
		Count	157
		Expected Count	157.0
		% within CGPA	100.0%
		% within Statement about your former school (location)	60.2%
		% of Total	60.2%
Total		Count	261
		Expected Count	261.0
		% within CGPA	100.0%
		% within Statement about your former school (location)	100.0%
		% of Total	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.572[a]	2	.037
Likelihood Ratio	6.867	2	.032
Linear-by-Linear Association	6.034	1	.014
N of Valid Cases	261		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .40.

CGPA * Statement about your former school (owned)

Crosstab

			Statement about your former school (owned)		
			Government	Private	6
CGPA	3.00-3.5	Count	95	9	0
		Expected Count	97.2	6.4	.4
		% within CGPA	91.3%	8.7%	0.0%
		% within Statement about your former school (owned)	38.9%	56.2%	0.0%

	3.5 and above	% of Total	36.4%	3.4%	0.0%
		Count	149	7	1
		Expected Count	146.8	9.6	.6
		% within CGPA	94.9%	4.5%	0.6%
		% within Statement about your former school (owned)	61.1%	43.8%	100.0%
		% of Total	57.1%	2.7%	0.4%
Total		Count	244	16	1
		Expected Count	244.0	16.0	1.0
		% within CGPA	93.5%	6.1%	0.4%
		% within Statement about your former school (owned)	100.0%	100.0%	100.0%
		% of Total	93.5%	6.1%	0.4%

Crosstab

			Total
CGPA	3.00-3.5	Count	104
		Expected Count	104.0
		% within CGPA	100.0%
		% within Statement about your former school (owned)	39.8%
		% of Total	39.8%
	3.5 and above	Count	157
		Expected Count	157.0
		% within CGPA	100.0%
		% within Statement about your former school (owned)	60.2%
		% of Total	60.2%
Total		Count	261
		Expected Count	261.0
		% within CGPA	100.0%
		% within Statement about your former school (owned)	100.0%
		% of Total	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)

Pearson Chi-Square	2.543[a]	2	.280
Likelihood Ratio	2.850	2	.241
Linear-by-Linear Association	.042	1	.837
N of Valid Cases	261		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .40.

CGPA * Statement about your former school (types)

Crosstab

			Statement about your former school (types)		
			SMK/SMKJ	Boarding School	5
CGPA	3.00-3.5	Count	77	27	0
		Expected Count	69.3	34.3	.4
		% within CGPA	74.0%	26.0%	0.0%
		% within Statement about your former school (types)	44.3%	31.4%	0.0%
		% of Total	29.5%	10.3%	0.0%
	3.5 and above	Count	97	59	1
		Expected Count	104.7	51.7	.6
		% within CGPA	61.8%	37.6%	0.6%
		% within Statement about your former school (types)	55.7%	68.6%	100.0%
		% of Total	37.2%	22.6%	0.4%
Total		Count	174	86	1
		Expected Count	174.0	86.0	1.0
		% within CGPA	66.7%	33.0%	0.4%
		% within Statement about your former school (types)	100.0%	100.0%	100.0%
		% of Total	66.7%	33.0%	0.4%

Crosstab

			Total
CGPA	3.00-3.5	Count	104
		Expected Count	104.0

		% within CGPA	100.0%
		% within Statement about your former school (types)	39.8%
		% of Total	39.8%
	3.5 and above	Count	157
		Expected Count	157.0
		% within CGPA	100.0%
		% within Statement about your former school (types)	60.2%
		% of Total	60.2%
Total		Count	261
		Expected Count	261.0
		% within CGPA	100.0%
		% within Statement about your former school (types)	100.0%
		% of Total	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.634[a]	2	.099
Likelihood Ratio	5.051	2	.080
Linear-by-Linear Association	4.599	1	.032
N of Valid Cases	261		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .40.

CGPA * Number of times you spend doing (in hour)

Crosstab

		Number of times you spend doing (in hour)		
		1-5 Hours/Week	6-10 Hours/Week	11-15 Hours/Week
CGPA 3.00-3.5	Count	41	47	11
	Expected Count	35.9	51.4	13.5

		% within CGPA	39.4%	45.2%	10.6%
		% within Number of times you spend doing (in hour)	45.6%	36.4%	32.4%
		% of Total	15.7%	18.0%	4.2%
		Count	49	82	23
		Expected Count	54.1	77.6	20.5
	3.5 and above	% within CGPA	31.2%	52.2%	14.6%
		% within Number of times you spend doing (in hour)	54.4%	63.6%	67.6%
		% of Total	18.8%	31.4%	8.8%
		Count	90	129	34
		Expected Count	90.0	129.0	34.0
Total		% within CGPA	34.5%	49.4%	13.0%
		% within Number of times you spend doing (in hour)	100.0%	100.0%	100.0%
		% of Total	34.5%	49.4%	13.0%

Crosstab

			Number of times you spend doing (in hour)	Total
			16 Hours and above/Week	
CGPA	3.00-3.5	Count	5	104
		Expected Count	3.2	104.0
		% within CGPA	4.8%	100.0%
		% within Number of times you spend doing (in hour)	62.5%	39.8%
		% of Total	1.9%	39.8%
	3.5 and above	Count	3	157
		Expected Count	4.8	157.0
		% within CGPA	1.9%	100.0%
		% within Number of times you spend doing (in hour)	37.5%	60.2%
		% of Total	1.1%	60.2%
Total		Count	8	261
		Expected Count	8.0	261.0
		% within CGPA	3.1%	100.0%

	% within Number of times you spend doing (in hour)	100.0%	100.0%
	% of Total	3.1%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.360[a]	3	.225
Likelihood Ratio	4.324	3	.229
Linear-by-Linear Association	.457	1	.499
N of Valid Cases	261		