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**FACTORS AFFECTING ACADEMIC PERFORMANCE AMONG FORM
SIX STUDENTS IN KOLEJ TINGKATAN ENAM DESA MAHKOTA,
KUALA LUMPUR**



UUM
BY
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**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
In Partial Fulfilment of the Requirement for the Master of Science (Management)**

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I certify that all the supports and assistance received in preparing this project paper and all the sources abstracted have been acknowledged in this stated project paper.

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ABSTRACT

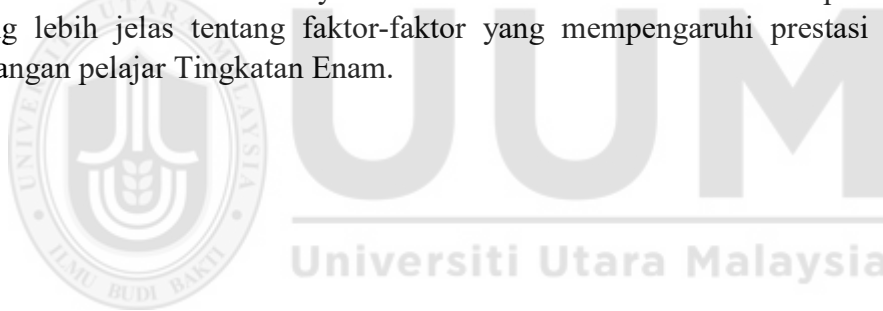
Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals and strongly linked to the positive outcome values. Based on this academic performance a research was conducted at Kolej Tingkatan Enam Desa Mahkota, Kuala Lumpur. Further, this research intended to investigate how teaching methods, motivation and time management will influence academic performance among Form Six students. This research was based on the Adult Learning Theory by Knowles (1984). A simple random sampling procedure was used to select 161 students from the total of 276 students. The data was collected by using questionnaires and was analysed by using the SPSS version 20. Additionally, multiple linear regression were used to identify relationship between the variables. The research results indicated that there is a relationship between time management and academic performance. In concluding this research, the management suggestions as well as suggestion for future research was discussed. A more detailed study with bigger sample involving more school is suggested to get a clearer picture of the factors that affecting academic performances among Form Six students.



Keywords: Academic Performance, Teaching Methods, Motivation, Time Management

ABSTRAK

Prestasi akademik adalah sejauh mana seorang pelajar, guru atau institusi telah mencapai matlamat pendidikan jangka pendek atau jangka panjang dan sangat dikaitkan dengan nilai hasil positif. Penyelidikan tentang pencapaian akademik telah dijalankan di Kolej Tingkatan Enam Desa Mahkota, Kuala Lumpur. Selanjutnya, kajian ini bertujuan untuk mengkaji bagaimana kaedah pengajaran guru, motivasi dan pengurusan masa akan mempengaruhi prestasi akademik di kalangan pelajar Tingkatan Enam. Kajian ini adalah berdasarkan kepada Teori Pembelajaran Dewasa yang diperkenalkan oleh Knowles (1984). Prosedur persampelan rawak mudah digunakan untuk memilih 161 pelajar dari keseluruhan 276 pelajar. Data ini dikumpul dengan menggunakan soal selidik dan dianalisis dengan menggunakan perisian SPSS versi 20. Selain itu, regresi linear berganda digunakan untuk mengenal pasti hubungan antara pembolehubah. Hasil penyelidikan menunjukkan bahawa terdapat hubungan antara pengurusan masa dan prestasi akademik. Dalam kesimpulan kajian ini, cadangan pengurusan serta cadangan penyelidikan masa depan dibincangkan. Kajian yang lebih terperinci dengan sampel yang lebih besar serta melibatkan lebih banyak sekolah disarankan untuk mendapatkan gambaran yang lebih jelas tentang faktor-faktor yang mempengaruhi prestasi akademik di kalangan pelajar Tingkatan Enam.



Kata Kunci: Prestasi Akademik, Kaedah Mengajar, Motivasi, Pengurusan Masa.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter contains of background of the study, curriculum of form six, problem statement, research questions, research objectives, followed by the significance of the study, definitions of the key terms as well, scope and limitations and finally structure of this research and the contribution that can obtained from this research.

1.1 Background of the study

According to the Cambridge University Reporter (2003), academic performances can be defined as a term of student's examination results (academic factors). Laurel et al. (2008), stated that academic performance factors mainly about individual learning, teaching methods, and grades that students achieve in their previous examination. Besides academic factors, there are also non-academic factors such as individual characters, economic background of the students, students' fitness, and atmosphere influence as well configuration like student's family background that can lead to academic performances among students in school. Academic performance is important not only to have good jobs with the satisfactory wages; the students would also have higher levels of education to tackle the technological demanding occupations that the working students would need in the future (Brown, 1999). Moreover, the quantity of jobs demanding a university education is predicted to increase more than twice as fast as those not demanding a university education by the next ten to twenty years (Rentner and Kober, 2001). The students with good

academic performance would have more opportunities to choose and explore their future jobs than those with less education.

Indeed, achievement in academic performance is the only way or path to turn students' dreams into a reality. Academic performance students' majorly affects students' thoughtful of the alteration between right and wrong. Besides that, a cultivated students' always is mindful of the concerns of prohibited activities and he is less likely to get influenced and do something which is not legally or ethically right to him or to others (Mushtaq, 2012). Likewise, according to Ali et.al (2009), academic performance is a must, compulsory and a necessity to students' to secure a better future and to be established in life. If someone wants to love the best things the world has to offer and lead a happy life, students definitely must get education.

In addition, Prime Minister Dato Sri Haji Mohammad Najib bin Tun Haji Abdul Razak stated that with the presence of a renowned university from abroad in Malaysia will add more students' confidence to Malaysia when the formation of added international universities in the country is estimated to fulfil the wish to make Malaysia a centre of academic excellence in this province (Berita Harian, 2014). Therefore, in the 2007 Higher Education Strategic Plan which has seven major thrusts which are (1) widening access and enhancing quality, (2) improving the quality of teaching and learning, (3) enhancing research and innovation, (4) strengthening institutions of higher education, (5) intensifying internationalization, (6) enculturation of lifelong learning and (7) reinforcing the ministry's delivery system (Malaysian National Education Plan, 2007).

Further to enhance academic performance, Education Ministry (KPM) launched a comprehensive assessment of the Malaysian education system in 2011 to build a new National Education Blueprint in line with current developments. The decision was made to increase international education standards, increased public and parental expectations of education policy and the ruling parties mandate is to prepare Malaysian children for the 21st century. In 2012, with an education financial plan of RM36 billion, the government has sustained to devote the biggest amount of its budget 16% to the Ministry of Education (Utusan Malaysia, 2011). Likewise, in MOE's Interim Strategic Plan, Malaysia Development Education Plan (2013-2025) and an allocation of RM56 billion in Budget 2015. This proves the very existent assurance the government has to education as a national importance.

Hence, the Malaysia Education Blueprint (Higher Education) 2015-2025, is the best educational transformation reference that can be emulated by other countries to increase academic of the students (Berita Harian, 2014). Therefore, the blue print arrange for not just an examination of the present education structure and its shortcomings and successes, nevertheless an inclusive strategy to change onward towards a better, first-class learning platform (Ministry of Education, 2014). But there must be persistent and consistent efforts not only from government institutions but also institutes and private colleges. With the establishment of a qualifying agency, Malaysian Qualifications Register (MQA) will ensure satisfactory performance standards especially in education (Berita Harian, 2014). The Ministry of Education has outlined 11 shifts that are required to change the country's education system. Every single of these shifts should have an impact on at least one of the five

aspirations of the Malaysian education system: access, quality, equity, unity and efficiency. The summary of the 11 shifts is shown in Table 1.1.

Table 1.1:
Malaysia Education Blueprint (Higher Education) 2015-2025

Shift 1	Provide equal access to quality education of an international standard.
Shift 2	Ensure every child is proficient in Malay Language and English language and is encouraged to learn an additional language.
Shift 3	Develop values-driven Malaysians
Shift 4	Transform teaching into the profession of choice.
Shift 5	Ensure high-performing school leaders in every school.
Shift 6	Empower JPNs, PPDs, and schools to customise solutions based on need.
Shift 7	Leverage ICT to scale up quality learning across Malaysia.
Shift 8	Transform Ministry delivery capabilities and capacity.
Shift 9	Partner with parents, community, and private sector at scale.
Shift 10	Maximise student outcomes for every ringgit.
Shift 11	Increase transparency for direct public accountability.

Source: Ministry of Education (2014)

Indeed, today's education emphasizes the use of critical and creative thinking in teaching and learning. In line with this, the government through the Malaysian Innovation Agency (AIM) in collaboration with the Ministry of Education Malaysia (MOE) has introduced i-THINK in schools throughout Malaysia with the aim of enhancing and cultivating thinking skills in teaching and learning to produce creative minded students' and achieve good results in the exam (Ng and Chapman, 2013;

Business Circle, 2014). As for, the Microsoft Malaysia and Education Ministry sign up a Memorandum of Understanding (MOU) to reassure the use of Information and Communications Technology (ICT) in teaching and learning. This is in line with Shift 7 of the Education Blueprint 2013-2025 which targets to leverage on ICT to upgrading learning across the nation. This corporation will see schools being equipped with expertise, technologies, resources and training. Its aim is to empower students' to integrate Information and Communications Technology (ICT) in their school work and education, and to get ready them for the 21st century. It would also provide teachers' with forums, tools and resources to build communities where they can work together, as well as share best practices and ideas (Star, 2016).

Nevertheless, teaching and learning must be in line with current and future needs of the academic. The 21st century learning has been planned and implemented in line with the Ministry of Educations' efforts in responding the transformation of education through the Malaysia Education Development Plan (PPPM) 2013-2025. Conservative teaching methods such as chalk and talk are unsuccessful in fascinating interests rather than requiring a more vibrant and imaginative technique with teaching content appropriate to existing growths (Berita Harian, 2017). Knowing the importance of teachers understanding and enthusiastic to make modifications in teaching and learning in accordance with the 21st century learning, the Ministry of Education Malaysia has launched a 21st century learning initiative in 2014 and extends nationally implementation from 2015. The skills and lessons learned in 21st century teaching and learning are firstly is the learning and innovation skills, the secondly is being information skills, medias and technology and the lastly is being life skills and careers (Buletin Tranformasi Pendidikan Malaysia, 2015).

The difference between past learning and 21st century learning is that the former led by teachers, direct instruction, knowledge, content, basic skills, theory, curriculum, individual, classroom, summative assessment and learning for school. Where else the latter the learning of the 21st century is based on students' centred which emphasis on collaborative learning, skills, processes, high-level thinking, practical, life skills, groups, communities, formative assessments and learning for life (Berita Harian, 2017). According to O'Neill and McMahon (2010), there are few examples of students' centred learning in the classroom and outside the classroom. In the classroom students are gathered into groups to allow them to conduct discussion, discussion in larger members of students (snowballing), socializing students by quantity allocations in the classroom, giving students' to give opinion, students' class presentations and participation, poster demonstrations, role performance and students will produce concentration minds in class.

On the other hand, students' centred learning outside the classroom are involving independent projects and assignments, small group discussion, peer mentoring of other learners', debates among students', practical's, computer assisted learning, learning journals, and choice in subjects for study. To address these challenges, teachers should continuously update their knowledge in the curriculum content and teaching and learning pedagogical competence to be relevant to current and future needs (Buletin Tranformasi Pendidikan Malaysia, 2015).

Nevertheless, Malaysia is the leading country that uses this 1BestariNet. This is a program that involves government schools in collaboration with 4G YES internets to connect more than 10,000 of which learning can be easily and quickly accessed

through the Frog VLE (Virtual Learning Environment) was introduced to enhance education. Malaysia is looking forward the future (Ministry of Education, 2015). KPM has set up a blueprint that fits in with the 21st century teaching and learning. The Malaysian Education Blueprint 2013 - 2025 has been carefully crafted to develop the quality of nation education.

Therefore, through the implementation of 1BestariNet, Frog Asia's goal of improving quality and sharing of knowledge can be enhanced among educators. It provides access to quality teaching according to international standards. Through the Frog VLE program, quality learning can be easily accessible throughout Malaysia. It can indirectly bridge the digital divide between teachers and students. It creates a technology-oriented learning environment. This Frog VLE is able to help connect teachers with students and build a comfortable learning environment in the classroom. In other words, all this effort that government and teachers put together will bring some brightness to the academic performance in our country (Ministry of Education, 2015).

The elements influencing students' achievement in their examination results are measured by dual types there are factors that influence by academic and some other factors (Laurel, Wong, Chan, and Safiyyah, 2008). Yet, the education system can fail if ministry of Education did not find out the actual problem that may cause decrease in academic achievement in Malaysia. Due to this problem, it can form bad quality results and will affect the productivity in the country. Thus, it is very important way to identify the issues that can be related to the influence of the academic performance

and build a suitable approach to overcome matter (Schwerdt and Wuppermann, 2008).

Nevertheless, according to Baer (1981), none of the students who could not be taught and guided were important to find a suitable method for the students. As a result, teaching and learning methods that suit the needs of students will bring success to teaching and learning. There is no superior or correct teaching and learning method because students are organic and student needs are constantly changing. If a method is found to be ineffective, then another method should be sought and tried.

1.1.1 Curriculum of Form Six

The Sijil Tinggi Persekolahan Malaysia (Malaysian Higher School Certificate or usually known as STPM) is a Malaysian pre-university curriculum. Pre-University already operating in Malaysia more than 50 years. This course is one of the various choices students have after finishing SPM before pursuing a degree at university. Thus, STPM is conducted by the Malaysian Examination Council, which announced a new modular STPM format in 2012. Under this new modular system, student's results will be observed and endorsed by a representative from the Cambridge Assessment from the United Kingdom to maintain the quality and standard and of this programme. The period of study remains the same although a new system has been introduced. STPM is 18 months long, with only one intake every year in May. The curriculum will last till November the following year, and students will generally receive their overall STPM results in March.

Revamped in form six is one of the plans in Malaysia Education Blueprint to implement quality education in line with the development of an increasingly developed nation. These changes have been adjusted according to the ability of students who have graduated in SPM to facilitate them to continue their education to the public higher education universities. Secondly, is wanted to transform the awareness of the society towards Form Six education. Lastly, is to cultivate and impart leadership qualities among Form Six students’.

Students who have accomplished SPM examination and upper secondary education are qualified can continue their education to Form Six if the students meet the requirements set out to enter the sixth grade. There are two streams (Science streams and Social Science) in the Form Six education encompassing 3 terms of learning. Pass in SPM examination with credit in History and Malay Language subjects are the common condition for admission into Form Six. For Social Science, students must have at least 12 credits in three subjects in SPM, 18 credits for Science Stream students and 14 credits for Religious Studies. All applications must be registered through via online. Students may appeal to their respective state education departments if did not offered to do Form Six (Malaysian Education System, 2012).

The rebranding of form six is using modular approach, just similar in universities, where students complete necessary coursework and sit the final examination at the end of each semester. These marks will be accumulated by semester and make up their STPM results. The modular approach made it easier for students to achieve well and improve in their education in contrast with the earlier system where students had to sit only one main examination at the end of their two-year curriculum. Students

are more attentive and achieve better when it contains projects and research assignment. The Form Six curriculum is completely supported by the government as it is free for all the students. Even the STPM examination is also free, except for those students sitting repeat papers. They have to pay RM 50 to repeat the papers. Even though, students take four to five subjects during the course of their three-semester programme, and the absence of any kind of payment allows for more voluntary contributions or donations by parents to the school's parent-teacher association.

Particularly, revamped in Form Six education includes five objectives, namely facilitating the way of teaching through learning, syllabus changes that are relevant to current developments, information relating to infrastructure, modes, changes in the image along with the paradigm image and paradigm shift, and lastly is management and administration. Furthermore, the duration of study at Form Six is for 1½ years which includes three terms. There is three division of study in Form Six which includes division one (1) starts from the month May to November, division two (2) starts from January to May and division three (3) starts from May to November. Fees for STPM examination are free for Government Aid applicants for those who are taking four or five subjects, except for private and individual private schools. The summary of the division of study is shown in Table 1.2.

Table 1.2:
Division of term in STPM

Division 1: May to November	Division 2: January to May	Division 3: May to November
26 weeks including: <ul style="list-style-type: none"> • Teaching and Learning (PdP) • Course work (subject only) • Division 1 (P1) Penggal 1 Exam 	20 weeks including: <ul style="list-style-type: none"> • Teaching and Learning (PdP) • Course work (subject only) • Division 2 (P2) Penggal 2 Exam 	26 weeks including: <ul style="list-style-type: none"> • Teaching and Learning (PdP) • Course work (subject only) • Division 3 (P3) Penggal 3 Exam, Ulangan 1 (U1), and Ulangan 2 (U2)

Source: Ministry of Education (2012)

STPM's new modular has been implemented in 2012 after getting approval from cabinet meeting on 4 January 2012. A total of 22 STPM subjects option have been offered in this Form Six revamp. However, students are allowed to choose only four or five subjects. Pengajian Am (General Studies) and Malaysian University English Test (MUET) is the subjects that all students must take. For MUET, students must obtain at least band 3 allow them to enter university.

In fact, the Malaysian High School Certificate (STPM) is accredited by the Malaysian Government, Public Service Department (PSD), and Cambridge Assessment, England. STPM certificates are also accepted by PSDs for government services. The assessment for STPM is carried out through centralized final examinations (weighted 60% - 80%) and coursework (weighted 20% - 40%).

Weighted percentages vary by subject. Students must sit for final exams centred Term 1 (Penggal 1), Term 2 (Penggal 2), and Term 3 (Penggal 3). Besides that, students must also carry out course work. From six students will get the results of the examination on every term they are sitting and students are allowed and encouraged to repeat the exam papers. So that, they can improve their Term 1 and Term 2 examination grades by sitting for 'Ulangan 1' or 'Ulangan 2' this is one of the opportunities for students to improve the examination results. All in all, the assessments of student achievement and examination results are based on the overall results of the examination include the results for three semesters. The best result is [(Penggal 1 or Ulangan1) + (Penggal 2 or Ulangan 2) + Penggal 3 + Coursework].

Therefore, students are allowable to improve their first and second semester results by repeating these semester examinations at the end of the third semester. Students are not allowed to re-sit their third semester examinations. Students who can obtain and achieve tremendous grades in Sijil Tinggi Pelajaran Malaysia and co-curricular examinations are eligible to apply for advance study at institutions of higher learning (IPT) within and outside the country. The grading for STPM examinations are shown in Table 1.3 below.

Table 1.3:
STPM subject grades and the corresponding subject grade point

Subject Grade	Subject grade point (SGP) (%)	Status
A	4.00	Full Pass
A-	3.67	Full Pass
B+	3.33	Full Pass
B	3.00	Full Pass
B-	2.67	Full Pass
C+	2.33	Full Pass
C	2.00	Full Pass
C-	1.67	Partial Pass
D+	1.33	Partial Pass
D	1.00	Partial Pass
F	0.00	Fail

Source: Ministry of Education (2012)

Thus, the ambition of Ministry of Education by 2020 is to launch at least one Form Six college in each state. According to School Management Division, since 2014 local colleges had been developed exclusively for the programme under the Form Six Transformation. Ministry of Education formed three mode schools in Malaysia due to the implement the rebranding form six schools. There are three mode schools in Malaysia:

Firstly, **MODE 1**: The school called mode 1 is a school with a minimum 12 Form Six classes. Only teachers with qualifications are allowed to teach form six students. All the Form Six teachers must receive confirmation letter from Education Ministry based on the specific subjects. Mode one school is known as a Form Six College because it has its own distinctive building and is governed by the form six principals along with administrative lines. Mode 1 Programme are successfully operating at 14 Form Six colleges in nine states that allowed colleges to have their own buildings, managements and distinct from main stream schools. The Mode 1 schools are shown in Table 1.4 below.

Table 1.4:
Mode 1 schools according to the states in Malaysia

State	Name of the schools
Sabah	Kolej Tingkatan Enam Kota Kinabalu Kolej Tingkatan Enam Tawau
Sarawak	Kolej Tingkatan Enam Saratok
Kuala Lumpur	Kolej Tingkatan Enam Desa Mahkota
Selangor	Kolej Tingkatan Enam Petaling Jaya Kolej Tingkatan Enam Tunku Abdul Rahman Putra Kolej Tingkatan Enam Sri Istana Kolej Tingkatan Enam Shah Alam
Kedah	Kolej Tingkatan Enam Kulim
Perak	Kolej Tingkatan Enam Seri Ipoh Kolej Tingkatan Enam Seri Putera
Penang	Kolej Tingkatan Enam Haji Zainul Abidin
Terengganu	Kolej Tingkatan Enam Hulu Terengganu
Johor	Kolej Tingkatan Enam Pontian

Secondly, **MODE 2**: Mode 2 school consists of 12 form Six classes and operates in tandem with the mainstream school. This school has a building or one building block specifically for a form six classes. Management and administration are under the supervision of the premier principals and assisted by a senior assistant of form six.

The Mode 2 schools are shown in Table 1.5 below.

Table 1.5:
Mode 2 schools according to the states in Malaysia

State	Name of the schools
Kedah	SMK Hutan Melintang
Perak	SMK Raja Muda Musa SMK Seri Putera
Sabah	SMK Limbanak SMK Putatan SMK Datuk Pangiran Galpam
Selangor	SMK Tinggi Klang SMK Hulu Kelang SMK Tinggi Kajang SMK Sultan Abdul Aziz SMK Tunku Abdul Rahman Putra SMK Seskyen 24

Thirdly, **MODE 3**: Mode 3 school has a class of no more than 12 form six classes. Mode 3 school is categorized as a school with a lack of hostel, public transport, existing in the interior and the school operates with the mainstream management..

Mode 2 and Mode 3 programmes have been functional in 620 schools in Malaysia (New Straits Times, 2017).

The syllabus in STPM's modular system is Higher Order Thinking Skills (HOTS) are more precise on Form Six students. Malaysia Education Blueprint (PPPM 2013-2025) was launched by Ministry of Education. Education transformation takes place to address the challenges of the 21st century education. This PPPM 2013-2025, emphasizes the concept of technical and creative skills. Higher Order Thinking Skills (HOTS) is a concept that measures the ability of students in knowledge application, reflection to solve problems, skills and values in making reasoning. According to Dunn and Honigsfeld (2013), stated the importance of the teachers to know the learning methods of the students so that the teaching and learning are appropriate and consistent with the needs of students.

In the meantime, as part of the effort towards 'rebranding' Form Six Malaysian Ministry of Education has confirmed that students beginning the new academic year for Form 6 are allowed to wear clothing that are not the standard secondary school uniforms. Director General of Education, Datuk Seri Dr Khair Mohamad Yusof also announced that schools can no more force or instruct Form Six students to wear clothes according to a uniform standard. In fact, among the new dress code for sixth formers beginning in 2015 is students are allowed to wear batik clothes to school. Besides that, male students are also acceptable to wear brightly coloured shirts and pants to school but cannot have flower patterns. Students are allowed to decide on the colour of their shirts but need to make sure there is no pattern on it (Ministry of Education, 2014).

Likewise, stripes or chickened patterned shirts are allowed. Long trousers should not exceed the ankle and should not be tight. Students are also allowed to wear belts but

the size of the belt buckle may not exceed 5 centimetres. Furthermore, students are forbidden from wearing any clothing made of denim or jeans material. On the other hand, female students can wear baju kurung. They are also allowed to wear pants. Other clothing that are allowed are includes sleeve blouses, maxi dresses, and skirts above the knee. However, clothing like jeans, cargo pants, shorts and tights are not allowed at all. In fact, students are not allowed to wear T-shirts and tight blouse to school. Female students may only wear shoes that cover their feet but male students are compulsory to wear shoes with socks. Sandals, slippers and clogs or are not allowed totally. Students are encouraged to wear long pants or track pants and long or short sleeved T-shirts during sports activities or outdoor activities. T-shirts for outdoor activities or sports activity must not have violent, political, abusive or any other pictures that may be considered bearing negative messages to the public (Ministry of Education, 2014).

1.2 Problem Statement

Academic performance of the Form Six students at Kolej Tingkatan Enam Desa Mahkota, Kuala Lumpur has declined over the years especially the number of students who got straight A's in all subjects. In 2014, the number of students who got A's in all subjects was 15. However, in 2015 the number dropped to 6 students and further falling to 4 students in 2016. Lastly in 2017 only 5 students got A's in all subjects in the STPM. The summary of students managed to get all A's over the years is shown in Table 1.6 below.

Table 1.6:
Total of A's students in STPM

Year	2014	2015	2016	2017
Total	15	6	4	5

Source: Results of KTEDM

The dominant problems affecting form six students learning at KTEDM are amongst others are motivation, time management of the students and effective teaching method. These problems are seen at a high level as it is to prepare students to enter university level. Besides the above, there are many other factors that can influence academic performance such as discipline and family problem, peer group, attitude, sleep, attendance and physical activity. All these issues will affect their learning process if they are not overcome effectively. Academic performance can guarantee better future life and thus compete in their respective global career. Datuk Seri Dr Ahmad Zahid Hamidi stated that the younger generation, especially high school students, should study hard to the highest level in order to shape the future of the family and the surrounding communities (Utusan Malaysia, 2013).

Moreover, in the Bajet Malaysia 2017, government had announced amounting RM 600 million to all the schools for the benefit of the students in academic and non-academic. Not only that, there are some programmed that the school usually do to increase the academic performance among students with this allocation money. This money is really very useful for the school to think some activities to boost up students' confidence towards their academic (Berita Harian, 2016).

Instead, many studies have been conducted regarding to improve an academic performance and the factors influencing academic performance of the students. The factor of teachers' teaching methods in the classroom affects the academic improvement of the students (Schwerdt & Wuppermann, 2008). In addition, Basile and D'Aquila (2002) stated that teaching with using technology method generated a helpful hand to the students to study better and attain good results in their examination. Moreover George, Dixon, Stansal, Gelb, and Pheri (2008) found that effective management and planning time affect the academic achievement of students. A study by Sun (2010) stated the layout of the classroom also has a positive impact on student performance improvement.

Meanwhile, also mention that a perfect and consistent in time planning will increase the academic results and successful in life. Arrangement or design in the study rooms of the students will give influence in the students' results. According Quek Miow Leng's (2006), study on peer groups has an impact on students' performance and aspirations when compared to school background or composition. Even though Nursuhaili (2010), stated that peers play a very important role in developing social and social cognition. However, studies that examine about teaching methods, time management and motivation are still lacking among Form Six students. Therefore, this study will closely focus on that factors and how these factors affecting academic performance among Form Six students in Kolej Tingkatan Enam Desa Mahkota, Kuala Lumpur (KTEDM).

1.3 Research Questions

Following are the Research Questions (RQ) for this study:

1. Is there any relationship between teaching method and academic performance?
2. Does motivation has a relationship with academic performance?
3. Is there any relationship between time management and academic performance?

1.4 Research Objectives

In general, this study has three objectives:

- i. To examine the relationship between teaching method and academic performance.
- ii. To determine the relationship between motivation of students and academic performance.
- iii. To examine the relationship between time management of students and academic performance.

1.5 Significance of the Study

This study is to examine the extent to which external factors such as teaching methods, motivation, and time management will influence pre university students (Form six) towards academic performance. This study will contribute to the Ministry of Education Malaysia and school management in addressing the factors that contribute to the academic performance. Researchers intend to disclose to the Malaysian Education Ministry and the schools the factors that cause academic performance in the hope that the parties can plan an appropriate strategy to address the problem not only in schools studied but also in other schools across the country. With this, the school will also be able to increase academic performance among its pre-university students. If academic performance can be improved it is definitely going to help the students towards achieve their ambition and improve their life style. Practically, this study is also expected to assist teachers and counselors in schools to prepare and overcome the problems in the Form Six College or schools. Next, they can find a way to at least reduce this social phenomenon. The study is also expected to be an eye opener to the school to provide an environment and school climate that can attract students and stimulate them to achieve academic excellence. It is hoped that teachers will also exhibit a high interest and commitment to guide students to achieve a good academic performance.

1.6 Scope and limitations of the study

This study was only conducted at Kolej Tingkatan Enam Desa Mahkota, Kuala Lumpur consisting of 276 Form six students and only 161 students have been selected in randomization. The students' performances were based on their Term One STPM examination.

The study analysis covers the factors of teaching methods, motivation and time management that will influence academic performance among Form Six students in Kolej Tingkatan Enam Desa Mahkota. This research is only covered the period of academic in the year 2017/2018. The findings of this study are unlikely to be generalized to all schools either in the studied areas, in Kuala Lumpur or across the country. This is because the sample studied is a small sample of urban areas and it is not possible to represent or represent all schools at the district, state or national level. It may also be different if the school studied is a rural school. Therefore, the outcomes of this study are restricted to the school being studied.

1.7 Definition of Key Terms

There are several key terms will be used in this study. The definitions of the key terms are shown below:

1.7.1 Academic Performance

Academic performance is a value in learning which consists of two main areas namely; which is academic content that refers to a specific knowledge in a different subject, and academic skill that refers to the learned ability to carry out a task (Amstrong, 2006).

1.7.2 Teaching Method

Teacher teaching method refers to the way a teacher conducted lesson in the classroom with the use of technology (Jefferson & Kent, 2001).

1.7.3 Motivation

Motivation is defined as characteristic that transfers us to do or not to do something (Gredler, Broussard & Garrison, 2004).

1.7.4 Time Management

Time management refers as the method of proficiently applying time to finish and complete a particular activity within time constriction (Harris, 2008).

1.8 Organization of Remaining the Thesis

Chapter One (1) serves as introduction of the study by providing a brief description of the research background. The chapters also cover the problem statement, research questions, research objectives, significance of study, scope of study and definitions of the key terms.

Chapter Two (2) presents literature review on the conceptualization of dependent and independent variables, relationship between dependent and independent variables and underlying theories use in this study. This chapter also discusses theoretical framework and hypothesis development.

Chapter Three (3) is the section whereby the researcher will describe the research design and methodology utilizes in this study. The chapter also present the detailed data collection method applies for this research as well as the analysis technique and statistical tool use to analyze the data collection.

Chapter Four (4) discloses and interpret the finding obtain from this study. It describes direction, strength and level of significance as inferred from the empirical data generated.

Chapter Five (5) is the final section of the study and its represent the summary of the findings which consistent with research objectives. This chapter also presents the contribution of this research, the implication as well as recommendations for future research.

1.9 Conclusion

In conclusion, this study focuses on the factors that influence academic performance among form six students in Kolej Tingkatan Enam Desa Mahkota, Kuala Lumpur. This chapter focuses on a brief synopsis of the whole chapter and this study. Therefore, this chapter will help researchers to further study in the following chapters.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will review on previous studies relating to literature review on the conceptualization of dependent variable (academic performance) and independent variables (teaching method, motivation and time management), relationship between dependent and independent variables and underlying theories that is Adult Learning Theory. Besides, this chapter would also present the theoretical framework and hypothesis of the study.

2.1 Conceptualization of Academic Performance

According to Kumari Sushma (2001), academic performance is defined as the total amount of evidence expanded after finishing a course of instruction (partially or fully) in particular results that student has obtained on a test. The academic performance of the students can be measured based on the scores of previous exam performance, the intermediate exam and the cause leading to a drop in academic achievement performance (Tan & Yates 2007). According to Sharma (2005), good academic performance will determine the success and standard of living for a student socially and economically. Good academic achievement can motivate students to pursue higher education. To get this dream a student is forced to bear the burden of learning to pursue their dreams.

Therefore, academic success is essential because it is powerfully related to positive outcomes. Not surprisingly, research shows that adults with great levels of education are more likely to be working and can earn higher incomes (National Center for Education Statistics, 2001). In addition, jobs that require high prospects in education have thrived in ten to twenty years (Fleetwood & Shelley, 2000, Rentner & Kober, 2001). Thus, students who achieve excellent results in education will have the opportunity to get a good job as well as promising profitable income compared to those with low education. Apart from employment and salary, academic achievement involving employees has always been linked to the development of technology utilization in carrying out their work in tandem with the current challenges of work (Brown, 1999).

2.2 Teaching Method

Teacher teaching method refers to the way a teacher conducted lesson in the classroom with the use of technology (Jefferson & Kent, 2001). Lecturers can also rate themselves the way they teach students in the classroom (Arends, 2007). Many previous studies have seen teachers teaching traditional and modern approach but the current teaching methods of teachers do not have much research especially involving upper school students. Usually student academic performances are often associated with teachers teaching method (Schwerdt & Wuppermann, 2008).

Teaching method can be defined with many different definitions. A study by Peacock (2001), teaching methods refer to teacher approaches that teach naturally, characteristic, how to deliver information efficiently and effectively in class

according to student's abilities. Hence, teaching methods cover approaches, beliefs, methods, enthusiasm, attitudes, character and control (Wright, 1987). The teachers teaching style and method can be seen when they conduct the teaching and learning process. Grasha (1996), states that teaching method identify the patterns of wants, thoughts and behaviour exposed by teachers in the classroom. Zhorik (1990) mention that teachers' teaching method was influenced by the ideology and beliefs of students and knowledge.

Besides that, according to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered. Meanwhile, a study by Noriah and Sakinah Mohamed (2003) found that teachers are enjoying by being the facilitator and delegator when conducting the teaching and learning process in the school.

2.3 Motivation

Motivation is an important tool to students to perform better in their studies. Motivation is classified into two categories: intrinsic and extreme motivation (Kim & Kim, 2015; Melnic & Botez, 2014; Petty, 2014). Intrinsic motivation is successful learning achieved through self-esteem and job satisfaction as it promises a better standard of living (Chen, Chang & Liu, 2012; Deci, Koestner & Ryan, 1999). Extrinsic motivators involve issues that are beyond the control of someone who is

expecting something with regard to reciprocal or reward rewards (Melnic & Botez, 2014; Petty 2014). This independent variable is aiming on identifying the ways that will help educational thinkers to know students attitude towards academic in the way of process of learning. According to Guay et al. (2010), motivation refers to the reason original behavior.

A study by R.A Kusurker (2012), found that motivation has a positive relationship with academic performance. In contrary, Hee, Jee Mei and Mohammad Yusof, Siti Liyana (2011) revealed that there is high motivation level among students but this motivation did not have any relationship with academic performance. Meanwhile, motivation had been found to have negative relationship with academic performance (Krishnan Megalah, 2015).

Furthermore, motivation is the method used to enhance a person's viability based on the need to achieve a desire (Kudrinskaia & Kubarev, 2013; Melnic & Botez, 2014, Petty, 2014; Wurf & Croft-Piggin, 2015). Melnic and Botez (2014) are motivating motivation to good and bad practices where one is expecting praise or punishment when performing a given assignment.

2.4 Time Management

Effective time management is the ability of a person to complete the assignment given at a predetermined time (Sansgiry et al., 2004). According to Campbell and Svenson (1992), time management refers to the way students manage their time in order to have better academic performance which is invaluable for academic success.

Efficient time management is to plan the position, formation, arrangement and time planning to avoid wastage of time and produce high production at a predetermined time (Gerald, 2002). Likewise, Campbell and Svenson (1992) said time management refers to the approaches used by students in managing their learning systematically to achieve good results in the examination (Gerald, 2002). Time management is to prioritize and implement important things first because it is very valuable and irreplaceable. Gerald (2002), said the ability to manage time is a person's ability to appreciate every time movement, value, performance, teamwork ability to improve a person's standard of living.

Furthermore, Argarwal (2008), states that individuals who are good at managing time are successful individuals. Every activity in an individual's life is influenced by proper time management. Unlike other things, time will not come back. Time management is a method that works to help someone improve their life goals in a better direction. Often students are not skilled at using time well and systematically to achieve good results in the exam.

Time management is attentive on resolving difficulties. For example, one is incapable of dealing with the ghosts, the stress of the deadline of assignment, and the postponement of self-discipline and self-discipline, uncertainty about goals and goals, difficult to say "no", unlimited association, determination, thorough and irregular. According to Akomolafe (2005), the time is very important because time will not wait. On the other hand, Quek (2001) believes that if one wants to do something then a person needs to study and cultivate good time management skills. Researchers argue that Quek feels that if a person makes a postponement of an

assignment it will cause problems in managing time. Time is always moving and will not wait. Therefore, it moves along with humans. In this study, good and systematic time management among students is to balance their academic activities and their curriculum activities to get good results in the examination

2.5 Relationship between Teaching Methods and Academic Performance

Smith, Lee, and Newmann, (2001) argued that students' academic achievement was influenced by teaching methods and their impact on their performance. The results of this study show a one-way teaching or interactive teaching (two-way communication) that is effective in teaching students. The findings demonstrate that interactive teaching methods provide better results in the examination.

In addition, Beets and Lobingier (2001), have examined the relationship between the different teaching methods and the achievement of students achievement. Findings from the study show that there is no significant change to the students in the examination if a teacher uses a computer while teaching, a blackboard or overhead projector. This means the teacher's teaching pattern does not really contribute to the student's academic achievement.

Furthermore, according to Basile and D'Aquila (2002) positive learning attitude towards students' performance. While Schwerdt and Wuppermann (2008) examine, lecture-based learning conducted by educators contributes to an improvement in academic achievement. In addition, research by Friedland (2005) examines the relationship between different teaching methods, which are based on collaborative

methods and traditional teaching methods in the classroom as well as their impact on academic achievement. Therefore, the findings suggest that collaborative learning can modify student learning and improve academic performance.

Furthermore, Tosun et al., (2015) examined the factors that affect the academic performance based on the perceptions of students in levels of middle school, high school and university. Results shown that, most of the students stated that the most important factors for the achievement in science classes are firstly is student-centered, and secondly is a teacher-centered. Similarly, Anil (2011), argued that effective of teacher's quality in teaching as well as student's individual abilities in learning will lead the students to achieve good results in their grades.

H1: There is a relationship between teaching method and academic performance.

2.6 Relationship between Motivation and Academic Performance

According to Ajayi, Lawani and Salomi (2012), academic motivation is an imperative perception in classroom learning and is connected to increase the ranks of academic achievement. A student who is educationally motivated is seen as self-determined to be successful in school work (Gesinde, 2000) and the urge to achieve, that is, the level of motivation varies from one student to another. There are different types of academic motivation. Ryan and Deci (2000), noted that the type of motivation concerns the 'why' of a student's action. For instance, a student who is highly motivated will do homework out of curiosity and interest is said to be

intrinsically motivated while another student who is motivated to do homework to procure the approval of the teacher or parent is said to be extrinsically motivated.

In the meantime, there is another student who may not value the homework or feels incompetent to do it and lacks an intention to act. As for, the difference in student's level and type of motivation may explain why some students do better than their counterparts in school despite being exposed to similar schooling experience. This student is categorized to be a motivated (Ryan & Deci, 2000). Students today consider the education as a burden as they have to learn all the time, unable to enjoy the excitement with their peers and have low motivation.

Students' motivation can be uncertain due to lack of motivation and it will lead to low academic achievement, self-actualization necessities (Kudrinskaia & Kubarev, 2013). Dornyei (2001), argued that motivation explains why people decide to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity. Gasco et al. (2013), noted that motivation plays an important role in learning because it greatly explains academic performance. Students are supposedly capable of instigating, modifying, and sustaining information.

Further, research showed that students' motivations and strategy use have some impact on student performance (Al Khatib, 2010). According to Schunk (2005), Pintrich thinks students must monitor, regulate, and control their cognition, motivation, and behaviour as part of self-regulated learning. According to Pintrich (2003), students who are self-regulating, who set goals or plans, and who try to monitor and control their own cognition, motivation, and behaviour predicated upon

these goals are more likely to do much better in school. Based on the above discussion, the hypothesis was developed as follows:

H2: There is a relationship between motivation and academic performance.

2.7 Relationship between Time Management and Academic Performance

Unplanned time management for students such as reviewing at the very last before the exam is one of the major causes of declining academic performance (Gall, 1988; Longman & Atkinson, 1988). This is a common practice of students who say they do not have enough time to make their daily work effectively. This is because of ineffectiveness in time management.

Time management is a main behavioural ability in forming learning burden (Walker & Siebert, 1980; Talib & Sansgiry, 2012) comprises of examination preparation, progress preparation and work ranking (Kirschenbaum & Perri, 1982; Sansgir, Bhosle, & Sail, 2006). Systematic and organized time management of students approaches growth in students' grades (Campbell & Svenson, 1992; Powell, 2004). According to Karim Babayi Nadinloyi (2013), students high on trait conscientiousness use additional and better approaches for time management and therefore accomplish better results. Likewise, according to Abdul Ghafar, Mohd Najib and Yoon Weng (2002), students who can manage their time effectively can achieve good results in their examination.

According to Sansgiry, Kawatkar, Dutta, and Bhosle (2004), skill in time management is to prioritize and perform most important work first, postpone temporary work and make a given assignment with planned and complete it on time. Researchers also stated that efficient time management can generate individual productivity. At the same time, students who are able to manage their time properly can achieve good results in the examination. Sansgiry et al. (2004), says time management methods promise success to students (as cited in Gloe, 1999).

Moreover, Mercanoilglu (2010), has been studying the timing of time management conducted by postgraduates students to get good academic results in the examination. Time management questionnaire scores were used to find out the findings of the study. Grade Point Average (GPA) has been used to determine the effectiveness of time management of the master students. The findings show that time management has a very important relationship in academic achievement of the students. Similarly, a study by Faisal (2014), found that time management and student achievement were closely connected with each other.

Furthermore, Hamzah, Ossai-Igwe and Joarder (2014), argued that time management is very important to students of University Utara Malaysia (UUM) to achieve good results in their examination. Findings show that time management is closely intertwined with students' academic achievement. as you know, university students are studying hard to get good results to make it easier for them to find a job after graduation. This is because these students are forced to deal with competition in the world of work. It can be concluded that students' academic achievement is much influenced by time management.

Similarly, a study by Tureman and Hartley (1996), also revealed that time management greatly influences students' academic achievement. The unplanned distribution of time, the obvious objective of interest, spending too much time with friends, reviewing lesson at the last moment was some of the factors that caused the student's academic performance to decline (Gall, 1988, Longman & Atkinson, 1988; Walter & Siebert, 1981). Therefore, it is very important for students to prioritize priorities and to identify issues affecting student academic achievement (Walker & Siebert, 1980). In conjunction with these concepts, Gloe (1999), discusses that time management methods are the best way to manage course materials in great detail. This includes sharing opinions on key points, group discussions, and exchanging opinions that ultimately encourage students to achieve better performance in exams.

In the meantime, other researchers also said that efficient and effective time management creates a capable individual to solve work successfully (Schuler, 1979); controlling time, is flexible and has a balance, (Lakein, 1973); set tasks and set their interests (Jordan, Cobb, & McCully, 1989). According to Kaushar (2013) found that time management indicates the role of a student in achieving good academic performance. Researchers also discussed that inefficient time management among students will cause their academic performance to be affected.

Furthermore, Knaus (1996) said that students are burdened by many tasks, spending limitless time with friends, engaging in social activities without good planning, placing educational chores up to time limits, nervous about future examination, course assignments and documents from terminating them. For researchers, unexpected problems can arise and spend time being directed at other events to come

true. Yet, there are several events that do not require time and use. According to Omolola (2010), mentioned that university students are exaggerated with systematic time management. Based on previous literature, the hypothesis has been formulated as follows:

H3: There is a relationship between time management and academic performance.

2.8 Underpinning Theory

In this study, researcher proposed underpinning theory known as Adults Learning Theory by Knowles (1984). Adults Learning Theory assists to provide better understanding on the link of research model with variables of the study. Besides that, these models help to strengthen the development of research framework for the present study. Thus, the purpose of theory underpinning in this study was to disclose the relationship of Adults Learning Theory with the findings. Moreover, the results of relationships can contribute to additional empirical evidence. Hence, the following underpinning theory is proposed:

2.8.1 Adult Learning Theory

Based on Adult Learning Theory by Knowles (1984), this theory based on enthusiasm to learn, positioning to learning, self-concept, adult learner experience, and lastly is inspiration to learn. Besides that, Adult Learning Theory is more to problem- centered and not content – centered (Kearsley, 2010). Since adults are known as self-directed, learners are encouraged to discover things and knowledge

without depending on people. However, these learners should be guided and help them when they make mistakes or wrong. Knowles Adult Learning principles and theories are very suitable to modern day learning experiences for maximum learner engagement and motivation. Knowles (1984), mention that characteristics of child learners (pedagogy) are different from the expectations about the characteristics of adult learners (andragogy). In this study this theory is very suitable for 21st learning century where the students are more to critical thinking and teacher centered is not suitable now days. In the teaching method, teachers are more to facilitator and guide them in the academic.

The term student-centred learning was also related with the work of Piaget and more lately with Malcolm Knowles (Burnard 1999). The teaching method has changed from teacher presentation to student presentations (Barr and Tagg 1995). Student-centred learning has become a focus now while teacher-based learning is less popular today. With the advent of the concept of discovery learning, many scholars today widely adopt more supple student-centered methods to enhance active learning (Greitzer, 2002). Most teachers today apply the student-centered approach to promote interest, analytical research, critical thinking and enjoyment among students in the classroom (Hesson & Shad, 2007).

The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student (Lindquist, 1995).The approach also motivates goal-orientated behaviour among students, hence the method is very effective in improving student achievement (Slavin, 1996). Adult Learning Theory encourages the students to search for relevant knowledge rather than the lecturer

monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students' academic performance (Damodharan & Rengarajan, 1999).

Besides that, Adult Learning Theory also emphasis on most time consuming task and ensuring it will be completed (Fry, 2012). As an adult learner it is important to know how long it will take to perform certain task or complete assignments (Fry, 2012). The majority of the adult students blame the reason why they struggle in school or delay going back to school is time restriction (Arthur & Trait, 2004). According to Schunk (2012), motivation towards adult learning can be categorized into work / economic, personal and social. Adult learners generally know their goals, needs, and values. They are also typically highly motivated, self-directed, relevancy-oriented, and learn best from experience. This knowledge and these qualities make them easier to motivate. Many adult learners were taught in traditional classrooms and may be unfamiliar and uncomfortable with the new technology and methods for instructing and learning. They may also have obligations that can interfere with their motivation to learn. Therefore, by applying the Adult Learning Theory in this study may help researcher to incorporate relationships between academic performance with teaching method, motivation and time management.

2.9 Research Framework

Research framework is termed as assemblages of concepts and models from various literatures that reinforces a positivistic research study (Collis et.al, 2013). In other words, research framework provides the fundamental structure which supports and

explains as to why the research problem exists in this study. Thus, this research framework will help to hypothesize as well as test the interrelationships among the research variables in order to have better understand and comprehend the dynamics of the research.

Research model was developed based on the literature review and underpinning Adult Learning Theory. The objective of this study is to examine the effect of teaching method, motivation and time management towards academic performance among form six students in Kolej Tingkatan Enam Desa Mahkota, Kuala Lumpur (KTEDM). The research framework of this study is illustrated in Figure 2.1 as follows:

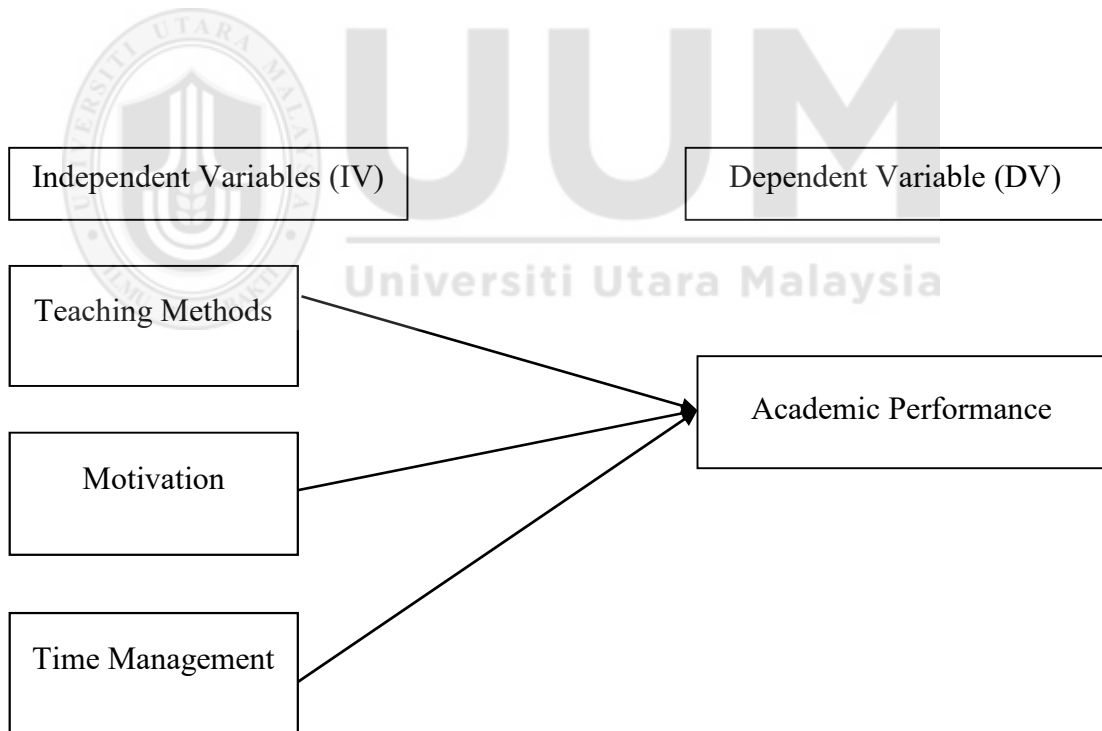


Figure 2.1.
Research Framework
Adapted from: Martha (2010)

2.9.1 Conclusion

In conclusion, chapter two deliberates and discussed the reviews of previous studies and scholar reviews. This is mandatory and assists in developing the theoretical in relative to the three independent variables. In the meantime, a proposed theory and hypothesis framework has been developed in this chapter to reflect the relationship between independent variables and dependent variables. The forthcoming Chapter 3 will highlight the details of the research methodology which utilized as guidance for the development of the hypothesis.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter has illustrated in detail the research methodology for this study. The chapter consist of explanation about research design, unit analysis, population and sample, data collection procedure, questionnaire design, measurement, sampling method implemented, and pilot test as well as elaborates in detail the data analysis techniques. Further explanation for this chapter will be provided in paragraph below.

3.1 Research Design

Research design is vital in providing a solid framework which incorporates a detail work plan to guide before embarking the process of data collection and analysis. The functionality of a research design is to enable the researcher to answer the research questions with the data gathered and analyzed as unambiguously as possible (Broadhurst et. al., 2012).

The unit of analysis is individuals of Form Six students from arts stream and science stream classes. The main objective of this research is to analyze the factors (teaching method, motivation and time management) influencing the academic performance of Form Six students in Kolej Tingkatan Enam Desa Mahkota, Kuala Lumpur (KTEDM). Cross sectional study was used to collect data because it involves reasonable cost, information can be obtained directly from the respondent and

quickly (Campanelli, 2008). In the meantime, it allows the selected respondents to answer questions quickly (Noelle, 2003).

3.2 Population and Sample

Detailed explanation regarding population and sample will be discussed in this subsection below:

3.2.1 Population

According to Sekaran (2003), population is an whole group of occasions, peoples or belongings that will be used by researcher to conduct and investigate their hypothesis. For this study, the population was Form Six students of KTEDM, Kuala Lumpur. The total number of students was 276 inclusive of science stream and arts streams students (Refer to Table 3.1).

Table 3.1
Total of KTEDM students

No	Class	No of students
1	Science stream	171
2	Arts stream	105
	Total	276

3.2.2 Sample

Sample size where the amount of respondents to exist involved in the research and it's a subset of the population. Meaning of subset is certain portion in the population will be used as a sample to be the respondents. The choosing of the correct sampling is very important because it will determine and simplified the characteristic of the population.

Thus, to select the amount of sample from the total population in this research that is 267 students, researcher uses sample procedure suggested by Krejcie and Morgan (1970). According to procedure, if the population is 267 students, then the sample size that suitable for this research is 159 to 162 students. Therefore, researcher has personally distributed 170 sets of question to the selected respondents according to sample size and 100 per cent sets was return successfully but only 161 sets was useable. Overall, yielding respondent rate for this research achieved 94.7 %.

3.3 Data Collection Procedure

Firstly, before conducting data collection, researcher applies letter permission from Principal of Kolej Tingkatan Enam Desa Mahkota to obtain official data about the total number of students at Kolej Tingkatan Enam Desa Mahkota Kuala Lumpur. Then, after getting information about total population that required, researcher start to distribute the questionnaires and the process of collection also had done by researcher. Thus, this study was applying self-administered question because it suitable as data collection method since researcher able to provide any information

directly to the respondent within a short time period. Moreover, researcher makes sure that the question was written in English because researcher want respondent fully understand the questions. Furthermore, cover letter was attached in front of questionnaire in order to introduce the research topic and instruction. To collect the data, respondent was given three to five days to complete all the section because researcher want to ensure students have convenient time to answer without disturbing their studies. The survey was conducted between October 2nd until October 7th 2017. Questionnaire was selected because it helps to cover large respondent in the population within short time and provide clear information in the sample of study (Chauvel & Depres, 2002).

3.3.1 Primary Data

The source of data in this study was obtained through primary data. The primary data is information about the variables used in the study that received first-handed by researcher based on focus group. This method of data collection is effective because it assists researcher to collect the questionnaire in short period of time. Besides that, researcher also can introduce the topic and give explanation on the spot if the respondent did not understand certain question or instruction. Moreover, it gives advantages for researcher especially during conducting pilot test where researcher can get direct information about the error occur in the questionnaires (Sekaran & Bougie, 2013).

3.4 Questionnaire Design

For this study, researcher used self-administered questionnaire. Questionnaire was selected because it helps to cover large respondent in the population within short time and provide clear information in the sample of study (Chauvel & Depres, 2002). The purpose of this questionnaire is to find the information that will assess to generate the hypothesis. The questionnaires has been divided into three (3) section: A was about Demographic, B about the independent variable (teaching method, motivation and time management) and C about academic performance.

The selected respondents were required to fill in the information in Section A that has information on student demographics. The first answer is coded as 1 while the second answer is coded as 2 and accordingly. For example, gender-related questions are coded 1 for male and 2 for female. Section B consists of items on independent variables : teaching method (7) items, motivation (27) items and time management (5) items. Meanwhile, Section C comprised of the independent variable, which is academic performance with (5) item. A cover letter was prepared by the researcher to each of the questionnaire set with complete written instructions. The summary of the questions is shown in Table 3.3 below.

Table 3.3
Structure of Questionnaire

Part	Items	No of items
A	Demographic	5
B	Independent variables <ul style="list-style-type: none"> ▪ Teaching method ▪ Motivation ▪ Time management 	7 27 5
C	Academic performance	5
	Total	49

Then, selected respondents have to answer the entire question which is given. Both section A and B necessitate the respondents who have been selected to answer the agreed stage or disagree with the 5 points Likert scale. The code from 1 (strongly disagree to strongly agree). There were 2 reverse coding items in teaching method items that is *“I rely on my teachers to tell me what is important for me”* and 2 reverse coding in motivation items which are *“When faced with a difficult test, I expect to fail before I expect to do well”*, and *“I am not one of the smartest students in my class”*.

3.5 Measurement of Variables

This study uses its self-administered questionnaire covering three parts which used to collect primary data. Nominal scale and ordinal scale have been used to generate target respondent demographic information. The second part of the questionnaires which include the dependent variable (academic performance) and independent variables (teaching method, motivation and time management) uses the 5 Point Likert Scale. Thus, the respondents need to choose one and only from the five

choices: 1: strongly disagree to 5: strongly agree to state their degree of agreement.

Table 3.4 below provides the details of the instruments.

Table 3.4
Instruments of the study

Dimension	Items
Academic Performance	<ol style="list-style-type: none"> 1. I am able to achieve the academic goal that I have set. 2. I am good in most of my subjects. 3. I perform poorly in my past semester examinations. 4. Since starting Form six, I have never ever failed an examination in school base. 5. I often repeat a paper.
Teaching Method	<ol style="list-style-type: none"> 1. The role played by the teachers in the teaching process aided my learning. 2. Tutorial classes help me to improve preparations towards examinations oriented. 3. I like it when teachers are well organized for a session. 4. Technology was essential in the teaching process, which aided my learning. 5. I rely on my teachers to tell me what is important for me to learn. 6. The questioning methods are likely to enhance the development on the conceptual understanding and problem solving. 7. The instructional methods and activities used reflect the teachers' attention to my experiences and readiness.
Motivation	<ol style="list-style-type: none"> 1. I want to learn everything I need to learn. 2. No matter how much I like or dislike a class, I still try to learn from it. 3. When faced with a difficult test, I expect to fail before I expect to do well. 4. I feel that challenging assignments can be great learning experiences. 5. College helps me to gain valuable knowledge. 6. My quality of performance is dependent on my grade in the class. 7. I never boast my grades. 8. I am not one of the smartest students in my class. 9. I am satisfied with an average grade, as long as I learn from my mistakes. 10. Finishing an exam quickly makes me feel good. 11. I work best in a group environment. 12. I do all that I can to make my assignments turn out perfectly. 13. I feel more accepted by others when I receive a good grade on a test.

	<p>14. I have high expectations of myself.</p> <p>15. I get frustrated when I find out that I did not need to study as much as I did for a test.</p> <p>16. I enjoy learning about various subjects.</p> <p>17. Being in college gives me the opportunity to prove to my family that I can achieve something.</p> <p>18. I wait till the last minute to complete my assignments.</p> <p>19. I feel ashamed when I received a low grade.</p> <p>20. I have no problem telling my parents when I get a bad grade in my exam.</p> <p>21. I get frightened that I will not remember anything when I take a rest.</p> <p>22. My academic interest is not influenced by anyone but myself.</p> <p>23. I set high goals for myself.</p> <p>24. I enjoy challenging tasks.</p> <p>25. I find my ability to be higher than most of my peers.</p> <p>26. I think it is important to attend all the classes.</p> <p>27. I often come late to school/class.</p>
Time management	<p>1. I have a very good time management skill.</p> <p>2. I manage to follow well the weekly plan I have set.</p> <p>3. I find it easy to study on regular basis.</p> <p>4. I always start preparing for an examination well in advance.</p> <p>5. I can organize my study and leisure time easily.</p>

Source: Adapted from Martha (2010)

3.4 Sampling Technique

There are probability sampling and non-probability sampling methods in sampling methods (Etikan et. al., 2016). In this study, probability sampling is selected.

Because of time constraints and resources, this research has now applied simple random sampling. A simple random sample is an unbiased surveying technique. Simple random sampling is a basic type of sampling, since it can be a component of other more complex sampling methods. Simple random sampling is an ideal for conducting this study as it is the easiest and most effective way to collect information and reach respondents in time (Moore & Mc Cabe, 2006).

3.6 Pilot Test

After developing the questionnaire a pilot test was conducted to identify weaknesses in designation and to deliver proxy figures for probability sample selection (Cooper & Schindler, 2008). A total of 30 respondents are randomly selected among students at Kolej Tingkatan Enam Petaling Jaya, Selangor. After that, the accuracy and reliability of the questionnaire are tested by SPSS. This method is used to certify that the questionnaire are relevant and can be circulated for the actual survey of the researcher. Besides that, through pre-test, researcher want to ensure the acceptability of the instrument by observing and identifying whether respondent understand when reading and answering the question.

According to Sekaran (2003), pilot test was executed because if there any error in the questionnaire structure, the researcher need to do some correction before conducting in large-scale of data collection. Moreover, pilot test is an important part for the study even due to the fact that different group of respondent might respond differently. The range to measure the reliability is within 0 to 1 and more specifically, the lower rate of acceptability is between 0.60 to 0.70 (Hair et al, 2010). While Sekaran (2003), suggested that a minimum reliability level of 0.50 is acceptable. In this study, the Cronbach's Alpha used for all variables were greater than 0.60. Therefore, all items used to describe variables in this study are reliable and have a good value. None of the items from the question were deleted in the test. Thus, it can be concluded that these measures possess sufficient reliability and were used for actual study. The results for the pilot test shown in Table 3.5.

Table 3.5
Cronbach's Alpha Values for Pilot Study

Construct	Cronbach's Alpha	Number of Items
Academic Performance	0.613	5
Teaching Method	0.818	7
Motivation	0.836	27
Time Management	0.934	5

3.7 Data Analysis Techniques

Data analysis is very important to explain the process of analysing data in order to test the hypothesis and to find answer for research question that was development in first chapter. IBM SPSS version 20 is used to examine the primary data that collected from questionnaire through presenting besides generating the findings into diagrams. Thus, it also used to find out whether the hypothesis can be accepted or rejected. Entirely primary data are concise by inferential suitable statistics and descriptive Analysis. Using this software assist the researcher to measure the normality test, reliability test, descriptive analysis and identify Pearson correlation and regression that will be described in the following sections.

3.7.1 Normality Test

Normality test was conducted to ensure the details collected from the targeted respondents are normally distributed and this is mandatory according to Hair et al., (2010). To make normality test for the determination of certifying figures remains free from outlier, Skewness and Kurtosis were conducted to test on the data collection as suggested by West, Finch, and Curran (1995). Kurtosis is the height of the distribution and Skewness is used to describe balance of the distribution. The values of statistic that is within range of + 1 to -1.

3.7.2 Reliability Test

The main persistence of reliability test is to test to what extent the depth without any bias, thus, confirms consistent measurement across the various items and time in the instrument given. For this study, reliability test was used in to examine the stability and consistency of the instrument (Sekaran & Bougie, 2013). Consistency and stability means the measurement have the ability to remain the same over time despite uncontrollable condition among respondents'. In this test, the most common method to examine consistency is Cronbach's Alpha coefficient which can investigate the relationship between dependent variable (academic performance) and independent variables (teaching method, motivation and time management) based on the items in the questionnaires.

According to Coakes and Steed (2007), the correlation coefficient range value is from 0 to 1. Furthermore, Sekaran & Bougie (2013) explained that reliabilities that

less than 0.6 is consider as a poor, while 0.7 value are consider acceptable and the good value must be over 0.8. Meanwhile, according to Hair et al. (2010) also suggests that the acceptable value is starting from 0.6 and above. Contrast with other authors, Nunnally (1967) suggests that the relevant value for reliability is between 0.5 to 0.6 would be sufficient enough. Therefore, researcher decides to use suggestion from Hair et al. (2010) and Sekaran & Bougie (2013) because it is appropriate to adopt the latest information. The summarize of the range value was presented in Table 3.7 below where it showed the range of scales to measure the reliability or strength of relationship between variables by Sekaran & Bougie (2013).

Table 3.7
Rules of the Thumb for Cronbach-Alpha Coefficient Size

Alpha Coefficient Range	Strength of Association
0.00 – 0.20	Not Reliable
0.20 – 0.40	Slightly Reliable
0.40 – 0.60	Reliable enough
0.60 – 0.80	Reliable
0.80 – 1.00	Very Reliable

Source: Sekaran & Bougie 2013

3.8.3 Descriptive Analysis

Descriptive analysis recaps the measureable data into charts and tables. The summarization of data is commonly done thru calculating mean, median, and standard deviation. By using SPSS, transformation from raw data into statistical value is to acquire the frequencies and percentages (Sekaran & Bougie, 2013). For independent variables in this study, descriptive statistics is generally used to study

the means and standard deviation whereas targeted respondents demographic are concise in occurrence circulation. Descriptive analysis was used to analysed the individualities of the respondents in age, gender, and academic achievement. Besides that, descriptive analysis also used to summarize the result of data set in order to measure essential tendency such as standard deviation and mean value for dependent variables and independent variables. Mean is the average of data set while standard deviation provides index of spread for distribution or variability of data (Sekaran & Bougie, 2013).

3.8.4 Pearson Correlation

According to Coakes & Steed (2007), Pearson correlation is used to investigate the relationship between dependent variable and independent variables. In this analysis, the researcher will identify the relationship between independent variables (teaching method, motivation, and time management) with dependent variable which is academic performance among Form Six students in KTEDM Kuala Lumpur. The strength was measure to know whether the correlation is positive or negative. To identify the correlation coefficient, researcher needs to find the coefficient and its associated significance value (p) (Coakes & Steed, 2007).

For correlation coefficient, if the result showed +1.0, interpretation indicate the value as perfect positive correlation between two variables, meanwhile, if result -1.0 indicates the value as perfect negative correlation (Gliner Morgan & Leech, 2009). For significance value (p) that acceptable is either 0.01 or 0.05 (Coakes & Steed, 2007). Table 3.8 below give a clarification the detail interpretation of the strength of

relationship suggested by Davis's Scale Model. Davis, (1971), has suggested the strength level of the variables relationship based on the findings of the coefficient as represented in Table 3.8 below:

Table 3.8:
Measurement Scale of Correlation Coefficient (r)

Correlation value r	Strength of relationship
±0.70 or higher	Very high relationship
±0.50 to ±0.69	High relationship
±0.30 to ±0.49	Moderate relationship
±0.10 to ±0.29	Low relationship
±0.01 to ±0.09	Very low relationship
0.0	No relationship at all

Source: Davis's Scale Model 1971

3.9.5 Multiple Regression Analysis

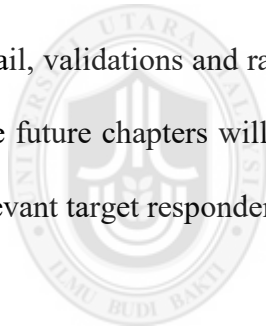
Multiple regression known as multivariate technique that be used to analyze the data which involving several independent variables with single dependent variable. The main objective of multiple regressions is to predict the changes in the dependent variable in response to changes in the independent variables (Hair et al., 2010). Thus, this test helps to observed how much variance in the dependent variable (academic performance) being affected by independent variables (teaching method, motivation and time management). It means that the researcher wants to identify independent variables have most effect factor on dependent variable (Sekaran & Bougie, 2013).

In this study, value of R-square (R^2) is used to interpret the data in terms of variance explained by both variables (Gliner et al., 2009). This value would give explanation regarding the strength of the relation that exists amongst dependent variable

(academic performance) and independent variables (teaching method, motivation and time management). The value of R square is from 0 to 1.00 and Bhatti et al. (2012) mention that the higher the value the better of result. Based on Coakes & Steed (2007), if the variables is significant, there must be concluded but if the variable not significant, no need for the further explanation of the conclusion. This is because there is no concrete evidence to defend the variable that not significant.

3.9 Conclusion

In summary, this chapter provides a comprehensive explanation of methods that have been used on the data collection. Further this study deliberating techniques into detail, validations and rationalizations are also delivered on each technique followed. The future chapters will study the outline and investigation of the findings from the relevant target respondents.



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CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.0 Introduction

This chapter presents the findings of this study that obtained from data analysis. This chapter consists of respondent's demographic profile, normality, descriptive statistic, reliability, intercorrelation between variables and multiple regression analysis.

4.1 Respondents' Demographic Profile

Profiles of the students were analysed using descriptive statistic. The respondents involve in this survey consist of Form Six students in KTEDM Kuala Lumpur. Table 4.1 below presented the demographic profile of respondents that obtained from the data collection. The demographic aspect includes classes, gender, race, and family income. The data were collected over a time period of three to five days from the 161 students surveyed.

From the descriptive statistic shown that 46.6% of the students were in science stream while the rest 53.4% were in arts stream. There were 36.0% male students participated in the research and the other 64.0% were female students. Mostly the students surveyed were 62.1% Chinese, and the others were 26.1% for Malay, 9.9% for Indian and 1.9% for others. Furthermore, the family income showed that 6.8% of them received below than RM1000, 14.3% of the students had a total of family income between RM1000-RM1500, 33.4% students had a total of family income between RM1500-RM3000 while 29.2% of students with a total of family income

between RM3000-RM5000 and the rest 16.1% came from a family income with over RM5000.

Table 4.1
Demographic Profile of Respondents

Variable	Frequency (N=161)	Percentage (%)
Classes		
Science Stream	75	46.6
Art Stream	86	53.4
Gender		
Male	58	36.0
Female	103	64.0
Race		
Malay	42	1.9
Chinese	100	9.9
Indian	16	62.1
Others	3	26.1
Family Income		
Below than RM1000	34	17.7
RM1000-RM1500	66	34.4
RM1500-RM3000	54	28.1
RM3000-RM5000	32	16.7
Above than RM5000	6	3.1

4.2 Normality Test

In this study, normality test was used by examine the data as it is normally distributed or not. There are many ways to assessed the normality including P-P plot, Q-Q plot, histogram and also by obtaining skewness and kurtosis values. The researcher used the skewness and kurtosis values to decide the normality assumption for this research. The data is said to normally distributed, when the values of skewness and kurtosis are within the range of -1 and 1. According to Tabachnick and Fidell (2012), the plot distribution needs to be appearing as normally distributed. Table 4.2, showed the results of the normality test.

Table 4.2:
Normality Test Results

Variable	Skewness	Kurtosis	Conclusion
Academic Performance	2.482	0.531	Normally distributed
Teaching Method	3.578	0.489	Normally distributed
Motivation	3.321	0.329	Normally distributed
Time management	2.754	0.724	Normally distributed

4.3 Descriptive Statistics

Interpretation for mean and standard deviation is a small standard deviation means that the values in a statistical data set are close to the mean of the data set, on average, and a large standard deviation means that the values in the data set are farther away from the mean, on average. In other words, a higher standard deviation which is bigger than 3 indicates greater spread in the data. For this study, it means the respondents' opinions tended to change and not consistent to one choice only. However, if the standard deviation is smaller than 1, it means that the respondents were constant with their opinion. Results of mean and standard deviation are shown on Table 4.3 below.

Table 4.3:
Results of Mean and Standard Deviation

Variable	Mean	Standard Deviation
Academic Performance	2.482	0.531
Teaching Method	3.578	0.489
Motivation	3.321	0.329
Time Management	2.754	0.724

Table 4.3 provides the means and standard deviations of the study variables. Responses to all items of the study variables were measured on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). From the results shown above, the

mean of teaching method is the highest with the values of 3.578, compared to other variables. This is because most of the respondents had neutral opinions on whether the teaching method influences the academic performance of the students or not. In addition, since all standard deviation values were less than 1.00, these indicate that the respondents were constant with their opinions which also showed that there were small variations in their opinions.

4.4 Reliability Analysis Results

One of the tests taken in this research was checking the reliability of a scale. The most commonly used indicators of internal consistency is Cronbach's Alpha coefficient. This checking is important to find the scales that are reliable. This scales are said to be reliable when the Cronbach's Alpha coefficient shows a value greater than 0.50 (Sekaran & Bougie, 2013).

Table 4.4:
Values for Full Model

Variable	Cronbach's Alpha	Number of Items
Academic Performance	0.502	5
Teaching Method	0.650	7
Motivation	0.651	27
Time Management	0.818	5

Table 4.4 displays the effects subsequently evaluating the reliability of instruments used in this research. According to Sekaran & Bougie (2013), alpha values equal or

minimum reliability level of 0.50 is acceptable. Established on these consequences, entirely the variables are assumed to be consistent since the Cronbach's Alpha values are greater than 0.50 hence this measurement are reliable as suggested by Sekaran & Bougie (2013).

4.5 Intercorrelation Between Variables

Correlation analysis was used to define the strength and direction of the linear relationship between all variables. Pearson correlation coefficient (r) only takes values from -1 to 1. The positive sign (+) indicates that there is a positive correlation while the negative sign (-) shows a negative correlation. On the other hand, when the Pearson correlation coefficient shows a worth of 0, it means there is no correlation between variables.

Table 4.5:
Intercorrelation of the study variable

	<i>Teaching Method</i>	<i>Motivation</i>	<i>Time Management</i>	<i>Academic Performance</i>
Teaching Method	1			
Motivation	0.375**	1		
Time Management	0.097	0.318**	1	
Academic Performance	-0.069	0.163*	0.291**	1

**Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

Table 4.5 above display the findings of Pearson Correlation coefficient and significance value (p-value) between teaching method and academic performance,

motivation and academic performance and time management with academic performance. From the findings, it can be summarized that there is no correlation between teaching method and academic performance because the correlated coefficient (r) is -0.069. This shows that the correlation between teaching method and academic performance has no association.

However, the correlation coefficient (r) between motivation and academic performance and time management and academic performance computed relationship. This is because the correlation coefficient for motivation and academic performance is 0.163 which is significant. Although the relationship between motivation and academic performance is significant, the degree to which the two variables are related does not display much of a relationship.

Meanwhile the correlation coefficient (r) for time management and academic performance is 0.291 which is significant. Hence, there is correlation between time management and academic performance. In fact, the degree to which the two variables are related does show an obvious relationship.

Besides that, the correlation coefficient (r) between teaching method and motivation is 0.375. This shows that the correlation between teaching method and motivation is significant. At the same time, the correlation coefficient (r) between motivation and time management is a computed relationship. This is because the correlation coefficient between motivation and time management is 0.318.

4.6 Multiple Linear Regression Analysis

Multiple linear regressions analysis was conducted to study the significant relationship between independent variables (Teaching Method, Motivation, Time Management) and the dependent variable (Academic Performance). The value of β for each hypothesized relationship is observed and reported in this section. Meanwhile, R^2 was obtain in order to indicate the percentage of variance in the dependent variable that can be explain by independent variables.

Table 4.6.1:
Multiple Regression Analysis

Dependent Variable (Academic Performance)	Standardized Coefficients		Sig
	Beta	t	
(Constant)		4.130	0.000
Teaching Method	-0.144	-1.774	0.078
Motivation	0.133	1.563	0.120
Time Management	0.263	3.307	0.001**
R^2	0.264		
Adjusted R^2	0.180		
F value	6.353		

**Significant at the 0.01 level

* Significant at the 0.05 level

From the ANOVA table, the model is fit as the model is tested significant ($p < 0.01$). Table 4.6.1 showed that value for R^2 in regression analysis is 0.264. Thus, from this percentage can be concluded that 26.4% of the variance of academic performance can be explained by all the independent variables which are teaching method, motivation, and time management. While for the remaining percentages which is

73.6% is explained by other variables. An analysis of variance showed that academic performance was significant, $F(3, 157) = 6.353$, $p = 0.0001$. The p-value of 0.0001 is less than the alpha value 0.01.

Based from the result presented in Table 4.6.1 only time management showed significant influence to academic performance $\beta=0.263$. The p-value for time management is 0.001 and since the p-value is less than $\alpha = 0.01$ this indicates that there is a significant relationship between time management and academic performance.

The teaching method and motivation did not have a significant relationship with academic performance. This is because the p-value of 0.078 for teaching method is more than $\alpha = 0.05$ and this finding indicated that teaching method has no significant relationship with academic performance. At the same time, the p-value of 0.120 for motivation is more than $\alpha = 0.05$ and this finding also demonstrated that motivation has no significant relationship with academic performance.

4.7 Conclusion

In this chapter, entirely the data have been construed into few tables using Statistical Package for the Social Science (SPSS) version 20. Normality test and reliability test been completed and have shown that all the variables were satisfactory and adequate for further analysis. Pearson Correlation has been piloted to study the relationship between the independent variables which are teaching method, motivation and time management with the dependent variable, academic performance. In addition,

Multiple Linear Regression has remained used to observe the significant relationship between independent variables (teaching method, motivation and time management) with the dependent variable (academic performance).



CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSION

5.0 Introduction

This chapter consists of discussion, theoretical and practical implications recommendation for the upcoming research and conclusion for the finding of this research.

5.1 Recapitulation of the Study's Findings

The main objective of this study was to investigate the impact of teaching method, motivation, and time management on academic performance. Accordingly, three research questions were proposed to attain the main objective of the study:

1. Is there any relationship between teaching method and academic performance?
2. Does motivation has a relationship with academic performance?
3. Is there any relationship between time management and academic performance?

For the purpose of this study, data were gathered from Form Six students in Kolej Tingkatan Enam Desa Mahkota, Kuala Lumpur. A number of 170 questionnaires were distributed and returned. However, only 161 questionnaires (94.7%) was found to be usable and analyzed in this study. The internal consistency of the measures was

tested by computing the Cronbach's alpha. Finally, the hypotheses were analyzed using multiple regression analyses.

The findings of this study indicated that of the three hypotheses, only one hypothesis was supported. Specifically, time management was found to be significantly and positively related to academic performance. In contrast, teaching method and motivation were found insignificantly related to academic performance.

5.2 Discussion

This study has attempted to answer the research questions of whether independent variables (teaching method, motivation, and time management) have significant relationships with dependent variable (academic performance). Hence, this section will explicitly focus on the relationships between the independent variables and dependent variable.

5.2.1 Relationship between Teaching Method and Academic Performance

Results of the study found insignificant relationship between teaching method and academic performance. This result is inconsistent with previous studies (Tosun et al., 2015; Anıl, 2011; Friedland, 2005; Smith, Lee, & Newmann, 2001). However, there was also previous research (Beets & Lobingier, 2001) which found non-relationship between teaching method and academic performance. Beets and Lobingier (2001) have examined the relationship between the different teaching methods and the achievement of students' achievement. Findings from the study

showed that there was no significant change to the students in the examination if a teacher uses a computer while teaching, a blackboard or overhead projector. According to Baer (1981), none of the students who could not be taught and guided were important to find a suitable method for the students. As a result, teaching and learning methods that suit the needs of students will bring success to teaching and learning. Nevertheless, there is no superior or correct teaching and learning method because students are organic and student needs are constantly changing. If a method is found to be ineffective, then another method should be sought and tried.

A possible explanation why teaching method has no impact on academic performance may be due to the study's respondents. This study was conducted among Form Six students whereby the students are more mature and teaching method or tools will not have any influence on their academic performance. Moreover, they are very independent and can study by their own. Knowles Adult Learning principles and theories (1984) are very suitable to modern day learning experiences for maximum learner engagement and motivation. Knowles (1984), mention that characteristics of child learners (pedagogy) are different from the expectations about the characteristics of adult learners (andragogy).

In this study this theory is very suitable for 21st learning century where the students are more to critical thinking and teacher centered is not suitable now days. In the teaching method, teachers are more to facilitator and guide them in the academic. Students might have different ways of study and preference of teaching method compared to main stream students or the primary students. These may have

accounted for the non-relationship between teaching method and academic performance.

5.2.2 Relationship between Motivation and Academic Performance

The results of multiple regression analysis demonstrated that motivation was insignificantly related to academic performance. This result is contradicted with past studies (Kusurker, 2012; Al Khatib, 2010; Schunk, 2005) which found significant and positive relationship between motivation and academic performance. Meanwhile, a study by Krishnan Megalah (2015) revealed significant and negative relationship between motivation and academic performance. Nonetheless, the finding of this study validated previous study by Hee, Jee Mei and Siti Liyana (2011), which found high motivation level among students but this motivation did not has any relationship with academic performance.

One possible justification why motivation has no effect on academic performance may due to the study's samples. According to Schunk (2012), motivation towards adult learning can be categorized into work/economic, personal and social. Adult learners/students generally know their goals, needs, and values. They are also typically highly motivated, self-directed, relevancy-oriented, and learn best from experience. This knowledge and these qualities make them easier to motivate. Many adult learners were taught in traditional classrooms and may be unfamiliar and uncomfortable with the new technology and methods for instructing and learning. They may also have obligations that can interfere with their motivation to

learn. These may have accounted for the insignificant relationship between motivation and academic performance.

5.2.3 Relationship between Time Management and Academic Performance

Results of the present study found that time management was significantly and positively related to academic performance ($\beta=0.263$, $p<0.01$). It implies that when students able to manage their time effectively, their academic performance will increase. This finding is in tandem with previous findings that found that time management had a significant and positive relationship with academic performance (Mercanoilglu, 2010; George et al., 2008; Ali et al., 2008; Zulauf & Gortnet, 2000).

Gerald (2002) stated that efficient time management is to plan the position, formation, arrangement and time planning to avoid wastage of time and produce high production at a predetermined time. Likewise, Campbell and Svenson (1992) indicated that time management refers to the approaches used by students in managing their learning systematically to achieve good results in the examination. This is align with Adult Learning Theory by Knowles (1984), which based on adult learner experience, self-concept, readiness to learn, orientation to learning and lastly is motivation to learn. Besides that adult Learning Theory is more to problem-centered and not content –centered.

Studies by Zulauf and Gortnet (2000) and Mercanoilglu (2010), found that students planning time and managing time with discipline produce good results. Good and systematic time management among students is to balance their academic and

curriculum activities in order to attain excellent results in the examination. Meanwhile, George et al. (2008) argued that inefficient time management would lead to a drop in student performance. It is thus concluded that effective time management skills are significant predictor to students' academic performance. Hence, managing time effectively is an important aspect among students as it can motivate students to perform better.

5.3 Theoretical Implications

Adult Learning Theory by Knowles (1984), has clarified that different contributions would produce harvest. Therefore, on this research all the independent variables (teaching method, motivation and time management) known as inputs and the output is academic performance. Based on the findings and results gained, it is faster to see the connection among the inputs and output. Moreover, it is conceivable to understand which one of the input produces a superior output towards academic performance. Thus, the suggested theoretical model is accepted based on the findings. In conclusion H3 is supported.

5.4 Practical Implication of the Study

This study provides a detailed study on the factors affecting academic performance of the students. The results shown time management positively influence academic performance among Form Six students in Kolej Tingkatan Enam Desa Mahkota, Kuala Lumpur. This study shown it has managerial implication than theoretical

implication. It will benefit the form six schools and universities to raise students' academic performance.

Subsequently this study is a basis reference to schools and universities to arrange their distribution method and amenities. So, they can deliver a healthier studying atmosphere and assistance students to perform well by preparing a better facility for the students in technological gadgets and seminars on managing time perfectly.

Hence, this study can benefit the management, professors and school. This research can be castoff by upcoming researchers and students for the tenacity as reference.

5.5 Recommendations for Future Research

Based on the limitations of the study, there are several factors that can be used for improvement. Some earlier researchers found that there were other factors that could affect academic performance. Then future researchers may examine other factors other than these factors to identify the relevance of the student's academic performance. This can be done by adapting to a more robust and credible question.

For future research the researcher must take other factors apart from these three factors to support the findings. Through a factor analysis of more factors and using different models can achieve a better understanding for this study. In addition, geographical areas need to be expanded as they use the findings from other states.

5.6 Conclusion

This study revealed that time management shown a significant relationship with the academic performance. The teaching method and motivation has no significant relationship with the academic performance. Therefore, throughout the route of concluding the research considerate the variables and effect on the dependent variable was gained. Besides that, this research also contributes to the students, academicians and higher educational institutions. Although this research investigated on the relationship between three variables and academic performance, this research also enclosed the relationship correlation between teaching method and motivation and time management and motivation. These are the additional contribution for the academic sector in increasing the understanding on how to increase the excellence or quality of students and teachers. In fact, this research has also displayed the research methodology for the attention of other researchers who wish to pursue the similar research with additional value.

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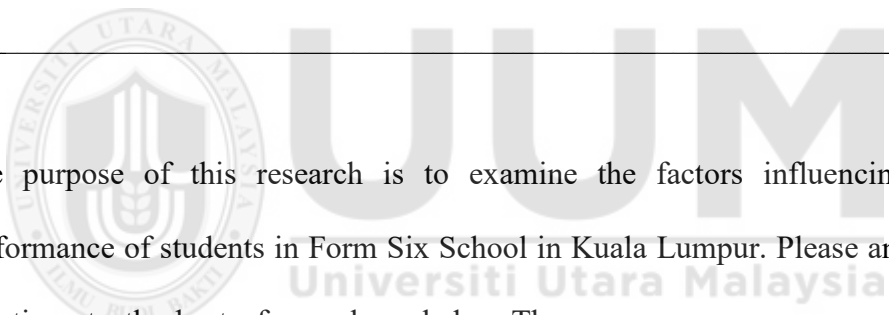
APPENDICES

APPENDIX A

Questionnaires

**Factor Influencing Academic Performance
of Students in Form Six School in Kuala
Lumpur**

Survey Questionnaire



The purpose of this research is to examine the factors influencing academic performance of students in Form Six School in Kuala Lumpur. Please answer **all** the questions to the best of your knowledge. There are no wrong responses to any of these statements. All responses are completely confidential.

Thank you for your participation.

Instructions:

- (1) There are **THREE** (3) sections in this questionnaire. Please answer **ALL** the questions in **ALL** the sections.
- (2) This will only take you approximately 20 – 30 minutes.

(3) The content of this questionnaire will be private and confident.

Section A: Demographic

Instruction: Please **tick** the **most** suitable option given. You are allowed to tick only **ONE** option for each question unless it is specify.

1. Classes

Science stream	
Arts stream	

2. Gender

Male	
Female	

3. Race

i. Local:

Malay	Chinese	Indian	Others

ii. International: _____ (*please specify which country are you from*)

5. Family Income:

Less than RM1000	
RM1000 - RM1500	
RM1500 – RM3000	
RM3000 - RM5000	
More than RM5000	

SECTION B: Factors influencing students' academic performance.

This section is seeking your opinion regarding the factors influencing students' academic performance.

Instruction: Please indicate [(1) = Strongly Disagree; (2) = Disagree; (3) = Neutral; (4) = Agree and (5) = Strongly Agree] by **circling** the number corresponding to the statements.

B01: TEACHING METHOD

No	Item	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
T1	The role played by the teachers in the teaching process aided my learning.	1	2	3	4	5
T2	Tutorial classes help me to improve preparations towards examinations oriented.	1	2	3	4	5
T3	I like it when teachers are well organized for a session.	1	2	3	4	5
T4	Technology was essential in the teaching process, which aided my learning.	1	2	3	4	5
T5	I rely on my teachers to tell me what is important for me to learn.	1	2	3	4	5
T6	The questioning methods are likely to enhance the development on the conceptual understanding and problem solving.	1	2	3	4	5

T7	The instructional methods and activities used reflect the teachers' attention to my experiences and readiness.	1	2	3	4	5

B02: MOTIVATION

No	Item	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
M1	I want to learn everything I need to learn.	1	2	3	4	5
M2	No matter how much I like or dislike a class, I still try to learn from it.	1	2	3	4	5
M3	When faced with a difficult test, I expect to fail before I expect to do well.	1	2	3	4	5
M4	I feel that challenging assignments can be great learning experiences.	1	2	3	4	5
M5	College helps me to gain valuable knowledge.	1	2	3	4	5
M6	My quality of performance is dependent on my grade in the class.	1	2	3	4	5
M7	I never boast my grades.	1	2	3	4	5
M8	I am not one of the smartest students in my class.	1	2	3	4	5

M9	I am satisfied with an average grade, as long as I learn from my mistakes.	1	2	3	4	5
M10	Finishing an exam quickly makes me feel good.	1	2	3	4	5
M11	I work best in a group environment.	1	2	3	4	5
M12	I do all that I can to make my assignments turn out perfectly.	1	2	3	4	5
M13	I feel more accepted by others when I receive a good grade on a test.	1	2	3	4	5
M14	I have high expectations of myself.	1	2	3	4	5
M15	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
M16	I enjoy learning about various subjects.	1	2	3	4	5
M17	Being in college gives me the opportunity to prove to my family that I can achieve something.	1	2	3	4	5
M18	I wait till the last minute to complete my assignments.	1	2	3	4	5
M19	I feel ashamed when I received a low grade.	1	2	3	4	5
M20	I have no problem telling my parents when I get a bad grade in my exam.	1	2	3	4	5

M21	I get frightened that I will not remember anything when I take a rest.	1	2	3	4	5
M22	My academic interest is not influenced by anyone but myself.	1	2	3	4	5
M23	I set high goals for myself.	1	2	3	4	5
M25	I enjoy challenging tasks.	1	2	3	4	5
M25	I find my ability to be higher than most of my peers.	1	2	3	4	5
M26	I think it is important to attend all the classes.	1	2	3	4	5
M27	I often come late to school/class.	1	2	3	4	5

B03: TIME MANAGEMENT

No	Item	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
TM 1	I have a very good time management skill.	1	2	3	4	5
TM 2	I manage to follow well the weekly plan I have set.	1	2	3	4	5
TM 3	I find it easy to study on regular basis.	1	2	3	4	5
TM 4	I always start preparing for an examination well	1	2	3	4	5

	in advance.					
TM 5	I can organize my study and leisure time easily.	1	2	3	4	5

SECTION C

This section is seeking your opinion regarding your academic performance.

C01: ACADEMIC PERFORMANCE

No	Item	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
P1	I am able to achieve the academic goal that I have set.	1	2	3	4	5
P2	I am good in most of my subjects.	1	2	3	4	5
P3	I perform poorly in my past semester examinations.	1	2	3	4	5
P4	Since starting Form six, I have never ever failed an examination in school base.	1	2	3	4	5
P5	I often repeat a paper.	1	2	3	4	5

APPENDIX B

Pilot test

	Mean	Std. Deviation	N
B01	3.77	.728	30
B02	2.83	.986	30
B03	3.73	1.015	30
B04	3.57	1.073	30
B05	3.50	1.009	30
B06	3.47	.730	30
B07	3.43	.817	30
C01	3.90	.923	30
C02	3.67	1.093	30
C03	3.50	1.009	30
C04	3.50	1.196	30
C05	3.53	1.008	30
C06	2.90	1.213	30
C07	2.97	1.033	30
C08	3.60	1.163	30
C09	3.80	.961	30
C10	3.27	1.337	30
C11	2.97	1.129	30
C12	3.77	.971	30
C13	3.33	1.124	30
C14	3.70	1.022	30
C15	3.47	.937	30

C16	3.53	.819	30
C17	3.80	.961	30
C18	2.43	1.194	30
C19	3.50	1.306	30
C20	2.97	1.273	30
C21	3.63	1.189	30
C22	3.93	1.143	30
C23	3.53	1.224	30
C24	3.27	1.143	30
C25	3.13	1.042	30
C26	3.73	.785	30
C27	2.23	1.104	30
D01	2.43	1.073	30
D02	2.57	1.104	30
D03	3.37	.999	30
D04	3.07	1.081	30
D05	2.53	1.106	30
E01	2.90	1.062	30
E02	2.77	1.006	30
E03	3.70	1.179	30
E04	1.90	.960	30
E05	3.33	1.124	30

Reliability Statistics

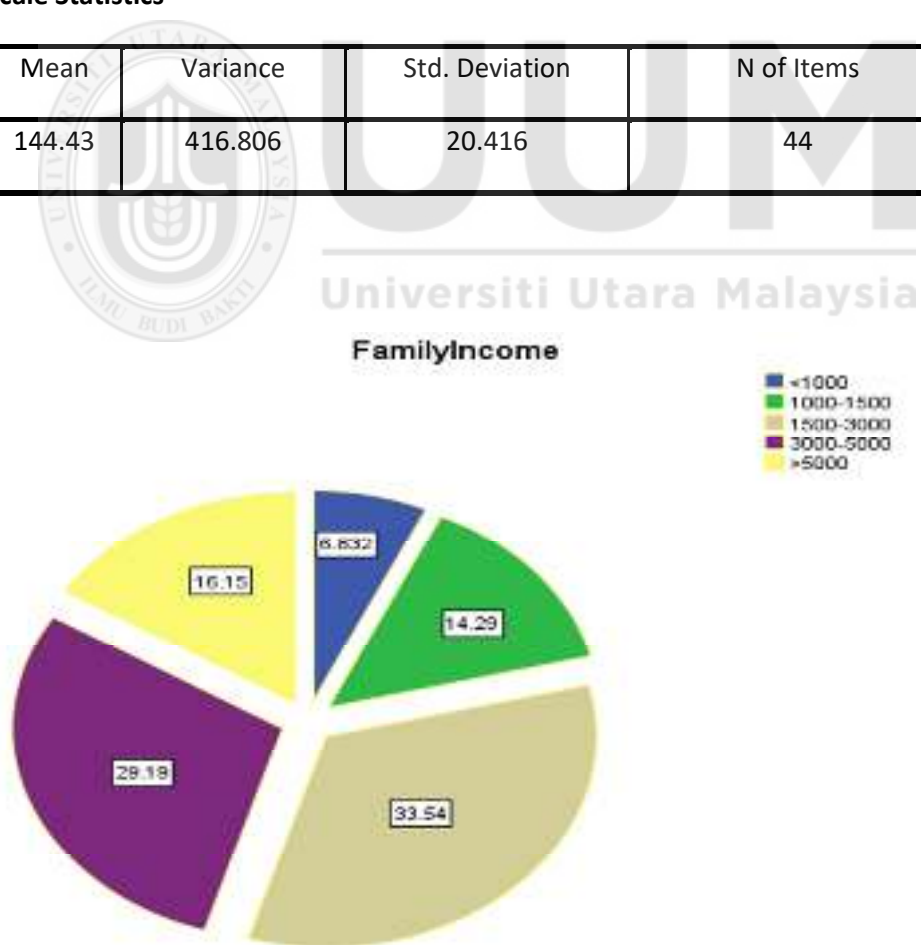
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.901	.906	44

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.283	1.900	3.933	2.033	2.070	.236	44

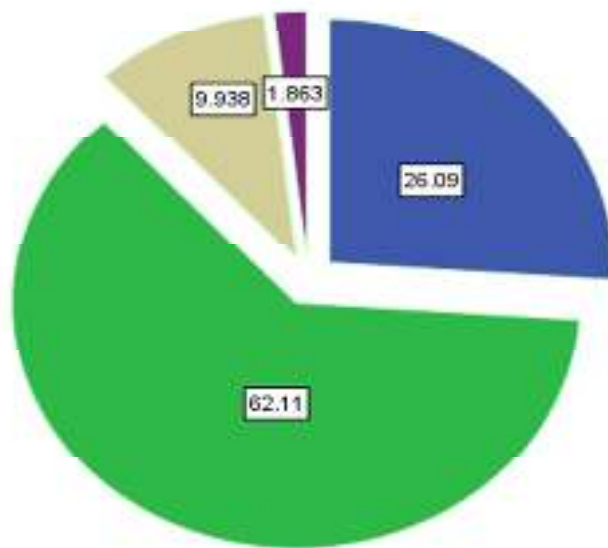
Scale Statistics

Mean	Variance	Std. Deviation	N of Items
144.43	416.806	20.416	44



Race

- Malay
- Chinese
- Indian
- Others



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	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Teaching Method	161	2.14	4.71	3.5776	.48874	-.381	.191	-.156	.380
Motivation	161	2.44	4.26	3.3211	.32900	.056	.191	-.061	.380
Time Management	161	1.00	5.00	2.7540	.72396	-.101	.191	.206	.380
Academic Performance	161	1.00	4.20	2.4820	.53126	-.096	.191	.366	.380
Valid N (list wise)	161								

Case Processing Summary

		N	%
Cases	Valid	30	22.1
	Excluded ^a	106	77.9
	Total	136	100.0

a. List wise deletion based on all variables in the procedure.

Mean and Standard Deviation

	Mean	Std. Deviation	N
Academic Performance	2.4820	.53126	161
Teaching Method	3.5776	.48874	161
Motivation	3.3211	.32900	161
Time Management	2.7540	.72396	161

Case Processing Summary

		N	%
Valid		30	22.1
Cases Excluded ^a		106	77.9
Total		136	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics for teaching method

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.818	.827	7

Inter-Item Correlation Matrix (teaching method)

	B01	B02	B03	B04	B05	B06	B07
B01	1.000	.569	.380	.352	.540	.666	.408
B02	.569	1.000	.333	.549	.434	.399	.350
B03	.380	.333	1.000	.587	.303	.360	.144
B04	.352	.549	.587	1.000	.271	.487	.261
B05	.540	.434	.303	.271	1.000	.281	.397
B06	.666	.399	.360	.487	.281	1.000	.458
B07	.408	.350	.144	.261	.397	.458	1.000

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.514 ^a	.264	.180	3.03330	.264	3.115	3	26	.043

a. Predictors: (Constant), Total Time Management, Total Teaching method, Total Motivation

Summary Item Statistics (Teaching Method)

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.471	2.833	3.767	.933	1.329	.096	7

Scale Statistics (Teaching Method)

Mean	Variance	Std. Deviation	N of Items
24.30	19.734	4.442	7

Reliability Statistics (Motivation)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.836	.846	27

Summary Item Statistics (Motivation)

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.391	2.233	3.933	1.700	1.761	.179	27

Reliability Statistics(Time Management)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.934	.934	5

Summary Item Statistics (Time Management)

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.793	2.433	3.367	.933	1.384	.163	5

Scale Statistics (Time Management)

Mean	Variance	Std. Deviation	N of Items
13.97	22.792	4.774	5

Reliability Statistics (Academic Performance)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.613	.616	5

Summary Item Statistics (Academic Performance)

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.920	1.900	3.700	1.800	1.947	.461	5

Case Processing Summary

		N	%
Cases	Valid	30	22.1
	Excluded ^a	106	77.9
	Total	136	100.0

a. Listwise deletion based on all variables in the procedure.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
E01	11.70	7.045	.540	.609	.465
E02	11.83	7.454	.500	.586	.492
E03	10.90	8.231	.236	.328	.633
E04	12.70	9.183	.191	.184	.637
E05	11.27	7.444	.408	.430	.536

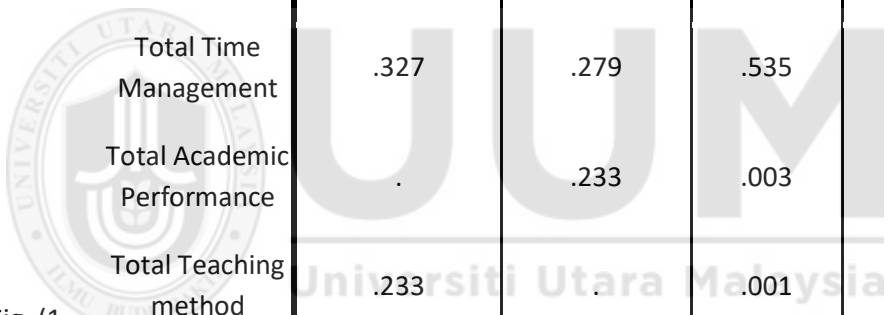
Correlations

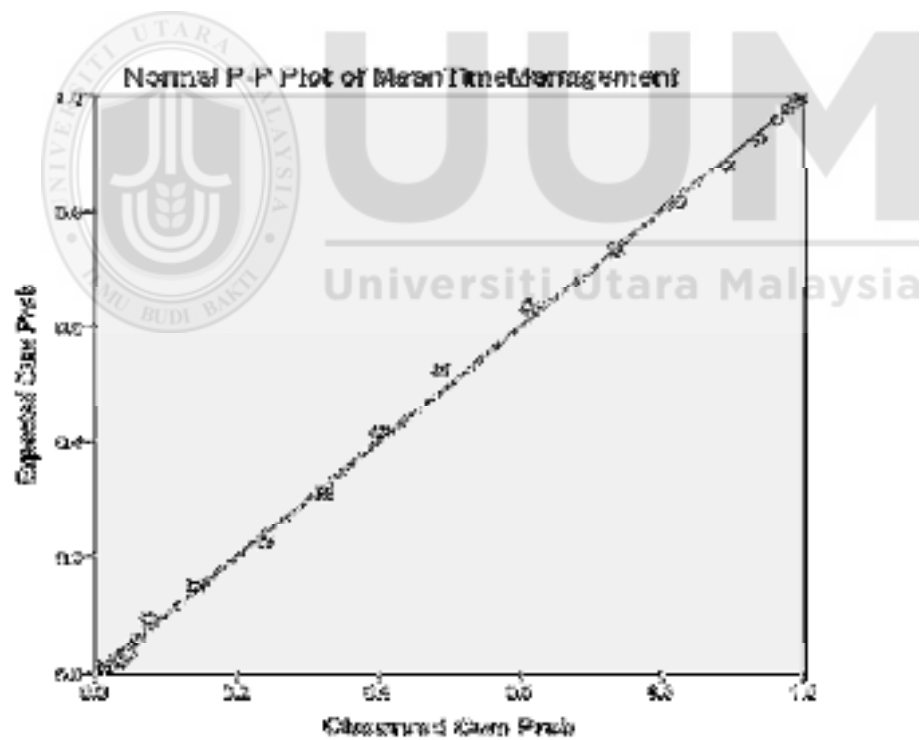
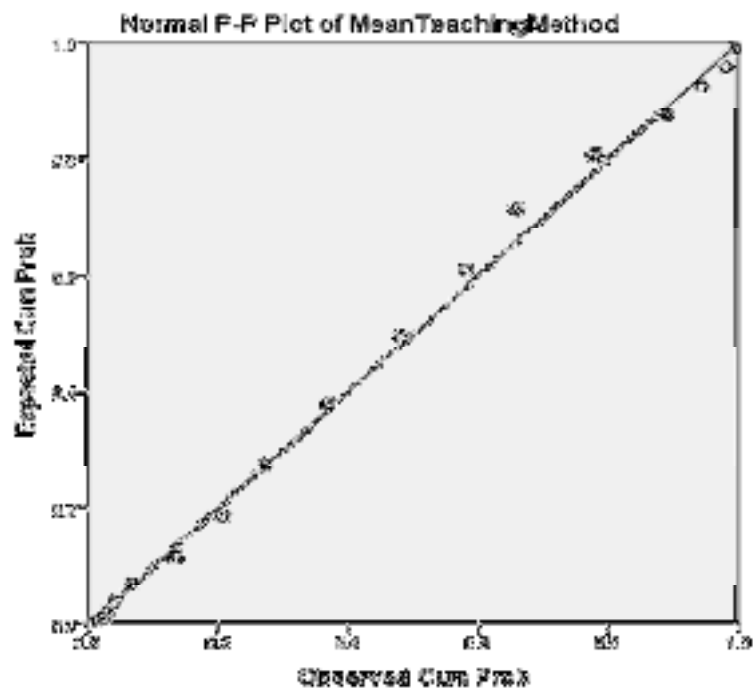
	Total Academic Performance	Total Teaching method	Total Motivation	Total Time Management
Total Academic Performance	1.000	.138	.489	.327
Total Teaching method	.138	1.000	.523	.279
Total Motivation	.489	.523	1.000	.535
Total Time Management	.327	.279	.535	1.000
Total Academic Performance	.	.233	.003	.039
Total Teaching method	.233	.	.001	.068
Total Motivation	.003	.001	.	.001
Total Time Management	.039	.068	.001	.
Total Academic Performance	30	30	30	30
Total Teaching method	30	30	30	30
Total Motivation	30	30	30	30
Total Time Management	30	30	30	30

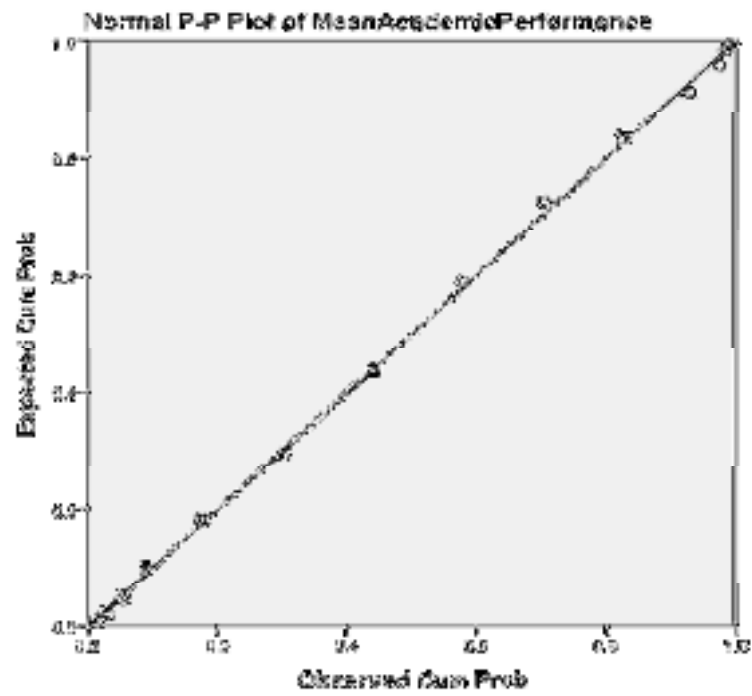
Pearson Correlation

Sig. (1-tailed)

N

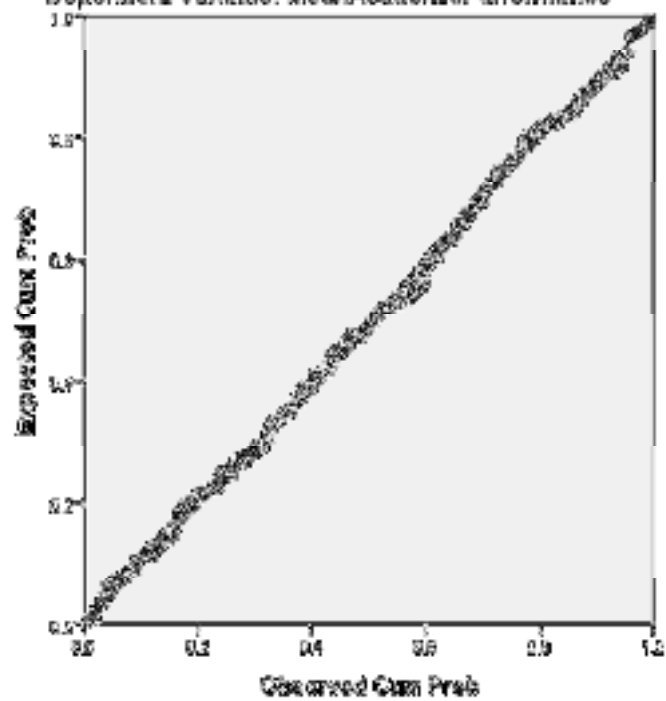


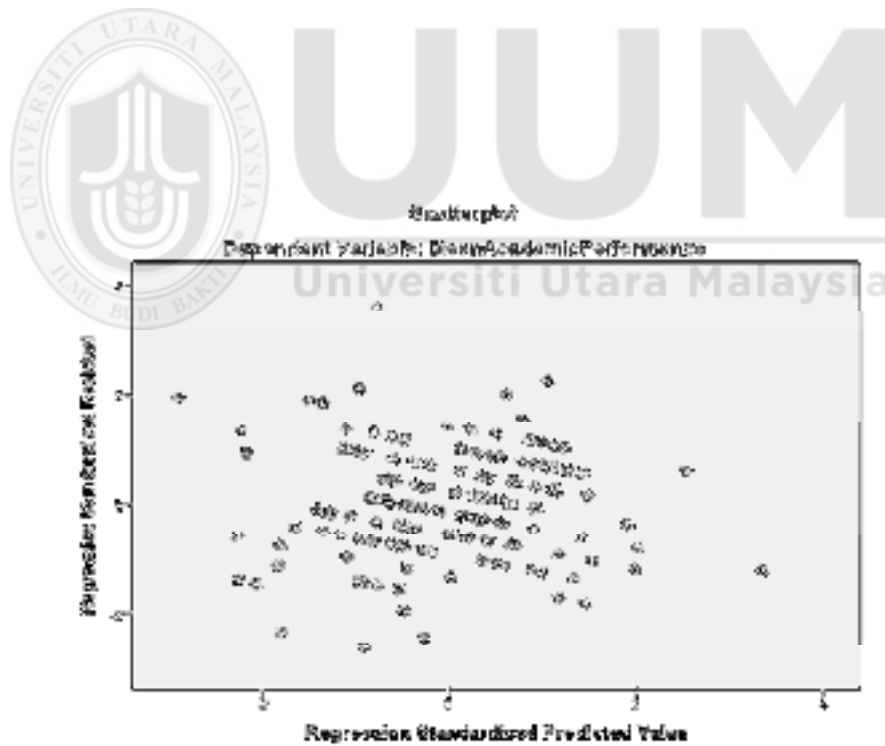
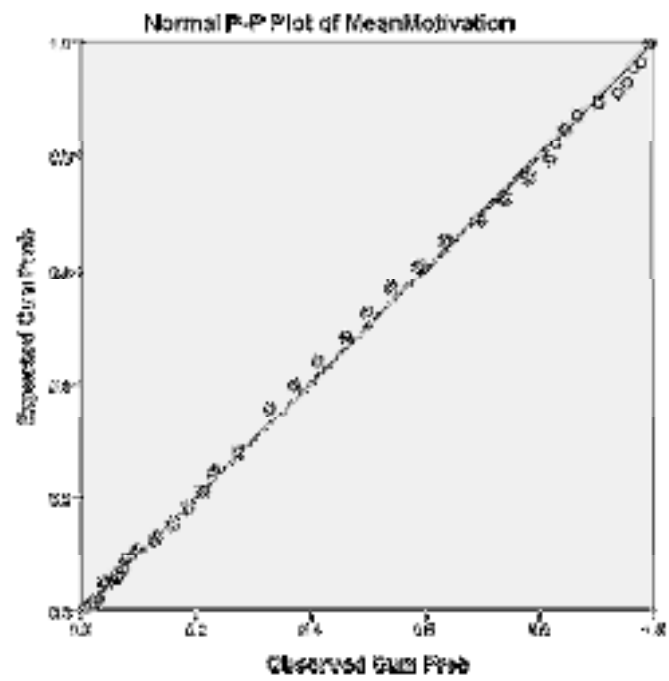




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Normal P-P Plot of Regression Standardized Residual
 Dependent Variable: MeanAcademicPerformance





Descriptive Statistics

	Mean	Std. Deviation	N
Teaching Method	3.5776	.48874	161
Motivation	3.3211	.32900	161
Time Management	2.7540	.72396	161
Academic Performance	2.4820	.53126	161

Correlations

		Teaching Method	Motivation	Time Management	Academic Performance
Teaching Method	Pearson Correlation	1	.375**	.097	-.069
	Sig. (2-tailed)		.000	.220	.387
	N	161	161	161	161
Motivation	Pearson Correlation	.375**	1	.318**	.163*
	Sig. (2-tailed)	.000		.000	.039
	N	161	161	161	161
Time Management	Pearson Correlation	.097	.318**	1	.291**
	Sig. (2-tailed)	.220	.000		.000
	N	161	161	161	161
Academic Performance	Pearson Correlation	-.069	.163*	.291**	1
	Sig. (2-tailed)	.387	.039	.000	
	N	161	161	161	161

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Descriptive Statistics

	Mean	Std. Deviation	N
Academic Performance	2.4820	.53126	161
Teaching Method	3.5776	.48874	161
Motivation	3.3211	.32900	161
Time Management	2.7540	.72396	161

Correlations

		Academic Performance	Teaching Method	Motivation	Time Management
Pearson Correlation	Academic Performance	1.000	-.069	.163	.291
	Teaching Method	-.069	1.000	.375	.097
	Motivation	.163	.375	1.000	.318
	Time Management	.291	.097	.318	1.000
Sig. (1-tailed)	Academic Performance	.	.193	.020	.000
	Teaching Method	.193	.	.000	.110
	Motivation	.020	.000	.	.000
	Time Management	.000	.110	.000	.
N	Academic Performance	161	161	161	161
	Teaching Method	161	161	161	161
	Motivation	161	161	161	161
	Time Management	161	161	161	161

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.888	3	1.629	6.353	.000 ^b
	Residual	40.270	157	.256		
	Total	45.158	160			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Time Management, Teaching Method, Motivation

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error				Beta	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	1.796	.435	4.130	.000	.937	2.655						
	Teaching Method	-.157	.088	-.144	-1.774	.078	-.331	.018	-.069	-.140	-.134	.859	1.165
	Motivation	.216	.138	.133	1.563	.120	-.057	.488	.163	.124	.118	.779	1.283
	Time Management	.193	.058	.263	3.307	.001	.078	.308	.291	.255	.249	.899	1.113

a. Dependent Variable: Academic Performance

Case Processing Summary

	Teaching Method	Motivation	Time Management	Academic Performance
Series or Sequence Length	161	161	161	161
Number of Missing Values in the Plot	User- Missing 0	0	0	0
	System- Missing 0	0	0	0

The cases are unweighted.



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