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



UUM
BY
CECILIA LURTHUSAMY

**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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ABSTRACT

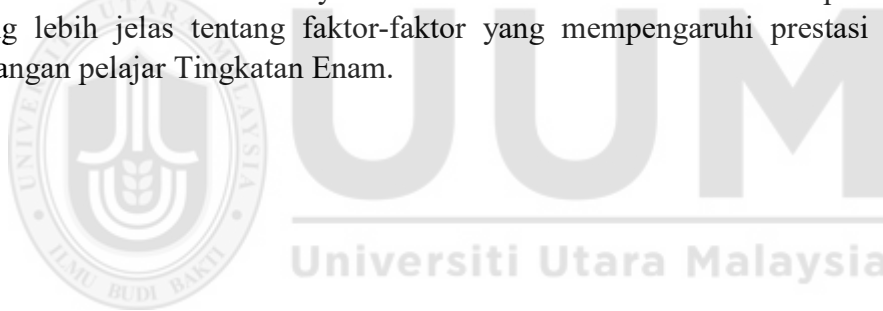
Academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals and strongly linked to the positive outcome values. Based on this academic performance a research was conducted at Kolej Tingkatan Enam Desa Mahkota, Kuala Lumpur. Further, 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

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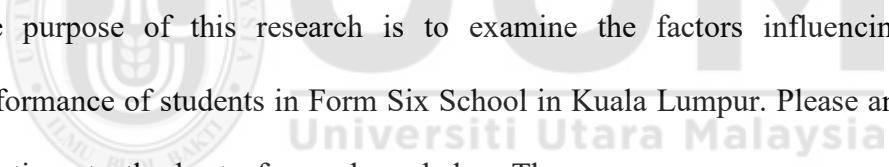
APPENDICES

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

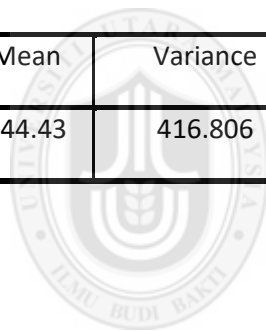
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.901	.906	44

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

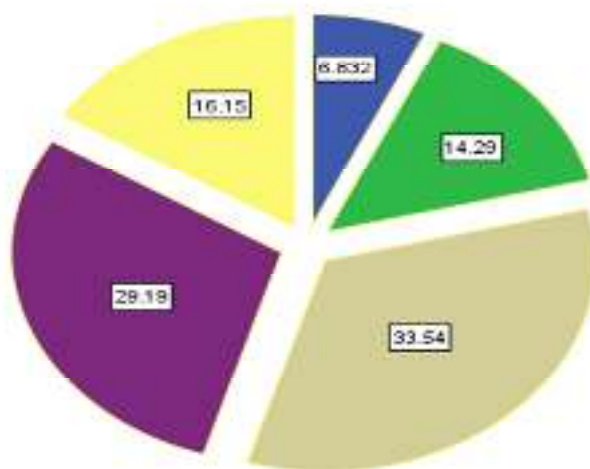
Scale Statistics

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



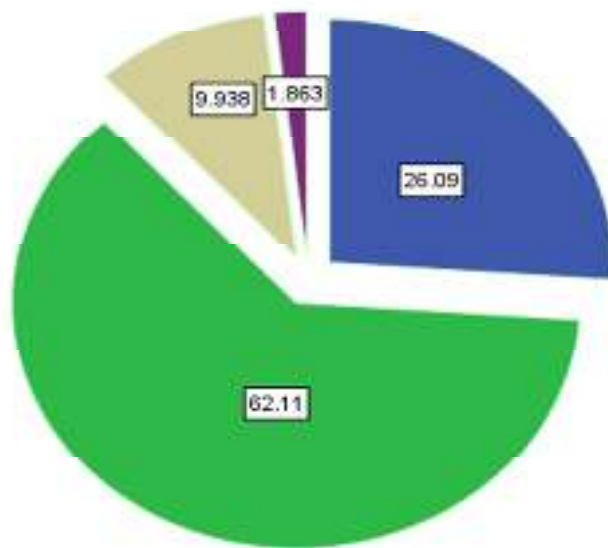
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FamilyIncome



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

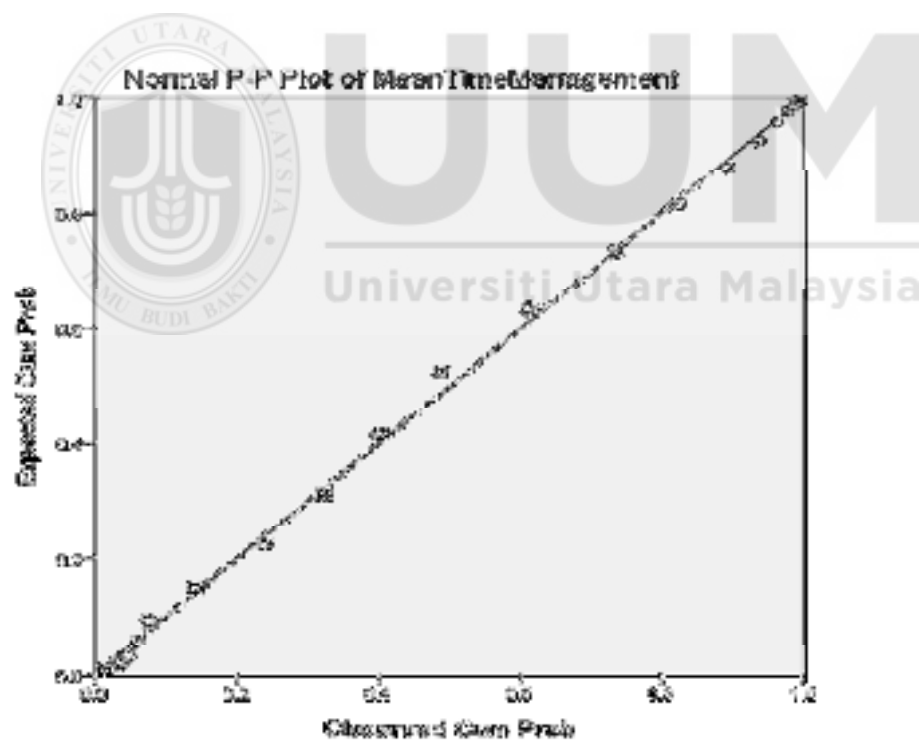
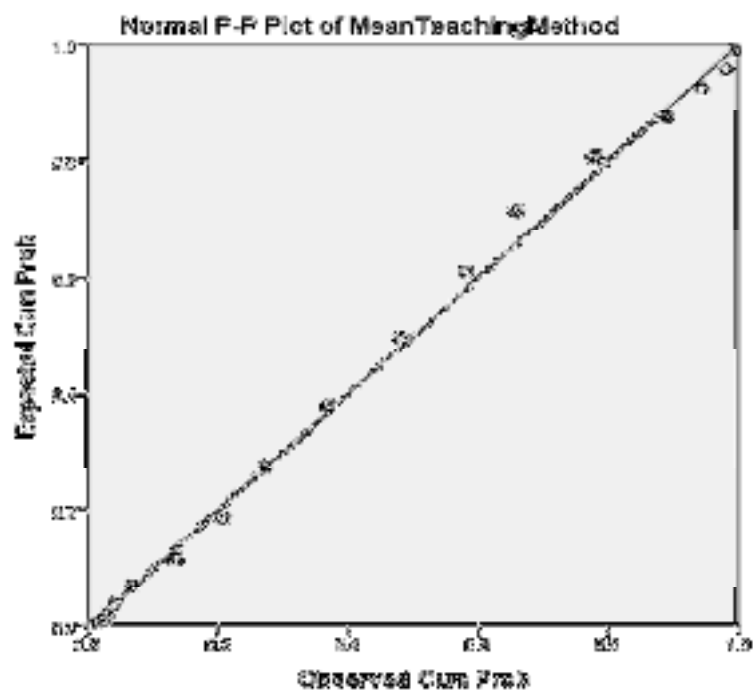
Pearson Correlation

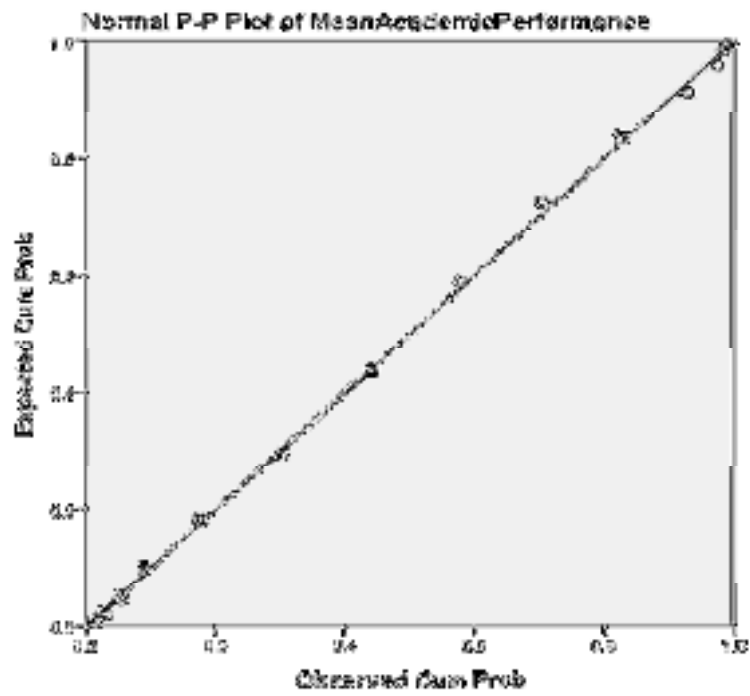
Sig. (1-tailed)

N



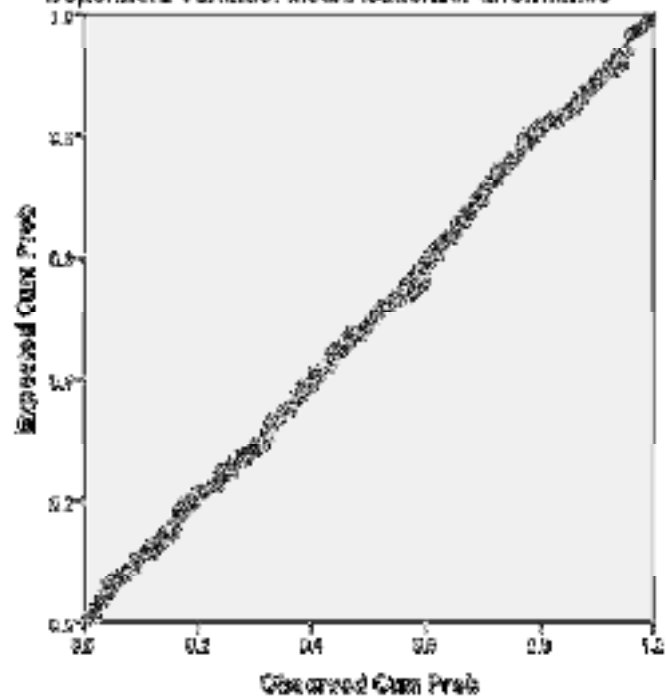
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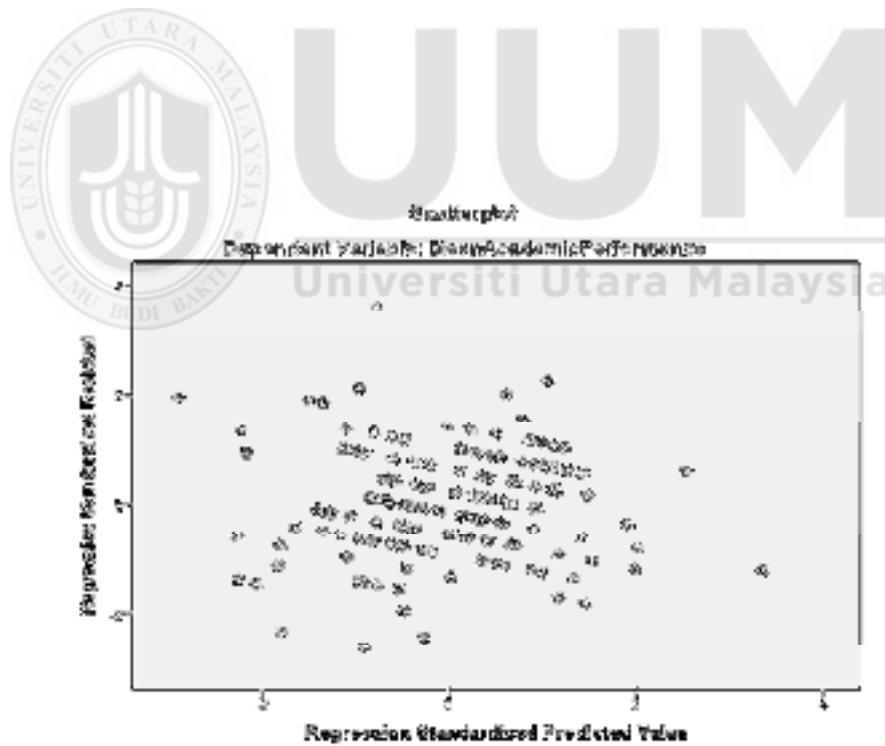
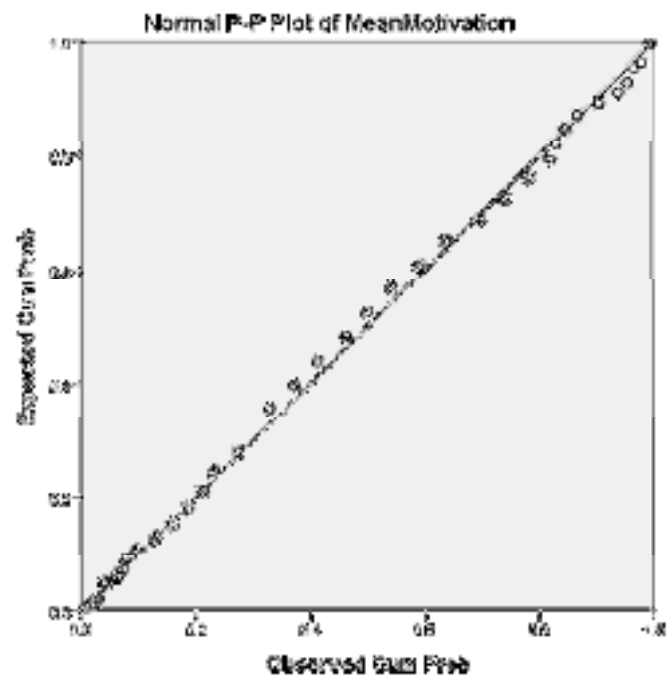




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Normal P-P Plot of Regression Standardized Residual
 Dependent Variable: MeanAcademicPerformance





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										
	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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