

## DETERMINANTS OF UNDERGRADUATE STUDENTS ACADEMIC PERFORMANCE IN UITM KOTA BHARU

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### Article history

Received date : 10-12-2023  
Revised date : 12-12-2023  
Accepted date : 4-3-2024  
Published date : 14-3-2024

### To cite this document:

Omar, S. N. Z., Syarul Azri, N. A. B., Zuladnan, N. S., Ahmad Mokhjailani, N. A. S., & Zuki, A. N. (2024). Determinants of undergraduate students academic performance in UiTM Kota Bharu. *Journal of Islamic, Social, Economics and Development (JISED)*, 9 (61), 48 – 62.

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**Abstract:** *This study aims to investigate how family involvement, stress levels, learning environment, and self-efficacy can influence the academic achievement of a large group of students. The total population of students included in this study was 1,227, with a sample size of 291 undergraduate students from UiTM Kota Bharu. The findings of this study reveal that family involvement has a high positive correlation with academic achievement with  $r = 0.764$  that family involvement has the strongest contribution to academic achievement. Not only that, through regression analysis, with  $r^2 = 0.583$  and adjusted  $r^2 = 0.582$ , that illustrates 58.2% of family involvement has influenced the academic achievement of the undergraduate students in UiTM Kota Bharu while another 41.8% is influenced by another factor. Meanwhile, other factors including stress, learning environment, and self-efficacy have shown a moderate positive correlation towards academic achievement.*

**Keywords:** *Academic achievement, self-efficacy, family involvement, learning environment, stress*

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## Introduction

Academic achievement implies performance outcomes that demonstrate how far an individual's effort is towards specified goals that were the focus of activities in educational settings such as school, college, and university. Academic achievement, according to Steinmayr et al. (2014), is determined by numerous indicators of educational success and may be quantified in a variety of ways. One of those is that examinations or continuous assessments are typically used for assessing academic success, according to York, Gibson, and Rankin (2015). As a result, the level of achievement may be divided into three categories which are high achievers, average, and low achievers (Ilahi, & Khandai 2015). Consequently, as stated by Ilahi and Khandai (2015), academic achievement or a student's ability to satisfy requirements imposed by the educational institution serves as an indicator of success. According to Al-Abyadh and Abdel Azeem (2022), a university education stage is a critical part of preparing the country's workforce for future rapid growth. Which, universities play a vital role in developing qualified talent that helps to address the real problems faced by society (Idris et al., 2012). Undoubtedly, education is a powerful agent of change that enhances livelihoods and health while promoting social stability (Tadese, Yeshaneh, & Mulu, 2022).

Regarding that, as the country attempted to acquire greater educational standards and functions, Malaysia's education system has grown rapidly and significantly since its independence (Zain et al., 2017). Consequently, researchers, families, policymakers, and planners have focused on student academic achievement (Dev, 2016), believing that higher education institutions should train students' academic and life skills so that they can function at an appropriate learning level (Al-Abyadh & Abdel Azeem, 2022). This is because, academic accomplishment is vitally important in education as part of the learning process (Omar et al., 2023; Mohamad et al., 2021; Ilahi, & Khandai 2015). In contrast, students are expected to commit an extensive amount of time to their studies and must graduate with excellent academic results (Tadese et al., 2022). However, acquiring knowledge, behaviors, principles, and skills via education is not a simple task, rather it is a long and tough journey in life. Thus, the study aimed to identify the determinants of academic achievement among undergraduate students in UiTM Kota Bharu. Specifically, to analyze family involvement, stress, learning environment, and self-efficacy as correlates of students' academic achievement.

## Problem Statement

Many studies and tests have been undertaken over the last few decades by academics and educators to discover the variables that influence student success. However, most past research has concentrated on primary and secondary school levels, and the issue has received little attention at the university level. Not only that, but a prior study done at the university level revealed mixed results and led to contradictory conclusions. So, this study is a step forward to uncover such complex relationships by investigating the most significant determinant of academic achievement. Indeed, studying the factors that impact academic accomplishment among university students is crucial because it can assist in uncovering the individual and institutional aspects that contribute to academic success. Understanding the most significant variables can assist institutions in developing effective strategies to support students and enhance their academic achievement. According to prior research, these are some of the factors that have been discovered to be influencing academic achievement include family involvement (Wilder, 2014), learning strategies (Almoslamani, 2022), academic self-efficacy (Dogan, 2015), stress (Alsalhi et al., 2018), student engagement (Lei, Cui & Zhou, 2018), school environment (Kweon et al., 2017) and other than that. Meaning of that, approximately view that

academic achievement among university students is impacted by a range of factors, some of which might vary depending on the area of study.

Research on the relationship between family involvement and academic achievement has generally shown positive results, indicating that parental involvement in a child's education is consistently associated with greater academic performance. Some research, however, has discovered negative relationships or mixed results. For example, a study conducted at Madison Preparatory Academy and CSAL Middle School discovered insignificant correlations between parental involvement and student academic achievement (Antoine, 2015). Another study conducted in Chile discovered the positive effect of parental participation on academic achievement, showing that children with poor parental involvement had low academic achievement (Lara & Saracostti, 2019). Moreover, several research have studied the correlation between academic success and various psychological constructs such as self-efficacy and stress. According to the findings of Bouih, Nadif, and Benattabou (2021), there is a very moderately significant correlation between self-efficacy and academic achievement. Nonetheless, as Richardson, Abraham, and Bond (2012) say, academic self-efficacy has been regularly proven to positively relate to academic achievement. Another study indicated that self-efficacy had no direct effect on academic achievements (Alhadabi & Karpinski, 2020; Ghaleb et al., 2015). The above studies revealed varied and contradictory results regarding factors that impact academic achievement.

Not only that but this study was also conducted due to concern about poor academic achievement among the students. For instance, according to existing statistics, nearly 50% of students in South America failed their first year of university study in the recent decade (Baars, Stijnen, & Splinter, 2017). Based on what has already been said, it can be stated that failing academically or dropping out of university students is viewed as not only a personal issue but also a major societal problem that will impact society in the future (Najimi et al., 2013). According to research conducted in Southern Ethiopia, low academic performance among agricultural students was much greater than among health science students (Mehare et al., 2020). However, according to another study, Filipino students are significantly behind their peers, and the 2018 PISA report revealed that 71.8 percent of participating students from the Philippines failed to achieve the minimum basic learning thresholds, raising concerns about the state of education in the country (Alinsunurin, 2021).

## Literature Review

### Academic Achievement

Academic achievement is associated with academic performance, and the most popular measure of academic achievement among college students is GPA (credit point average), which can be correctly determined from the marks of each course to quantify students' academic progress (Zheng & Mustapha, 2022). Another opinion by Nasir and Iqbal (2019) said university students must actively engage in the educational process and take the duty for their learning, they need to establish goals and work hard to attain them, as the primary aim of a student is strong academic achievement, which can be driven by a variety of factors. As an illustration, some scholars have proposed that adolescents who achieve a greater level of academic success rely mostly on the intellectual influence of their parents (Shifrer, 2013).

Students can be smart in hard skills through classroom teaching and learning and capable in soft skills through empowering themselves in the campus community, resulting in overall academic accomplishment (Setiawan, Aprillia, & Magdalena, 2020). A different study by Chuah and Lim (2018), discovered that academic advising, social connectivity, student involvement, faculty and staff members approachability, business procedures, learning experiences, and student support services all have an impact on student retention.

Additionally, according to Suhaily and Soelasih (2015), the university's atmosphere (both physically and psychologically) influences the academic achievement of its students, which includes the availability and condition of university facilities and infrastructure (buildings, lifts, classrooms, air conditioners, and so on) in providing comfort in the campus environment, as well as the university's good name in providing pride for students. Ezike (2018) discovered that the classroom surroundings offer students effective instruction, facilitate an efficient teaching-learning process, and have a beneficial impact on academic attainment. According to Fisher and Bandy (2019), analyzing the achievements of students is an important aspect of the teaching and learning process in schools. They pointed out that it describes the results of teachers' instruction as well as students' learning outcomes, but research conducted by Oduwaiye et al. (2017), showed that students had moderate academic performance due to a high degree of stress impacting their ability to achieve their academic goals. Therefore, the purpose of this study is to identify which variables that greatest influence academic achievement among undergraduate students of UiTM Kota Bharu. The variables that will be used are family involvement, stress, learning environment, and self-efficacy.

### **Relationship between Family Involvement and Academic Achievement**

The relationship between family involvement and academic achievement has been the primary interest of researchers for years. Which, family involvement can be defined as the contribution of the parents or family members to the student's education (Ates, 2021). Meanwhile, McNeal (2014) referred to family involvement as any action made by a parent that can potentially be expected to maximize student achievement or performance. As a result, regarding DeMolen (2023), parental involvement has shown important roles in the academic success of children, it would not be possible to reach the set educational outcomes at higher standards without the positive involvement of family and school as demanded by a society (Castro et al., 2015).

Based on several research studies, have found that the relationship of family involvement in their children's education is significantly and positively correlated with students' academic achievement. For example, a study conducted in Ethiopia revealed that parental engagement in education at home and school had a significant impact on student's academic accomplishment (Lemessa et al., 2023). Apart from that, a study by Kaya et al. (2016) also stated that when parents actively participate in their children's education, they tend to perform better. Not only that, Demolen (2023) also discovered that when parents actively participate in the educational journey of their kids, a good and supportive learning environment is created. It can be proven through research by Ambachew et al. (2018) that the contribution of parents to students' academic accomplishment is significant, and there is a strong correlation between parental involvement and students' academic achievement. Undoubtedly, students whose parents assisted them with coursework engaged with school administration, and were active in school activities performed well on a standard exam (Harper et al., 2012; Bezabih, 2020). Harris and

Robinson (2016) also conclude in the research that children have superior academic accomplishments when their parents are active in their education.

*H1: Family involvement has a positive and significant relationship with academic achievement among students in UiTM KB.*

### **Relationship between Stress and Academic Achievement**

Stress is a circumstance in which a person is compelled to perform but is unable to handle the resulting mental strain (Shahsavarani et al., 2015). Despite being a normal occurrence, stress is recognized as a widespread issue that impacts people's daily activities and careers and affects nearly all professionals, students, and members of the public Omar et al. 2021; Herath, 2019). According to Fink (2017), stress may also be defined as the feeling of being under threat, which can lead to sensations of uneasiness, tension, and anxiety as well as physical or behavioral attempts to control the situation and its consequences. Stressful situations among students are the root of unethical attitudes, and poor performance in school (Hayble, 2016). A wide range of research methods have been used in recent years to perform several investigations on the relationship between academic achievement and stress.

Research has indicated a strong and positive correlation between stress and students' academic performance. Zavaleta et al. (2021) found a connection between stress and academic performance and campus life and interactions. Given that stress negatively affects both psychological and physical health, as found by Dwyer and Cummings (2001), it should come as no surprise that stress is one of the most prevalent health issues influencing students' academic performance. Iqbal et al. (2021) state that stressed-out students may find it difficult to manage their time, money, and educational activities, as well as to complete their assignments. According to Abdullah et al. (2020), stress is a natural and unavoidable part of life for higher-education students as they deal with the challenges of living on campus. According to research by Abdullah et al. (2020), students' performance in terms of academic achievements would suffer if their stress levels were higher, and this might have an impact on their physical and mental health. In addition, Oduwaiye et al. (2017) research found that students' average academic performance is caused by a high degree of stress that interferes with their ability to meet academic goals. Furthermore, several stressful situations can impair academic performance, including not being able to pay for school, missing deadlines for submitting assignments, not understanding what has been taught, being unemployed after school, having power outages, and receiving insufficient financial assistance (Oduwaiye et al., 2017). Similar findings were made by Saqib and Rehman (2018), who discovered that because the semester system compels students to finish numerous modules in less time, academic stress has an impact on students' academic performance.

*H2: Stress has a significant positive relationship with students' academic achievement in UiTM KB.*

### **Relationship between Learning Environment and Academic Achievement**

The learning environment concept encompasses the physical, social, cultural, and psychological context in which participants co-create experiences and expectations and where learning takes place (Rusticus et al., 2020). A further study by Vanoostveen, Desjardins, and Bullock (2019) defines the learning environment as the social attributes encompassing the students during the learning process. In line with what Lawrence and Tar (2018) assert, the learning environment comprises factors that impact the teaching and learning processes within the educational



institution. In the views of Akomolafe and Adesua (2016), found that when students have access to high-quality physical learning environments, they become more engaged in their studies, which undoubtedly results in higher levels of student academic achievement. In particular, student grouping, desk arrangement, seating order, and audio, video, and digital technologies are all components of an optimal learning environment (Dhanapala, 2021).

Previous studies have indicated that academic achievement and learning environments are positively correlated. Usman and Madudili (2019) conducted a study in Nigeria that revealed significant relationships between academic achievement and the learning environment. Within this context of Usman and Madudili (2019), the author posits that a conducive learning environment equipped with readily available and functional resources will ensure both the efficacy of the teaching and learning process and students' academic success. Furthermore, an additional discovery was made by Ezike (2018) in a selected of public secondary schools located in Ibadan, Oyo State, Nigeria, the results of the findings showed that there is a strong connection between classroom environment and academic achievement. In contrast, the combined impact of educational interest and the classroom environment was equally significant (Ezike, 2018). As noted by Ohakamike-Obeka (2016), the level of concentration among students is hindered when they are placed in an overcrowded classroom. Therefore, all the studies emphasize that the learning environment has a significant relationship with academic achievement.

*H3: Learning Environment has a positive relationship with academic achievement among students in UiTM KB.*

### **Relationship between Self-Efficacy and Academic Achievement**

Self-efficacy represents the concept of one's perceptions and attitudes toward their level of efficiency (Fakhrou & Habib, 2022). Another definition of self-efficacy is a set of principles and perceptions on a student's efficiency and ability to complete specific tasks and responsibilities in the educational setting (Fife et al., 2011; Jian, 2022). However, for terms of academic self-efficacy, refers to a student's evaluation of their capacity to meet academic goals (Paciello et al., 2016). Not only that but academic self-efficacy may also be defined as the conviction that one can perform at the appropriate level in educational tasks (Nasa, 2014). So, overall, the definition above ultimately leads to the conclusion that self-efficacy is a crucial concept that can affect a person's performance in any area of study (Nasir & Iqbal, 2019). As a result, people with high self-efficacy have confidence in their capacity to complete a task successfully, whereas those with low self-efficacy have doubts about their ability to fail at what they're doing (Luo et al., 2023).

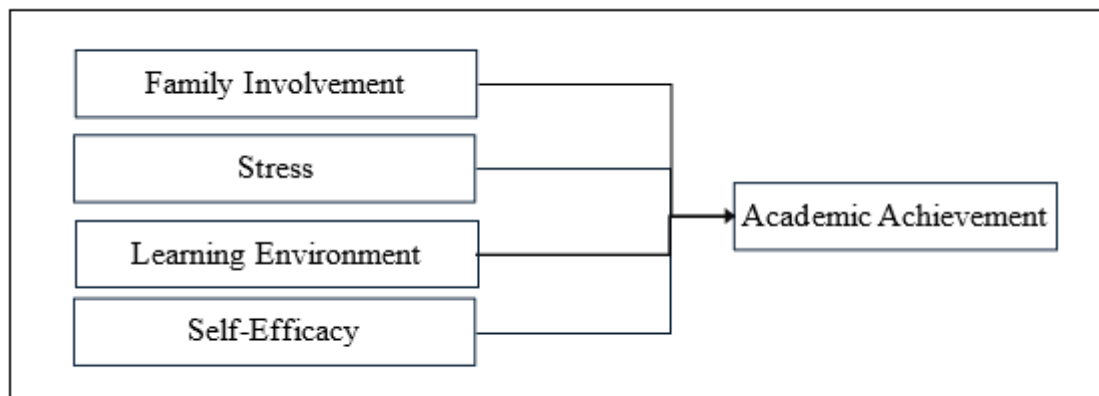
Based on several of study, there is the results of a strong and positive correlation between self-efficacy towards academic achievement. This statement proven by research conducted in Istanbul, Turkey by Koseoglu (2015) has demonstrated that academic performance was significantly predicted by academic self-efficacy. Similar conclusions were reached by Dogan (2015), who found that the best indicator of middle and high school students' academic success is their level of self-efficacy. Academic achievement, learning engagement, and academic self-efficacy were found to be significantly and positively correlated among Chinese collegestudents, according to another study (Luo et al., 2023). Research conducted in 2016 by Al-Ka`bi and Al-Bo`aigi identified that those participating in the study had a high degree of reading efficacy, which enhanced their academic achievement. Lastly, research by Nasir and Iqbal (2019) found that academic performance is positively impacted by academic self-efficacy.

Thus, it has been shown that there is a consistent positive relationship between academic self-efficacy and learning achievement (Paciello et al., 2016). Therefore, self-efficacy promotes learning and better achievement by keeping students motivated and engaged (Saefudin & Yusoff, 2021).

H4: *Self-efficacy has a positive relationship with academic achievement among students in UiTM KB.*

### Methodology

The research design for this study was quantitative. Also, this study comes with two sources which are primary and secondary. The primary sources are generated from the questionnaire that has been conducted while secondary sources are studies of articles from past researchers. The data was acquired from undergraduate students in UiTM Kota Bharu with a total population is 1,227 and the sample size recommended by Krejcie and Morgan is 291 from the total number of undergraduate students (Krejcie & Morgan, 1970).



**Figure 1: Conceptual Framework**

### Findings and Discussion

#### Reliability

**Table 1: Reliability Test**

Variables	Items	Reliability
<b>Dependent Variable</b>		
Academic Achievement	8	0.925
<b>Independent Variables</b>		
Family Involvement	8	0.925
Stress	8	0.924
Learning Environment	8	0.882
Self-Efficacy	8	0.887

Based on Table 1, from 8 questions from each variable that have been distributed to respondents, all of them were acceptable since the scores are all above 0.6. The score of alpha value for academic achievement, family involvement, and stress showed the score is above 0.9 which means excellent internal consistency. In contrast, learning environment and self-efficacy

resulted in good internal consistency because the score is between 0.8 to 0.9 which means it is good consistency. In conclusion, this study showed that all variables are considered acceptable since the Cronbach alpha is in good and excellent internal consistency.

### Correlation

**Table 2: Pearson Correlation**

	Academic Achievement	Family Involvement	Stress	Learning Environment	Self-Efficacy
Academic Achievement	1				
Family Involvement	0.764	1			
Stress	0.627	0.630	1		
Learning Environment	0.669	0.685	0.714	1	
Self-Efficacy	0.594	0.618	0.578	0.702	1

Based on the rule of thumb by Mukaka (2012), the study found that there is a high and moderate positive correlation between independent and dependent variables. As  $r = 0.764$  for family involvement and academic achievement, it indicates that family involvement has a high and strong correlation with the academic achievement of the students. However, other variables resulted in a moderate positive correlation with academic achievement. Which, stress has shown a moderate positive correlation with academic achievement by indicating  $r = 0.627$ . Following that, the learning environment also resulted in a moderate correlation ( $r = 0.669$ ) with academic achievement. This indicates that the learning environment and academic achievement tend to move in the same direction, but the relationship is not as strong as family involvement. Not only that, but the correlation between self-efficacy and academic achievement also shows a weakest moderate correlation with  $r = 0.594$ .

### Linear Regression

**Table 3: Linear Regression between Family Involvement with Academic Achievement**

Dependent Variable	$\beta$ Coefficient	T Value	P Value	VIF Value
Family Involvement	0.764	20.426	0.001***	1.000
R <sup>2</sup> :	0.583			
Adjusted R <sup>2</sup> :	0.582			
F-Statistic:	417.207			

Note:  
 \*\*\* Significant at 0.01  
 \*\* Significant 0.05

- a. Dependent Variable: Academic Achievement  
 b. Predictors: (Constant), Family Involvement

Based on table 3 above, indicates there is a significant and positive relationship between family involvement and academic achievement. It can be proven when the correlation value of  $r^2 = 0.583$  and adjusted  $r^2 = 0.582$ , that 58.2% of family involvement has influenced the academic achievement of the undergraduate students in UiTM Kota Bharu while another 41.8% (100 – 58.2) influenced by another factor. Meanwhile, the ANOVA test has shown the F-Statistic = 417.207 at a higher point, and the P value is highly significant (0.001) because the Pvalue is less than 0.05. It means that family involvement has significantly influenced



academic achievement. As for the coefficient, the result revealed that the largest beta coefficient in family involvement ( $\beta$  Coefficient = 0.764) that explained family involvement has the strongest contribution to academic achievement.

**Table 4: Linear Regression between Stress with Academic Achievement**

Dependent Variable	$\beta$ Coefficient	T Value	P Value	VIF Value
Stress	0.627	13.905	0.001***	1.000
R <sup>2</sup> :	0.394			
Adjusted R <sup>2</sup> :	0.391			
F-Statistic:	193.354			
Note:				
*** Significant at 0.01				
** Significant 0.05				
a. Dependent Variable: Academic Achievement				
b. Predictors: (Constant), Stress				

Other than that, table 4 also explains the positive relationship between stress and academic achievement. It can be explained by the  $r^2 = 0.394$  and adjusted  $r^2 = 0.391$ , however, the result has shown stress explained only 39.1% of the academic achievement. For ANOVA analysis, the F-Statistics is quite higher (193.354) and also resulted in a significant difference between stress and academic achievement. Lastly, from the coefficient beta, the result showed a moderate beta coefficient (0.627) which explains stress has a moderate contribution to academic achievement.

**Table 5: Linear Regression between Learning Environment and Academic Achievement**

Dependent Variable	$\beta$ Coefficient	T Value	P Value	VIF Value
Learning Environment	0.669	15.521	0.001***	1.000
R <sup>2</sup> :	0.447			
Adjusted R <sup>2</sup> :	0.445			
F-Statistic:	240.906			
Note:				
*** Significant at 0.01				
** Significant 0.05				
a. Dependent Variable: Academic Achievement				
b. Predictors: (Constant), Learning Environment				

Table 5 illustrates a significant, positive relationship between learning environment and academic achievement as shown by the correlation value of  $r^2 = 0.447$  and adjusted  $r^2 = 0.445$ . Adjusted  $r^2$  showed that 44.5% of academic achievement are explained by the learning environment. The remaining (100% - 44.5% = 55.5%) are explained by other factors that weren't investigated in this study. In the meantime, the ANOVA test found the F-Statistic = 240.90 and the p-values of the coefficients indicate the statistical significance since it is lower than 0.05 which shows that the learning environment affects academic achievement. Therefore, the learning environment is moderately positive ( $\beta = 0.669$ ,  $t = 15.521$ ,  $p < 0.01$ ) and contributes to academic achievement.

**Table 6: Linear Regression between Self-Efficacy and Academic Achievement**

Dependent Variable	$\beta$ Coefficient	T Value	P Value	VIF Value
Learning Environment	0.594	12.752	0.001***	1.000
R <sup>2</sup> :	0.353			
Adjusted R <sup>2</sup> :	0.351			
F-Statistic:	162.623			
Note:				
*** Significant at 0.01				
** Significant 0.05				
a. Dependent Variable: Academic Achievement				
b. Predictors: (Constant), Self-Efficacy				

Table 6 indicates that the correlation value of  $r^2 = 0.353$  and adjusted  $r^2 = 0.351$ , showed that 35.10% of academic achievement is explained by self-efficacy. Meanwhile, the remaining (100%-35.10%= 64.90%) are explained by other factors that were not investigated in this study. Furthermore, the results of the ANOVA test revealed a significant F-Statistic value of 162.623. This statistic serves as an indicator of the positive impact that self-efficacy has on academic achievement. The significance of this impact is further substantiated by the p-values associated with the coefficients, which were found to be below the edge of 0.05. The beta coefficient, which measures the level of volatility in risk, is 0.594 and the t-value stands at 12.752. This shows self-efficacy and minor factors that contribute to academic achievement.

### Conclusion and Recommendation

Academic achievement for each student is influenced by a variety of factors. However, through this study, a significant pathway was found and identified, and it has a significant influence on the academic achievement of the students. Which, the study is aimed at identifying that family involvement has positive relationships and a high correlation towards academic achievement among undergraduate students in UiTM Kota Bharu. This can be proven based on the correlation and regression analysis that has been conducted showing the high positive correlation and significant, positive relationship between family involvement and academic achievement. In contrast with family involvement, other variables such as stress, learning environment, and self-efficacy have a moderate and lower  $r^2$  (below 0.50) which indicates those variables have a moderate contribution to academic achievement. Thus, this study meets the objective of identifying the relationship between the variables that influence academic achievement among undergraduate students at UiTM Kota Bharu. The study developed that family involvement, stress, learning environment, and self-efficacy have influenced the academic achievement of the students. However, the result shows a high positive correlation between family involvement and has positive and significant relationship with academic achievement.

Notably, the result of this study has already been proved by another study that has also shown a positive and high correlation between family involvement and academic achievement. A study conducted in Chile found that there are differences in children's academic achievement between the parental involvement profiles, indicating children whose parents have a low involvement have a lower academic achievement (Lara & Saracostti, 2019). Not only that, research by Ambachew et al. (2018) also demonstrates there is a strong correlation between parental involvement and students' academic achievement. Strong justification found that a study

conducted in Pakistan by Hussain, Ahmad, and Samson (2020) also reveals a significant positive correlation between parental involvement and academic achievement. In a nutshell, this study indicates that by actively participating in children's education, parents can contribute to increased academic achievement and better overall learning experiences for their children. As a result, the study's findings might assist students, higher education institutions, parents, and policymakers in developing effective family intervention mechanisms and implementing more holistic ways to improve students' academic achievement.

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