

# THE IMPACT OF STUDENT EDUCATIONAL PSYCHOLOGY ON STUDENTS' PERFORMANCE

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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., Azhar, A. F., Ahmad Rozani, N. H., & Zawawi, A. S. (2024). The impact of student educational psychology on students' performance. *Journal of Islamic, Social, Economics and Development (JISED)*, 9 (61), 63 – 76.

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**Abstract:** *This study explores the intricate relationship between study habits, motivation, personality traits, and approach to learning that can influence the academic performance of students in UiTM Kelantan. There were 7,729 students' population in the study overall, and 364 students from UiTM Kelantan made up the sample. For most university students, academic performance has emerged as a key worry for researchers. The results of this study show that academic performance and motivation have a substantial positive association ( $r = 0.817$ ), with motivation having the most impact on academic achievement. Furthermore, regression analysis shows that  $r^2 = 0.668$  and adjusted  $r^2 = 0.667$ , indicate that 66.7% of motivation has influenced students' academic performance at UiTM Kelantan, while another 33.3% is influenced by other factors. However, a moderately positive link has been found between academic performance and other criteria, which are study habits, personality traits, and approach to learning.*

**Keywords:** *Academic performance, study habit, motivation, personality traits, and approach to learning*

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## Introduction

Academic achievement is becoming increasingly important in the education system in Malaysia. Academic achievement is regarded as a significant accomplishment for students throughout their university education (Mappadang et al., 2022). Good academic achievement can open better and more prestigious career opportunities. It takes effort and hard work to achieve excellence; it won't just happen. To produce skilled labor that speeds up economic growth and addresses a community's actual issues, education is essential. In addition, students must dedicate a significant portion of their time to their education to graduate with high academic standing (Tadese, 2022).

These days, academic achievement has become a significant concern for researchers in most university students (Salem, 2018). Increased academic stress among university students may be the main cause of this concern. Various demands such as exams, assignments, and tight schedules can affect academic achievement. Even though many students spend a large portion of their time studying during this academic term, especially during exams, their performance often falls short of expectations because of stress and other factors (Shahjahan et al., 2021). Academic performance is measured through Cumulative Grade Point Average (CGPA), which is an academic performance evaluation system used in higher education institutions. CGPA has been used in certain studies as a tool to gauge students' performance (Abdullah et al., 2020).

Malaysia recorded 5.61 million graduates in 2021, up 4.7 percent from 5.36 million in 2020. At the same time, 4.57 million students are enrolled, a 5% increase in employed graduates from 2020 (Department of Statistics Malaysia, 2022). It demonstrates that universities will be successful in turning out a sizable number of employed graduate students in 2021 (Bakar et al., 2023). Furthermore, according to the results of the academic performance year 2018, 15.39% of diploma students at the UiTM Kelantan branch did not graduate on time (GOT), and more than 25% of these students also had course failures. UiTM Kelantan's two most challenging KPIs to meet, the percentage of students who graduate on time and the percentage of students who fail any courses, which should not exceed 25% (Fauzi et al., 2020).

## Problem statement

The academic performance of a student represents their overall accomplishments, grades, or academic advancement across various courses. Academic performance refers to the level of success or satisfaction a student achieves in the specific courses in which they are enrolled. This achievement has an impact that goes beyond their current academic phase, influencing both their present and future lives. Furthermore, it reflects the students' intrinsic productivity and skills (Sothan, 2019). According to Falilat (2019), the rising trend of student failures in external examinations has prompted initial attributions to parents, schools, and government systems. Since they have been a focus for both educators and researchers, the elements that either boost students' academic performance or cause them to do poorly in an academic setting have been thoroughly examined (Rusol et al., 2023).

One of the elements that needed to be investigated was study habits (Bibi et al., 2020). Individuals have very different study habits, and ineffective study techniques frequently result in poor academic performance. Finding where to begin improving, is a challenge for many pupils. One of the critical issues that affects students' academic performance in terms of their study habits is procrastination. Procrastination can be defined as the intentional delay of a task (Nordby et al., 2017). According to Santelli et al., (2020), students' academic performance may suffer as a result of procrastination, which is the act of putting off duties or obligations. Other

than that, according to Liu et al., (2022), factors linked to motivation were anxiety, depression, stress, frustration working on a task, and others. Anxiety is an alarm indicator. It highlights potential difficulties and obstacles in the way of accomplishing the objective, enabling one to gather strength and get the best possible outcome. Students who faced anxiety did poorly in learning (Mahdavi, 2023). Numerous motivational factors, both intrinsic and extrinsic, have been identified by research. Student motivation in education is greatly influenced by elements including the learning environment, teacher conduct, and the design of the curriculum and classes (Khazender, 2021). However, there is a gap of study about the motivation factors of students, although it is recognized that motivation has an important benchmark on students' academic performance.

Poor performance achievement among students continues to be a concern. One of the factors that contribute to poor academic achievement comes from the student's personality traits. Characteristics such as excessive commitment to work, the need to achieve standards of perfection, and the inability to rest can cause students to experience extreme burnout. Yan (2020) found that students who worried about failing the final exam and not receiving a graduation certification experienced tension, anxiety, and insomnia, which had a long-term negative impact on their mental health. Students with low academic achievement may feel greater pressure during exams, especially if they feel the need to improve their performance during the exam period. Academic performance among college students is significantly influenced by personality traits, as evidenced by an increasing number of studies. In addition, according to Negash et al., (2022), students' comprehension of the material and academic performance can both be enhanced by a deep approach to learning. However, the majority of students, particularly those who are enrolled in universities, cannot approach their studies for learning. This might have a significant impact on their lives, such as lowering their self-esteem and making them less confident to take action. Based on the journals that were argued by JM et al., (2018) there is a chance that students with low self-esteem and low past performance will attribute their learning experience. Incomprehension and learning challenges brought on by a poor approach to learning can cause low self-esteem and a lack of confidence in one's skills.

### **Research Objectives**

The specific objectives include:

1. To determine the relationship between study habits and students' academic performance among UiTM Cawangan Kelantan.
2. To monitor the relationship between motivation and students' academic performance among UiTM Cawangan Kelantan.
3. To examine the relationship between the approach to learning and students' academic performance among UiTM Cawangan Kelantan
4. To survey the relationship between personality traits and students' academic performance among UiTM Cawangan Kelantan students.

## Literature Review

### Academic Performance

Students' academic performance embodies an essential part of the constellation of factors determinant of student success. Also, it plays a very significant role in education, primarily as a concrete tool to assess the student's learning process. Psychologists and researchers have attempted to comprehend how students vary in processing, retaining, and retrieving learning information and have used various personality, attitudinal, cognitive styles, and ability measures (Tus, 2020). According to Hellas et al. (2018), academic performance encompasses the attainment of long- or short-term educational objectives by an institution, teacher, or student, with its evaluation typically relying on continuous assessments and the overall cumulative grade point average (CGPA) as a measure of achievement. Studies have suggested that students with commendable academic records and accomplishments tend to enjoy enhanced employment prospects, higher income levels, increased opportunities for professional development and advancement, and superior employment benefits (Tentama & Abdillah 2019). Moreover, students who excel academically often exhibit higher levels of self-esteem and confidence, experience reduced instances of depression and anxiety, actively participate in social interactions, and demonstrate a lower likelihood of engaging in social vices such as drug usage and alcohol abuse, showcasing the multifaceted positive impacts of academic success on various aspects of their well-being and social involvement ( Razak et al., 2019; Al-Noshan et al., 2018; Nugroho et al., 2020).

Past researchers also found that student's academic performance is crucial for employability, influencing timely graduation, creating opportunities for advanced studies, and emphasizing the importance of sustained excellence for seamless entry into the professional world, while poor performance may lead to delays and extensions, impacting motivation and interest in prolonged study periods (Maziah et al., 2019). Moreover, a correlational study conducted at Arba Minch University in South Ethiopia revealed an imbalance between the graduation rate and the enrollment rate, with a notable proportion of students opting for readmission primarily attributed to subpar academic performance (Yigermal, 2017). Furthermore, a study that was conducted by Bushran & Chohan (2018) revealed that within the context of public schools in Pakistan, academic underachievement not only impacts students' self-concept but also induces a sense of disturbance and shock, ultimately contributing to a significant number of students dropping out of the education system altogether.

### Relationship between Study Habit and Student's Academic Performance

In the psychology literature, habits are generally understood to be behaviors that are automatically triggered by recurrent environmental signals, and they are also thought to be created by repeated activity and discovered correlations between stimuli and responses (Volpp & Loewenstein, 2020). According to a study by Ishfaq (2022), habits are formed through repeated actions which will shape life's effectiveness, and good habits foster success meanwhile bad habits lead to failures, serving as indicators of individual personality. The author also reveals that within education, study habits indicate learners' routine or ways of exercising their learning abilities, which are indispensable for academic success and impossible to overlook, involving behavior critical for test preparation, academic learning, and overall scholarly growth, making them vital characteristics for all educated individuals, impacted lives deeply and contributed cumulatively and interactively to societal development.

Study habits, intricately woven into the fabric of a student's daily life, serve as more than just routine actions, they assume a crucial role in nurturing not only knowledge and perceptual capacities but also embodying an individual's enthusiastic commitment to learning, unwavering determination for personal growth, and the lofty aspirations set for academic achievement because when these study habits become ingrained over time, they extend beyond mere routines, evolving into transformative forces that shape the trajectory of one's life, influencing future endeavor and contributing significantly to lifelong success and fulfillment (Jhoselle, 2020). Moreover, previous research indicates that effective study habits include studying in a quiet environment, doing so every day, shutting off electronics that can distract you from your work (like TVs and cell phones), making notes on important information, taking regular breaks, and rests, listening to relaxing music, tailoring your studies to your unique learning style, and giving priority to the more challenging material (Ebele & Olofu, 2017). The development of a person's study plan is important in determining academic achievement, showing the variability in study habits among individuals, where differences contribute to differences in academic performance throughout various sectors of life (Aisma et al., 2020).

*H1: There is a positive significant relationship between study habits and students' academic performance.*

#### **Relationship between Motivation and Student's Academic Performance**

Motivation is known as the process of starting and being consistent in achieving objectives. (Cook et al., 2016). Motivation was a crucial item of academic performance (Yousefy et al., 2012). According to Mwangi (2023), academic performance and motivation are connected. A precondition for excellent and successful academic performance at various levels of education is motivation. Motivation has a significant role in the educational life and achievement of individuals (Muhamad et al., 2015). According to Adesua, (2023), people are intrinsically motivated; they are the things that make people act in certain ways.

Moreover, according to Adamma et al. (2018), The study looked at how students' performance in math was affected by both intrinsic and extrinsic motivation. Based on the study's purpose, two hypotheses were applied as a guide and one of the research methodologies used in the design of the study was descriptive research and the result showed that there was a significant correlation between motivation and academic performance. According to Mwangi, (2023), there are tons of studies over many years stating that there was a positive relationship between students' motivation and academic performance. Furthermore, according to Udayani et al., (2017), study claims that motivation is a personal idea that serves as a driving force behind students' success. Every person faces unique challenges in their pursuit of success, but there is a strong belief that these challenges can be overcome to achieve the success they have always desired.

*H2: There is a positive significant relationship between motivation and students' academic performance.*

#### **Relationship between personality traits and Students' Academic Performance.**

Personality is one of the most well-known and influential areas of psychology, which has the most potential to affect a person's actions throughout their life (Jhoselle, 2019). It has been stated that when discussing various thought patterns, behaviors, and emotions, personality traits play a significant role (Soutter et al., 2020). According to Simpraga et al., (2021), the ways that people think, feel, and behave are known as their personality traits. The trait hypothesis

emphasizes a person's fundamental characteristics. Additionally, it has been discovered that an individual's personality serves as the primary motivator for their decision-making (Omar et al., 2021; Ju et al., 2019). The Big Five is arguably the most widely used framework for studying personality traits. These include extraversion, conscientiousness, agreeableness, openness to experience, and neuroticism (Jong et al., 2019). Individual differences in social engagement are represented by extraversion, compassion by agreeableness, and responsibility by conscientiousness. For emotional stability, neuroticism was the term (Christopher, 2018).

Researchers thought that personality traits, as defined by the Big Five trait hypothesis, were a substantial predictor of academic performance (Hayat et al., 2020). Additionally, it has been noted that personality qualities have a significant influence on academic achievement (Mammadov, 2022). To succeed academically and adapt to the environment, personality should be a key factor (Tomsik, 2018). In the research of Nokikova (2017), the data collected demonstrated that personality has a strong impact on academic attainment and that personality was strongly correlated with students' performance. Furthermore, according to Corazzini et al. (2021), conscientiousness and openness to new experiences are favorable personality traits that influence students' grade point average on the examinations they pass during their first year of college.

*H3: There is a positive significant relationship between personality traits and students' academic performance.*

#### **Relationship between approach to learning and Student's Academic Performance**

According to Negash et al. (2022), there is a strong negative association between academic performance and the approach of learning strategies such as the surface approach, and different learner issues, such as fear of failure. Meanwhile, a different study found that elements including parenting style, student traits, and educational attainment have an impact on students' academic success (Briones et al., 2021). According to the study, it is important to routinely assess and modify students' learning strategies to better suit their needs and boost their academic achievement. Other than that, the review, written by Arnedo et al. (2021), highlights the application of machine learning techniques to forecast academic achievement and provide specific support to enhance students' learning approaches. To forecast academic achievement, the authors underline the importance of examining behavioral and learning data.

Furthermore, Dabbagh & Kitsantas (2021) discovered through a mixed-methods systematic review that study and learning practices significantly affect the academic achievement of post-secondary students. According to the review, students who employ deep learning techniques and set SMART (specific, measurable, achievable, relevant, and time-bound) goals typically perform better academically. Additionally, Zhao et al., (2023) research highlighted the importance of incorporating innovative technological tools and adaptive learning platforms that align with students' preferred approaches to learning, thereby positively influencing their academic outcomes. It could also be required to create interactive learning environments, online courses, or educational apps that accommodate various learning preferences.

*H4: There is a positive significant relationship between the approach to learning and students' academic performance.*

## Methodology

This study used primary data collection and use a basic random sampling technique. This study is looking into the varied student population at UiTM Cawangan Kelantan, which encompasses both the UiTM Machang and UiTM Kota Bharu campuses. A sample size of 364 is required to enable statistically reliable analysis, as stated by the Krejcie and Morgan table. This sample size was determined based on the general context of UiTM Cawangan Kelantan, which has a total population of 7,729 enrolled students.

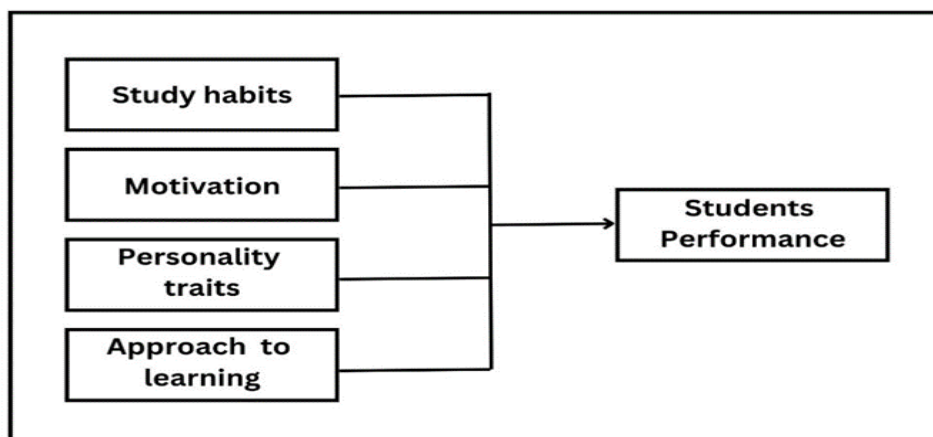


Figure 1: Research Framework

## Finding and Discussion

### Reliability

Table 1: Cronbach's Alpha Reliability Result

Dependent Variables	Cronbach's Alpha	N of Items
Students' performance	0.919	5
<b>Independent Variables</b>		
Study Habits	0.945	5
Motivation	0.911	6
Personality Traits	0.955	8
Approaches to Learning	0.947	5

By determining Cronbach's Alpha for independent variables, the reliability test should be done. This analysis is purposely to test the level of understanding of the questionnaire respondents. Based on the table above, study habits, motivation, approaches to learning, personality traits, and students' academic performance demonstrate the reliability and validity of UiTM Cawangan Kelantan. Personality traits scored 0.955 on the Cronbach's Alpha test, compared to 0.911 for motivation. Both the study habit and approach to learning scores were 0.945 and 0.947 respectively. The rate of students' performance is 0.919. All of the results are reliable because it is closer to 1. Therefore, Cronbach's Alpha results have demonstrated the validity and accuracy of the researcher's questionnaire.

## Correlation

**Table 2: Result of Pearson Correlation Test between variables**

	Students' Academic Performance	Study Habits	Motivation	Personality Traits	Approach to Learning
Students' Academic Performance	1				
Study Habits	0.804	1			
Motivation	0.817	0.838	1		
Personality Traits	0.784	0.882	0.797	1	
Approach to Learning	0.777	0.875	0.805	0.908	1

The table above shows the result of the correlation analysis performed on study habits, motivation, personality traits, approach to learning, and student's academic performance using Pearson correlation. The procedure carried out was based on significant statistics of a two-tailed test at 99 percent (0.01 levels). Overall, the result shows that all variables involved were positively significant towards students' academic performance. This implies that study habits, motivation, personality traits, and approach to learning, do impact students' academic performance. The strongest relationship was between approach to learning and personality traits ( $r=0.908$ ,  $p<0.01$ ). Overall, the result of the analysis explained that all the independent variables are strongly significant to a dependent variable which are study habits and students' academic performance (0.804), motivation and students' academic performance (0.817), personality traits and students' academic performance (0.784), and approach to learning and students' academic performance (0.777).

## Regression

**Table 3: Linear Regression between study habits with students' academic performance**

Dependent Variable	$\beta$ Coefficient	T value	P value	VIF value	Result
Study Habits	0.804	25.766	***0.001	1.000	Supporting

R<sup>2</sup>: 0.647  
 Adj R<sup>2</sup>: 0.646  
 F-statistic: 663.887  
 Note:  
 \*\*\* Significant at 0.01  
 \*\* Significant 0.05

a.Predictor (constant): Study Habits

b.Dependent variable: Students' academic performance



The above diagram illustrates a significant positive relationship between study habits and students' academic performance, as shown by the correlation value of  $r^2 = 0.647$  and adjusted  $r^2 = 0.646$ .  $R^2$  showed that 64.7% of students' academic performance is explained by study habits. Meanwhile, the remaining ( $100\% - 64.7\% = 35.3\%$ ) are explained by other factors that were not investigated in this study. Furthermore, the ANOVA test found the F-statistic = 663.887,  $p < 0.01$ . Therefore, student habits are significantly positive ( $\beta = 0.804$ ,  $t = 25.766$ ,  $p < 0.001$ ) and contribute to students' academic performance.

**Table 4: Linear Regression between motivation with students' academic performance**

Dependent Variable	$\beta$ Coefficient	T value	P value	VIF value	Result
Motivation R <sup>2</sup> : 0.668 Adj R <sup>2</sup> : 0.667 F-statistic: 729.252 Note: *** Significant at 0.01 ** Significant 0.05	0.622	27.005	***0.001	1.000	Supporting

a.Predictor (constant): Motivation  
 b.Dependent variable: Students' academic performance

The table demonstrated a significant and positive relationship between motivation and student academic performance. From the table, we clarified that the correlation value of  $R^2 = 0.664$  and  $R^2$  adjusted = 0.667.  $R^2$  showed that 66.4% of students' academic performance is explained by motivation. Meanwhile, ( $100\% - 66.4\% = 33.6\%$ ) is explained by other factors that were not investigated in this study. While the ANOVA test found the F statistic value to be 729.252. Therefore, the motivation is significantly positive ( $\beta = 0.622$ ,  $t = 27.005$ ,  $p < 0.01$ ) and contributes to students' academic performance.

**Table 5: Linear Regression between personality traits with Students' academic performance**

Dependent Variable	$\beta$ Coefficient	T value	P value	VIF value	Result
Approach to Learning R <sup>2</sup> : 0.615 Adj R <sup>2</sup> : 0.614 F-statistic: 579.091 Note: *** Significant at 0.01 ** Significant 0.05	0.665	24.064	***0.001	1.000	Supporting

a.Predictor (constant): Approach to Learning  
 b.Dependent variable: Students' academic performance

The table above table illustrates a significant and positive relationship between the approach to learning and student academic performance. From the table, we can see that the correlation value of  $R^2 = 0.615$  and  $R^2$  adjusted = 0.614.  $R^2$  showed that 61.5% of students' academic

performance is explained by their approach to learning. Meanwhile, the remaining (100%-61.5%= 38.5%) are explained by other factors that were not investigated in this study. Meanwhile, the ANOVA test found the F statistic value to be 579.091. Therefore, the approach to learning is significantly positive ( $\beta = 0.665$ ,  $t=24.064$ ,  $p<0.01$ ) and contributes to students' academic performance.

**Table 6: Linear Regression between approach to learning with students' academic performance**

Dependent Variable	$\beta$ Coefficient	T value	P value	VIF value	Result
Approach to Learning	0.680	23.485	***0.000	1.000	Supporting

R<sup>2</sup>: 0.604  
 Adj R<sup>2</sup>: 0.603  
 F-statistic: 551.527  
 Note:  
 \*\*\* Significant at 0.01  
 \*\* Significant 0.05

a.Predictor (constant): Approach to Learning

b.Dependent variable: Students' academic performance

The above table illustrates a significant and positive relationship between approach to learning and student academic performance. From the table, we can see that the correlation value of R<sup>2</sup> = 0.604 and R<sup>2</sup> adjusted = 0.603. R<sup>2</sup> showed that 60.4% of students' academic performance is explained by their approach to learning. Meanwhile, the remaining (100%-60.4%= 39.6%) are explained by other factors that were not investigated in this study. Meanwhile, the ANOVA test found the F statistic value to be 551.527. Therefore, the approach to learning is significantly positive ( $\beta = 0.680$ ,  $t=23.485$ ,  $p<0.01$ ) and contributes to students' academic performance.

### Conclusion

This study has assessed the extent of Student Academic Performance in educational psychology. This study was able to identify and establish a significant pathway that has a significant impact on the academic performance of the students as revealed by the results, and this pathway has a significant impact on it. Specifically, the study aims to find out whether psychology has positive relationships and high correlations with academic achievement among undergraduate students at UiTM Kelantan. The results revealed that study habits, motivation, personality traits, and approach to learning are significant factors influencing students' academic performance. Consequently, this study establishes the objective of identifying the variables that affect undergraduate students' academic achievement at UiTM Kota Bharu.

Effective study habits, such as time management, active engagement with course material, and consistent review, contribute to a more organized and efficient learning process. Motivation, both intrinsic and extrinsic, serves as a driving force that propels students towards their academic goals. Other than that, personality traits like conscientiousness, openness to experience, and perseverance can positively impact academic success. How students engage with and process information, coupled with the strategies and methods they employ, plays a pivotal role in shaping educational and performance outcomes.

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