The Factors that Influencing Students’ Performance at Universiti Teknologi MARA Kedah, Malaysia

This study has been done concerning the factors that influence students’ performance including demographic, active learning, student attendance, extracurricular activities, peers influences and course assessment. Study showed that demographic characteristics can influence academic excellence. Among these characteristics are parent’s income, father’s education level and mother’s education level. In Malaysia, most of the researcher evaluate students academic performance based on cumulative grade point average (CGPA) (Ervina and Othman, 2005; Manan and Mohamad, 2003 abd Agus and Makgbul, 2002). In this study, the CGPA was used as the measurement of students’ academic performance.

Result of study shows that demographic variables such parents’ education level and income had a positive relationship with the academic performance of the students. Students with parents who are highly educated and have more income will have greater CGPA. The result is also supported by Checchi (2000) in his study. He concluded that richer parents invest most resources in the education of the children.

Besides that, the result shows that students who are actively engage in learning process are observe to have significant positive correlation. It means that those students who are ectively engage in class have greater CGPA. In the context of classroom, active learning involves students in doing things and thinking about the things they are doing (Bonwell and Eison, 1991). Active learning involves students to solve problems, answer questions, formulate questions of their own, discuss, explain, debate or brainstorm during class.

Class attendances are also shown to have significant correlation with the result of the students’ academic performance. Researcher found that students who attend classes regularly obtained greater CGPA compared to those who absent from class. This is supported by the Marburger (2001) in his study that he concluded that students who missed class on a given date were significantly more likely to respond incorrectly to questions relation to material covered that day than were students who were present. Moore (2006) indicated that class attendance enhances learning; on average, students who came to the most classes made the highest grades, despite that fact that they received no points for coming to class.

Students who are actively engage in extracurricular activities were found to have higher CGPA. Even though the correlations have not been found to be statistically significant, however there is strong evidence showing that positive relationship does exist between the two variables. This is supported by Darling et al (2005) in his study. Result show that students who participated in school-based extracurricular activities had higher grades, higher academic aspirations, and better academic attitudes.