



## Factors affecting the Academic performance of BSCA Students in Gordon College

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### ARTICLE INFO

*Keywords:* Academic Performance, Customs Administration Students, Gordon College, Structural Equation Modelling, Factors

*Received :* 3, January

*Revised :* 17, January

*Accepted:* 31, January

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### ABSTRACT

The research investigated factors influencing the academic performance of Bachelor of Science in Customs Administration (BSCA) students at Gordon College. One hundred twenty 2nd - 4th year students participated in a descriptive survey using questionnaires. Analysis methods included weighted mean, and structural equation modeling. Results highlighted that academic performance clustered around grades 85-89, indicating solid achievement. Influential factors included personal conditions, study habits, and home and school environments, with study habits notably critical. Lecturer and technological factors had minimal impact. Overall, the study underscored a positive academic setting and substantial student achievement.

## **INTRODUCTION**

The student's skills and performance play an essential role in their academic achievement, and it produces high-quality graduates who will become future leaders in the country. "Education is the most powerful weapon with which you can change the world", as Nelson Mandela said. Indeed, education is one of the most essential human resource development processes (Aguiran et al., 2014).

A previous study by Usman and Madudili (2019) on the student's learning attainment analysis includes that factors related to social, psychological, economic, environmental, and individual aspects significantly contribute to students' performance. However, it varies from the aspect of every individual and their country. Furthermore, several factors, including student's academic skills, family status, peer pressure, quality educators (Asio & Riego de Dios, 2019; Asio & Riego de Dios, 2018), and learning facilities (including mode of learning [Asio & Jimenez, 2021]) are all variables to consider, notwithstanding it is still entirely dependent on how the student conduct on their course recitation, minor and significant examinations and how they adjust to social situations around them while dealing with their concerns, in order to avoid such predicament affecting their academic performances. Academic accomplishment is critical in ensuring the excellency and competence of the graduates, who will develop into an outstanding leader and workforce, thus accountable for the country's socioeconomic growth.

According to Lamas (2015), the notion of academic success is where the intricacy begins. Although it is sometimes referred to as academic achievement, school performance, or school preparedness, semantics is usually the sole explanation for the conceptual differences because they are synonyms. Numerous scholars concur that learning, which is sparked by the teacher's instructional activity and generated by the student, is what leads to academic success. From a humanistic approach, Martinez and Perez (1997) state that academic performance is the output by the learners, and it is commonly articulated through "grades."

The factors affecting a student's academic performance arise for several reasons. Based on the studies of Maiyo and Siahi (2015), the different factors that affect student academic performance in their research have been discussed. There are two types of factors influencing student's academic performance, the internal and external classroom factors. Internal classroom factors include students' competence in English, like public speaking (Asio et al., 2024) or writing strategies (Asio et al., 2023), class timetables, number of students, schoolbooks, class exams results, learning amenities, schoolwork, setting of the class, intricacy of the course material, teachers' role in the class, technology used in the class (Asio & Riego de Dios, 2019) and exams systems.

External classroom influences comprise supplementary activities, family complications, work and financial, social, and others (Mushtaq & Khan, 2012). Academic performance and achievement are some of the bases considered by many companies and businesses in hiring their workers, especially for fresh graduates. But with the 21<sup>st</sup> century trend, computer-assisted instruction is

already the new means to help students engage in their studies (Obispo et al., 2022). Therefore, students must have incredible determination and effort in their studies to obtain good grades. They also need to ensure that they are rightly molding their skills and behavior to meet the standards of future opportunities and fulfil employers' demands.

The students' performance also determined the quality of education at the institutions where the students came from. Student's academic performance is influenced and affected by several factors, including student learning skills, personal and parental background, lecturer's way of teaching, environment, and others. Performance, however, refers to how well or poorly something is carried out. Because of its importance to society, its relevance is particularly noteworthy. Academic achievement is the expression of a student's study habits, which are shaped and reinforced by education. This is how performance is expressed in the context of education.

The development of good study habits is equally relative and helpful in academic work and career actualization. The study by Delelis (2019) emphasized the necessity of having qualified professors in the education sector, and their teaching expertise determines the success of any program. If this fails, the entire system will cease to function effectively. As a result, education implementation, selection, planning, and monitoring will be highly influenced.

In today's generation, the Bachelor of Science in Customs Administration course is demanding since it requires significant time and effort. Memorization, computation, and logical thinking are all required skills in this course, which leads to a career path that deals with international trade, logistics, law compliance, tariffs, etc.

The researchers want to conduct this study to comprehend the academic performances of the Customs Administration students in Gordon College, the reasons influencing their performance, and potential remedies in dealing with such issues. The study will primarily benefit the researchers, the students, as well as the institution and its administration.

## **THEORETICAL REVIEW**

In this paper, the authors utilized the Elger's (2007) theory of academic performance. This theory posits that there were six foundational concepts to explain the performance of students as well as their improvement. Also, the components include the following: performance, on which it is the ability to produce a result; performer, an individual or group that works along hand-in-hand; level of performance, this is a place of student's academic journey; performance levels, has several components (a) knowledge, (b) skills, (c) identity, (d) personal factors, and (e) fixed factors; and effective performance, which include three axioms namely: (a) mindset, (b) immersion, and (c) reflective practice. A related study by Dong et al., (2022) found that personality feature influences performance among students. Another paper by Camacho-Morles et al., (2021) determined that enjoyment of learning impacts academic performance. Another interesting finding by Ossai and colleagues (2023) showed that academic integrity predicts academic performance. On the other hand, Jieyi et al., (2022)

also exposed that academic performance affects social integration among students.

Based on these premises, the researchers hereby stipulate the following null hypotheses:

- 1) The personal conditions of the students do not affect their academic performance.
- 2) The students' study habits do not affect their academic performance.
- 3) Home related factors do not affect the academic performance of the students.
- 4) School related factors do not affect the academic performance of the students.
- 5) Lecturer related factors do not affect the students' academic performance.
- 6) Technological related factors do not affect the students' academic performance.

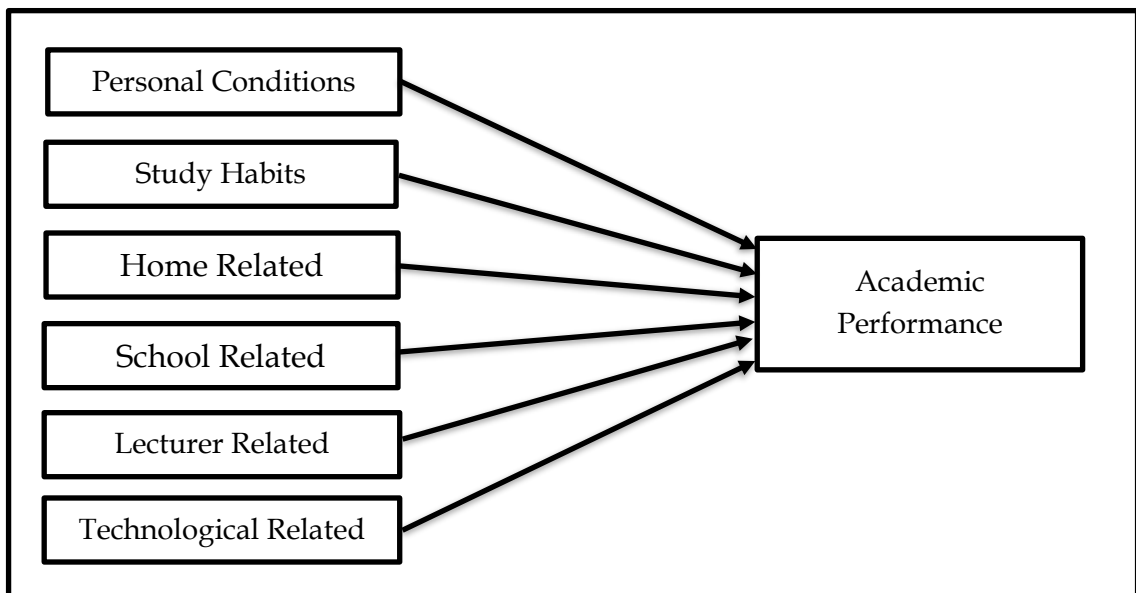


Figure 1. Conceptual Framework

## RESEARCH METHODOLOGY

### *Research Design*

The descriptive design method was used to identify the factors that influence the academic performance of the BSCA students at Gordon College. The descriptive research is a quantitative method of study that tries to gather quantifiable data for population sample statistical assessment. Therefore, the nature or conduct of the factors is not in the researcher's hands.

According to Asio (2021), a survey is a type of quantitative research that seeks to describe the characteristics or behavior of an audience. It is also either cross-sectional or longitudinal. In this current study, a cross-sectional is much more applicable.

### *Research Instrument*

The researchers use an adapted-modified survey questionnaire from the study of Alos et al. (2015) and McGregory et al. (2015) to determine the factors

that affect the academic performance of BSCA students of Gordon College. The questionnaire has three (3) parts. The first part is intended to depict the profile of the respondents. The second part is adapted from previous research and was slightly modified which focused on the different factors affecting the academic performance of the undergraduates. It also consists of 32 scaling questions. Experts and statistical data validation were also conducted afterwards.

The respondents were asked to indicate the five-point level scale (1 – never, 2 – sometimes, 3 –neutral, 4 – often, 5 –very often). The third part focuses on students' academic performance with eight scaling questions on a five-point scale (1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree, 5 – strongly agree).

***Treatment of Data***

The data were processed using PS-Imago Pro v.9 and Warp PLS v.8 software. Specifically, weighted mean and structural equation modeling were used.

**RESULTS AND DISCUSSION**

Table 1 in the subset personal condition, the indicator with the highest mean of 3.96 was 'Uses motivation to achieve my academic goals' with a verbal interpretation of moderate effect. Based on the study of Ames and Archer (1988), motivation improves students' eagerness for school activities offered to them. This idea determines whether they are performing such tasks on a voluntary or mandatory basis. While students are extrinsically motivated, even if they do not enjoy what they are doing, they will continue to do so in order to obtain something, in this case, a good academic standing. Time management, on the other hand.

Meanwhile, the indicator with the lowest mean of 3.26 was 'Manages how to use time effectively' with a verbal neutral interpretation. Time management is complex because of the planning misconception, which occurs when people underrate how extensive it will take to finish a task, even if they have previously done it (Harman, n.d.). The average of the subset of personal condition is 3.52, with a verbal interpretation of moderate effect. Academic aspirations, causal attributions, academic self-concept, and self-efficacy are examples of personal variables that can protect against the negative consequences of academic performance based on the study of Rodriguez and Rosquete (2019).

**Table 1.** Personal Conditions of the Respondents

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. Personal problems affects my ability to focus.	3.59	Moderate Effect
2. Uses motivation to achieve academic goals.	3.96	Moderate Effect
3. Have self-confidence and communication tactics.	3.40	Moderate Effect
4. Can memorize facts and Information easily	3.38	Neutral
5. Manages how to use time effectively.	3.26	Neutral
6. Uses learning modality effectively to	3.53	Moderate Effect
7. complete task and goals		

<b>GWM</b>	<b>3.52</b>	<b>Moderate Effect</b>
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In Table 2, the items included in the study habits section are all found to moderately affect academic performance, with the indicator 'Attendance and punctuality in every class' having the highest mean of 4.02. Zarei (2008) conducted a study to investigate how frequent testing affected the academic performance and attendance of Iranian English students. The findings showed that students' performance seemed to improve with the frequency of quiz exposure.

Moreso, the results exhibited that frequent quizzes positively correlated with classroom attendance. Students who attend school regularly learn more, have fewer discipline issues, develop better study habits, and are often more successful than those who do not. Study habits vary from student to student. Some habits are considered to be more desirable than others from the point of view of academic achievement. One indicator, though, was determined to belong to the lower range, the item 'Observance of a consistent studying' with a mean of 3.41. Siahi and Maiyo (2015) state that learning needs a purpose, and what one acquires as a result of learning depends upon which one succeeds in achieving that aim or purpose, which may explain why consistent studying is one the lower factor of the study habits. The average of the study habits sections was 3.68 which means moderate effect. The undergraduates face many problems especially in improving optimistic study attitudes and habits. Guidance is how a learner advances his study attitudes and habits and which correlates to academic achievement (Hussain, 2006).

**Table 2.** Study Habits of the Respondents

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. Observance of a consistent studying	3.41	Moderate effect
2. Attendance and punctuality in every class	4.02	Moderate effect
3. Communication and good relationship with instructors	3.78	Moderate effect
4. Jotting down notes to understand certain topic.	3.80	Moderate effect
5. Set a high standard in studying by having a learning strategy.	3.46	Moderate effect
6. Have a positive attitude towards learning.	3.60	Moderate effect
<b>GWM</b>	<b>3.68</b>	<b>Moderate effect</b>

In Table 3, the items listed the 'The distance of school from home takes too much time' got the highest mean of 3.80 with a verbal interpretation of moderate effect. The long distance to school results in less time used for productive learning, according to Juneja (2001). Whilst 'Have many younger siblings to take care' got the lowest with a mean of 2.76 with a verbal neutral interpretation. Students had to travel long distances to school, resulting in a lack of concentration on the subject taught and occasionally dozing in class. As a result, they are unable to learn effectively in class. It is because the students' minds and bodies are tired as a result of their exhaustion. Failure to work effectively and

efficiently results in poor performance and their learning ability. As a result, situations like this impede effective learning because they require mental calmness. Variables related to distance cause fatigue and students' tardiness, thus reducing their time in learning. Furthermore, extended distances may necessitate students to leave school early to avoid arriving late at home (Akrofi, 2020). The total mean of the home-related factor is 3.47, which indicates a moderate effect. Home environment elements influence the learner's mental and psychological ability to succeed academically (Akrofi, 2020).

**Table 3.** Home Related Factors of the Respondents

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. The distance of school from home takes too much time.	3.80	Moderate effect
2. Does too much household chores.	3.48	Moderate effect
3. Have many younger siblings to take care.	2.76	Neutral
4. Family stress (e.g. financial problems, parental absenteeism etc.)	3.92	Moderate effect
5. Receives proper guidance and support from parents.	3.38	Neutral
<b>GWM</b>	<b>3.47</b>	<b>Moderate effect</b>

In Table 4, among the school-related factors, indicator 5 with a mean score of 3.65 means moderate effect. With an overcrowded classroom or library, students may be unable to concentrate on listening or reading. Alternatively, students will benefit from classrooms with adequate space and a good environment. Kwesiga (2002) approved that students' performance is guided by the school where they learned. A good environment with plenty of space in classrooms will assist students in improving their academic achievement. Availability of reference in the school library' scored the lowest, with a mean of 3.27. According to the study of Epri (2013), a small class size augment the students' focus on their lessons and help them to progress with their performance.

The decline in print book use at universities is related to the types of books we read for scholarly purposes rather than pure pleasure, the rise of e-books and digital articles, and the changing research environment, as stated by Harman (n.d.). The general weighted mean of the school-related factor is 3.47, which translates into a moderate effect. Habibullah and Ashraf (2013) discuss how factors such as overall good school environment, attendance, and school status significantly affect academic performance.

**Table 4.** School Related Factors of the Respondents

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. Availability of reference in school library.	3.27	Neutral
2. Frequency of course-related programs and activities	3.53	Moderate effect
3. There are enough available	3.34	Neutral

library references		
4. Availability of reliable, fast and easy internet access	3.54	Moderate effect
5. Capacity of school areas such as library, classroom and halls to hold many students.	3.65	Moderate effect
<b>GWM</b>	<b>3.47</b>	<b>Moderate effect</b>

In Table 5, the Lecturer-Related Factor, item 2, had the most excellent mean of 3.90, corresponding to a moderate effect. According to DiCarlo's (2010) research, educators shouldn't be concerned about "losing" or "wasting" important lecture time for collaborative problem-solving, in-class discussions, and inquiry-based activities that divert attention from subject matter. Teachers need to provide activities that emphasize students' use of scientific knowledge to answer significant issues, rather than just covering subject. It is crucial because learning is the capacity to locate, assess, and apply information using resources rather than memorizing facts. Anything that is memorized discourages critical thought. The rest of the indicators fall in the range of moderate effect except 'Teacher is frequently out/absent from class,' which fell into neutral with a composite mean of 3.29. The total mean of 3.56 means that the lecturer-related factor is moderately affecting when it comes to the student's academic performance. Learning is fun because students will be annoyed to go home, study, and contemplate learning, according to DiCarlo (2009).

**Table 5.** Lecturer Related Factors

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. Teacher has mastery of the subject matter.	3.47	Moderate effect
2. Teachers discuss many topics in a short period of time.	3.90	Moderate effect
3. Teacher gives too much memory work.	3.54	Moderate effect
4. Teacher provides varied activities.	3.68	Moderate effect
5. Teacher is frequently out/absent from class	3.29	Neutral
6. Teacher considers learning modality of students by using a teaching style fit to it.	3.43	Moderate effect
<b>GWM</b>	<b>3.56</b>	<b>Moderate effect</b>

Table 6 shows that all the items listed came out neutral, with 'Having a proper device for online learning' as the highest with a mean of 3.35 and the lowest with 3.23, which is 'Skillful and adept in using software or application needed in-class activities and a total mean of 3.29 that indicates neutral. Meaning it has little to no effect on their academic performance. Students' poor technical skills, a lack of financing, feelings of isolation while learning, trouble interacting with peers, distraction with other applications, and defining boundaries between class and personal life are all barriers to technology use in the classroom (Sun et al., 2017). Students improved their technology skills and could create more sophisticated multimedia projects during this time. However, they also developed the habit of dividing their attention among many digital stimuli,

according to Passanisi and Peters (2022). The contribution of smartphones to learning is evident based on the study of Grant and Hsu (2014).

**Table 6.** Technological Related Factors

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. Have proper device for online learning	3.35	Neutral
2. Connectivity loses signal.	3.28	Neutral
3. Learning device lags.	3.29	Neutral
4. Skillful and adept in using software or application needed in class activities.	3.23	Neutral
<b>GWM</b>	<b>3.29</b>	<b>Neutral</b>

Table 7 shows the result of the academic performance of the students, with indicator 3 having the highest weighted mean of 4.27, which corresponds to descriptive interpretation ‘major effect,’ followed by paying attention and listening during every discussion 3.79 with a descriptive rating of moderate effect. Students with exemplary academic achievements have better incomes, improved employment benefits, and more advancement opportunities. Besides, academically successful students have higher self-esteem and self-confidence, low levels of anxiety and depression, are socially inclined, and are less likely to engage in substance abuse, i.e. (Tentama & Abdillah, 2019). Lastly, item 6, got a weighted mean of 3.29 and a neutral descriptive rating. Although most educators see homework as an important part of reinforcing what has been taught in the classroom, most students see it as a duty that frustrates and angers them. Many students grow so irritated about doing homework that it destroys their educational experience, resulting in long-term scholastic problems based on Lathan (n.d.). The mean of Table 7 is 3.62, corresponding to a moderate effect.

**Table 7.** Academic Performance Scale of the Students

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
1. I made myself ready in all my subjects.	3.56	Moderate effect
2. I pay attention and listen during every discussion.	3.79	Moderate effect
3. I want to get good grades in every subject.	4.27	Major effect
4. I actively participate in every discussion.	3.49	Moderate effect
5. I start papers and projects as soon as they are assigned.	3.43	Moderate effect
6. I enjoy homework and activities because they help me improve my skills in every subject.	3.29	Neutral
7. I exert more effort when I do difficult assignments.	3.70	Moderate effect
8. Solving problems is a useful hobby for me.	3.40	Moderate effect
<b>GWM</b>	<b>3.62</b>	<b>Moderate effect</b>

Table 8 presents the path coefficients and effect sizes of the factors that affect the respondents' academic performance. This table was processed using Warp PLS Software version 8. Each dimension of the factors' level of implementation was tested for its effects on the respondents' academic performance.

Results revealed that in terms of Academic performance, personal factor ( $\beta=0.135$ ,  $P=.065$ ) is insignificant with an effect size of small, study habits ( $\beta=0.352$ ,  $P<.001$ ) is significant with an effect size of medium, home-related factor ( $\beta=-.082$ ,  $P=.181$ ) is significant with an effect size of small, school-related factor ( $\beta=0.266$ ,  $P=.001$ ) is significant with an effect size of small., lecturer related factor ( $\beta=-0.038$ ,  $P=.339$ ) is insignificant with an effect size of negligible, technological related factor ( $\beta=0.049$ ,  $P=.295$ ) is insignificant with an effect size of negligible.

This supports the respondents' claim that in terms of personal factors, study habits highly affect academic performance, home-related factors affect academic performance, school-related factors highly affect academic performance, and lecturer-related factors and technological-related factors affect performance.

Study habits are significant for a student's academic performance. Students who focus and have effective study habits will perform well academically. Study habits are actions and skills that can boost motivation and turn studying into an efficient process with high rewards, thereby increasing learning.

**Table 8.** Path Coefficient and Effect Size of the Factors that affects the BSCA students' Academic Performance

Factors->Academic Performance	Path Coefficient	p-values	Decision	Effect	Size	R <sup>2</sup>
Personal Factor -> Academic Performance	0.135	0.065	Insignificant	0.06	Small	0.41
Study Habits-> Academic Performance	0.352	<0.001	Significant	0.193	Medium	
Home Related Factor -> Academic Performance	0.082	0.181	Insignificant	0.02	Small	
School Related Factor -> Academic Performance	0.266	0.001	Significant	0.134	Small	
Lecturer Related Factor -> Academic Performance	-0.038	0.339	Insignificant	0.003	Negligible	
Technological Related Factor-> Academic Performance	0.049	0.295	Insignificant	0.012	Negligible	

Effect Size: 0.02 = Small, 0.15 = Medium, 0.35 = Large (Cohen, 1988)

The level of preparation and learning strategies developed and employed consciously by students have a significant impact on their level of academic performance. Thus, study habits are one of the most important learning factors

that significantly impact students' academic achievements. School-related factors are also significant; the school that provides or meets the students' needs for their studies, such as the resources, the quality of teaching, and the overall studying environment, contributes to the student's academic performance.

Obeta (2014) found out that those with appropriate facilities, skilled professors, and an encouraging environment perform better than those without. Personal condition, home-related, lecturer-related, and technological-related factors became insignificant as they only affected academic performance and not highly. The respondents have adapted to their conditions or have developed effective coping mechanisms, resulting in less significant effects on their academic performance (Obeta, 2014). The impact of home-related factors may be minimized for students who have access to suitable study environments, supportive families, and necessary resources either through their institution or other means. Additionally, the specific curriculum and teaching methodologies employed in customs administration programs may reduce the significance of home-related factors (Obeta, 2014).

Customs administration education methods have become more student-centered, interactive, and practical, minimizing the significance of lecturer-related factors (Baruani, 2014). Technology can aid in promoting learning and is especially beneficial in fostering higher-order abilities such as critical thinking, analysis, and scientific investigation. However, simply having access to the class does not guarantee they will be used effectively (Roschelle et al., 2000).

Finally, the R-squared coefficient ( $R^2=0.41$ ) explains the percentage of explained variance for each of those latent variables. It means that 41% of the respondents' academic performance is determined by the factors given. The remaining 59% may be accounted for other variables not included in this study. Students' academic performance is substantially influenced by the availability of teaching and learning materials, personality traits, personal goals, and teachers' degrees of expertise. However, not everyone is the same. Everyone has their drive and inclination toward a subject or a teacher, and it affects their academic progress in the short and long term (Iman, 2017).

## CONCLUSION

Based on the data presented, the factors affecting the academic performance of the students showed that:

- Personal conditions, study habits, home-related factor, school-related factor, and lecturer-related factor often affects academic performance.
- The technological-related factor is neutral and affects academic performance.
- The academic performance scale of the students is very good.

Based on the data presented in the path coefficient and effect size of the factors that affect the BSCA students' academic performance, the study showed that:

- In terms of academic performance, the personal factor is insignificant, the study habit is significant, the home-related factor is significant as well, and

the school-related factor is significant. The lecturer-related factor and technological-related factor are insignificant.

## **RECOMMENDATION**

It is recommended that the students that participated in this study may concentrate on

- 1) Personal conditions
  - a) Encourage students to define boundaries between class and personal life. This can involve setting specific times for studying and avoiding using technology for non-academic purposes during those times.
  - b) Establish specific, measurable, achievable, relevant, and time-bound (SMART) academic goals. Break down larger goals into smaller, manageable tasks to maintain motivation and track progress effectively.
  - c) Connect academic subjects to personal interests, future career goals, or real-world applications. Understanding the relevance of your learning can boost motivation and make studying more meaningful.
  - d) Establish a system of rewards and incentives to motivate yourself to accomplish academic goals. Rewards can range from small treats for completing tasks to enormous rewards for achieving significant milestones.
  
- 2) Study habits
  - a) Professional counselors should organize group counseling in schools to raise awareness about how students might develop efficient study habits, which could potentially improve their academic performance.
  - b) To encourage students to develop good study habits, provide them with study skills workshops, time management training, and access to academic resources such as libraries and study centers.
  - c) Instructors should teach students how to take important notes during each lesson. This would establish strong note-taking habits, which could lead to improved academic success.
  
- 3) Home-related factor
  - a) Evaluate current bus routes and schedules to identify inefficiencies. Optimize routes to minimize travel time by considering factors such as the number of stops, distance travelled, and traffic patterns.
  - b) Adjust the timing of departure to avoid peak traffic hours, if possible. Starting the journey earlier or later than usual may lead to shorter travel times due to lighter traffic.
  - c) If the long travel time is due to the distance between home and school, consider evaluating housing options closer to the school to reduce commute time.
  - d) Communicate with family members or guardians about the challenges of long travel times and seek their support in finding solutions, whether it's arranging transportation or exploring alternative schooling options.

- 4) School-related factor
  - a) Foster a supportive and inclusive learning environment that promotes academic success for all students, regardless of their gender or financial situation.
  - b) Foster a culture of academic excellence and lifelong learning by promoting critical thinking, creativity, and innovation among students and faculty members alike.
- 5) Lecturer-related factor
  - a) Promote interaction and collaboration among students. This can involve using tools like discussion boards, group projects, and virtual study sessions to help students connect and learn from each other.
  - b) Make learning engaging for the students to have positive attitude.
  - c) Conduct regular evaluations of academic programs and teaching methods to ensure that they are effective and meet the needs of students.
- 6) Technological-related factor
  - a) Limit distractions during class time. This can involve setting rules about the use of other applications during class, as well as encouraging students to put their devices away and focus on the lesson.

#### **ADVANCED RESEARCH**

Writing research is a very challenging job, and like other studies and articles in the internet, this one also has its own limitations. First, the type of samples, it is better to have more but not limited to one institution only. Future investigators should also look into other conditions that will entice curiosity. Second, the research topics where future research should also include other interesting indicators to assess, scrutinize, and try to narrate them with the current one. Third, the research methodology, future investigators may try more advanced research designs (Structural Equation Modelling).

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