UNIVERSITI TEKNOLOGI MARA
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STUDENT'S INTEREST AFFECTS ACADEMIC PERFORMANCE: CASE STUDY AT YAYASAN KEMAJUAN INSAN (YAKIN), KUCHING SARAWAK

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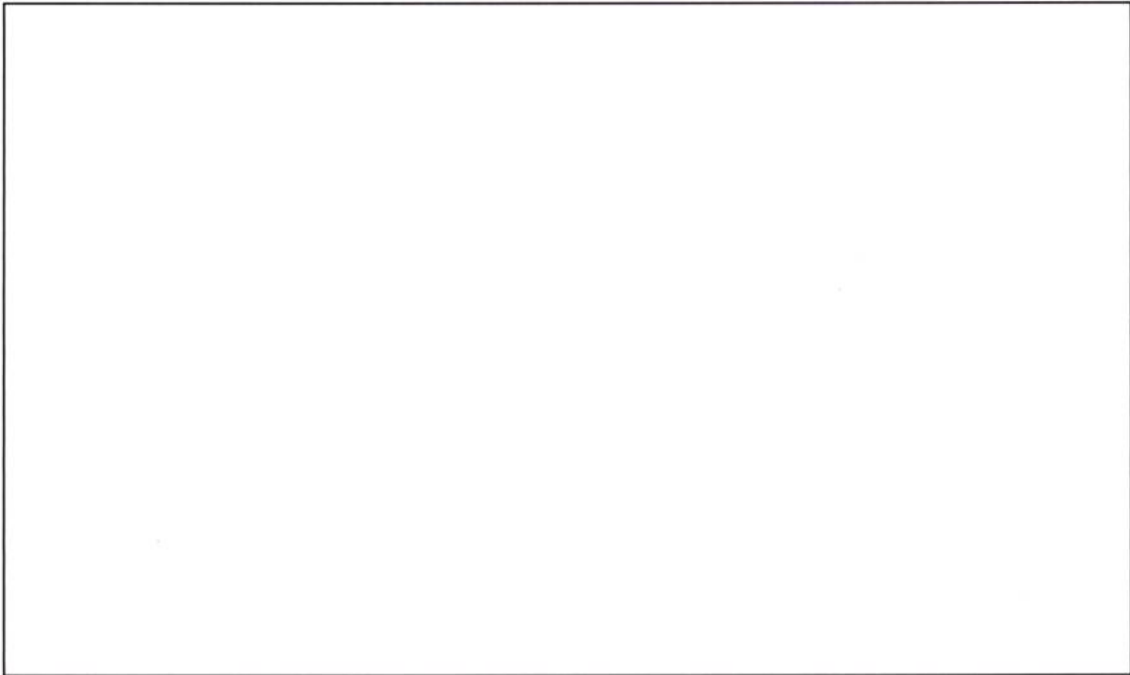## NURFARHANA BINTI MOHD JOHAN
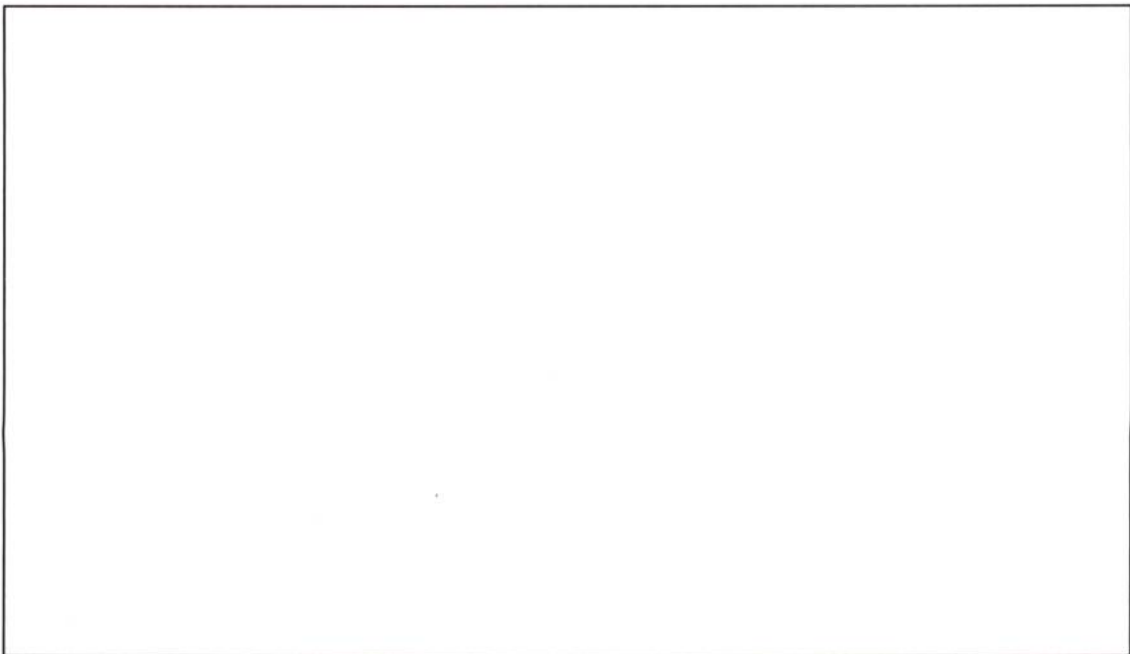### 2013618396

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ABSTRACT

Student's interest have been known as the contributing factor towards the students' academic performance. As the academic performances of Malaysian students have been decreasing these past two years, thus several factors need to be recognized in order to improve their academic performance in the future. This study examine the relationship of students interest factor with academic performances and what is the factor that affect the most towards the academic performances. A population of 70 male students at YAKIN's hostel have been chosen in order to examine the interest factor that affect the most towards their academic performance. The four factor that have been recognized are the students' behavior, facilities, classroom environment and the teaching method. Our finding revealed that, the four factor do have a relationship to the academic performance and showed that students' behavior is the most factor affecting academic performance followed by teaching methods, classroom environment and facilities.

Supervisor's Comments

Moderator's Comments

Declaration

We hereby declare that the work contained in this research report is our own except those which have been duly identified and acknowledged. If we are later found to have committed plagiarism or other forms of academic dishonesty, action can be taken against us under the Academic Regulations of UiTM's.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter focuses the background of the study which is on the student's interest affects student's performance. It also emphasize on education system that have been done in Malaysia. Section 1.1 discusses the background of the study, Section 1.2 explains the problem statements and Section 1.3 states the research questions. Section 1.4 and Section 1.5 on the other hand, states the research objectives and research hypothesis respectively. Section 1.6 is on the information regarding the scope of the study. In addition, Section 1.7 explains the significant of the study and lastly Section 1.8 is all about definition of terms and concepts.

1.1 Background of the study

The purpose of education is to produce or develop logical thinking, analytical, systematic and critical thinking, problem solving skills and the ability to use knowledge so that individuals can function effectively in everyday life (Ministry of Education, 1998). However, the academic performances among Malaysian students in two important exams which are Sijil Pelajaran Malaysia (SPM) and Pentaksiran Tingkatan Tiga (PT3) have shown a decrease in a total result compared to a year before (The Star Online, 2015). The decreased in their performance might due to the several factors such as student-related factors, teacher-related factors, and family-related factors (Cascio, n.d). In student-related factors, the cause may come from the student itself. The different level of

Intelligence Quotient among students might create some gap in understanding the study course. While in teacher-related factors, if a teacher lacks of experiences, they might have a problem to deliver the knowledge and build a comprehensive understandings of the subject material. Apart from that, facilities-related factors also might contribute to the student's academic performance (Afework & Asfaw, 2014). In facilities-related factors, usually the insufficient fund to equip the school with complete facilities for the students, thus, in turn that phenomenon might give a negative impact on the improvement of the quality of the education. Moreover, classroom environment also affect the academic performance as mentioned by Hannah (2013).

In Malaysia, the formal education involve with the cooperation between the teachers with the government. Both of them have their own roles need to be performing in order to boost the performance of students. There are five role identified for a quality teacher. First, teacher act as a coach that helps students to improve on their skills and insights. Second, the teachers play a role as the leader that is able to inspire and influence students through expert and referent power. Third, they also play a role as the disseminator of knowledge and skill. Acting as the role model to the students also one of the role of the teacher. Lastly, as the innovator, creative, resourceful and encourages diversity and individuality in his students (Teacher professionalism, n.d). Meanwhile, the government role is to introduce education system for schools. The government also need to prepare all the sufficient funds to school for the development process and also to reach academic standards that have been set up by the Ministry of Education. The Ministry of Education also responsible to set up the examination questions for the students.

Malaysian education system is being set up by the Ministry of Education (MoE). The systems that have been set up for the secondary school are, Kurikulum Bersepadu Sekolah Menengah (KBSM) and Kurikulum Standard Sekolah Menengah (KSSM). Kurikulum Bersepadu Sekolah Menengah (KBSM) has been introduced in 1989 and the Kurikulum Standard Sekolah Menengah (KSSM) is a new system to replace the KBSM system in 2014 for the students in Form one. KSSM has been designed to go beyond acquiring communication skills, self-development, enhance and embrace the use of science and technology, develop values, understand humanitarian issues and also focus on the students physical and aesthetical development (Mohd Fadzil,2011)

In order to know the reason of why the performances were decreased, we have been choosing YAYASAN KEMAJUAN INSAN SARAWAK (YAKIN) students as our focus group. We choose students under YAKIN because YAKIN is one of the non-governmental organizations (NGO) under the State Planning Unit (SPU) and incorporated on 19th February 1998 that helps Bumiputra students to enhance their studies. YAKIN hostel start operating since 26th January 2008 for male student within the age of 13 years old to 17 years old. There are three objective of the establishment of YAKIN hostel. First is to prepare the best facilities and conducive environment to the students that come from low income family, especially student that came from rural school but attend school in Kuching area. Second, as a home for the students which is learning oriented, it gives students chances to enjoy many benefits and facilities for their success in studies. Third, give chances to students from low income family that may be the one who do not have opportunity to further their study due to the poverty factor and come from rural school.

1.2   Problem Statement

There are many education systems that have been done by government in order to help students to boost their performance in academic. The examples of education system that Malaysia implemented is KBSR, KSSR, KBSM, KSSM, SBA and many more. These education systems is on-going process and every year they will evaluate the results of the systems done by test the students with exam and curriculum. The test done by the government are *Ujian Penilaian Sekolah Rendah* (UPSR), *Penilaian Menengah Rendah* (PMR) and *Sijil Pelajaran Malaysia* (SPM). UPSR is sited by the standard six (6) students in primary school. Furthermore, PMR and SPM are being tested for the secondary school students. PMR is taken by Form three (3) students while SPM is taken by Form five (5) students. However, in April 1, PMR were changed to *Pentaksiran Tingkatan 3* (PT3) by the ministry of education.

Former minister of International Trade and Industry, Tengku Razaleigh observed that nowadays Malaysian's students are still falling behind when compared to their contemporaries (Malaymail Online, 2014). This can be seen in the results of students in examination. The results are going down and not achieve the target. According to MoE, students' performance in the national examination such as UPSR, PMR and SPM showed improvements whereby the score based on the National Grade Average (NGA) has decreased from 2010 to 2013. The NGA for the UPSR assessment reduced from 2.31 in 2010 to 2.27 in 2013, PMR from 2.74 to 2.67 and SPM from 5.19 to 4.93 (Eleventh Malaysia Plan). So, the first research gap is why students are not performed well in their study although they have been guided with all of this activities and tests that have been mentioned above.

Some of the causes that influence the poor performance among students are because of student's behaviour itself, lack of facilities, inappropriate class environment, and poor teaching method. The main question is we want to know the relationship between the factors of students' interest and academic performance. So, we are decided to use YAKIN's student as our subject. In this research we are focusing on 70 male students which are from different school like SMK Kuching High, SMK Green Road, SMK St. Thomas and SMK Bandar Samariang. We are focusing on male students because YAKIN only provide the hostel for male. All the students are sent to different school which are depend on YAKIN's management and the ratio of schools need. The students there are well taken care of by providing them the comfortable hostel, school uniform, tutorial class, library, foods and beverages, transportation to school, sport and recreational facilities, pocket money and many more. The research gap here is even though they have been provided with full of facilities, they still cannot perform well in their study and their commitment put on it still low. Theoretically, students' performance should be well because the good input will be come out with the good performance.

1.3   Research Objective

The main objective of this study is to determine the main factor that affects academic performance. These specific objectives of the study are as follows.

1.3.1   To determine the relationship between the factors of student interest and academic performance.

1.3.2   To identify the main factor of student's interest that affect student performance in studying.

1.4   Research Questions

There are several question in order to support the objectives better understand the student's interest on study among YAKIN's students.

1.4.1   What are the relationship between the factors of student interest and academic performance?

1.4.2   What is the main factor of student's interest that affects student performance in studying?

1.5   Research Hypothesis

HA_1:   There is a relationship between the student behaviour and academic performance.

HA_2:   There is a relationship between the facilities and academic performance.

HA_3:   There is a relationship between the classroom environment and academic performance.

HA_4:   There is a relationship between the teaching method and academic performance.

1.6   Scope of Study

1.6.1   Level

This research will focus on the level of interest and commitment of students on their study. We distribute the questionnaire to male students who stayed at YAKIN hostel. All of them are secondary school level which from form one (1) until form five (5).

1.6.2   Territory

The research is conducted at Kompleks Asrama Yayasan Sarawak, Lot 2496 Block 14, Jalan Sultan Tengah Petra Jaya 93050 Kuching Sarawak.

1.6.3   Time

This research will be conducted within two (2) semesters from September 2015 to July 2016.

1.7   Significant of Study

This study which is on the association between student interest and their academic performances is not just only important to the students and teachers but also to the researchers as well. Firstly, it is important that the students know what does the role of interest that will affect their academic performances. Since in this global competition, advancing technologies, and the new world economy have a high demand of job expectations and requirements, therefore it is crucial for the students to achieve good result in their academic performances.

Secondly, it is important to the management of YAKIN so that they could help the students to improve their study by providing any appropriate program or activities that may enhance the student's interest in study.

Thirdly, it is also important to be understood by the Ministry of Education (MoE) in general so that they could refer this study to know the current situation, especially when education is one of the most important aspects that will affect citizen development by time. Hence the government should know what they can do in order to equip the citizens with knowledge in developing a better environment in the future.

Lastly, the researchers also play its significant role in understanding the effect of student interests towards academic performances. This is because through the process of research, they can plan, identify problems, give solution and provide strategies that the management of YAKIN can do to increase the student's interest in study, thus led to the good performances. Hence, the researchers are able to give a good impact to the development of YAKIN's student in their study. This study is not just for the sake of the individual party (student) and organization (YAKIN) but also uphold the image of our country.

1.8   Definition of Term and Concept

1.8.1   Student Interest

According to Krapp (2007), interest is interpreted as a content by which they can be investigated and theoretically reconstructed since it have specific motivational variable. Interest consists of intrinsic feeling-related and value-related valences.

1.8.2   Academic Performance

Academic achievement(performance) can be define as the representation of performance outcomes that were the focus of activities in instructional environments, specifically in school, college and university, indicate the extent to which a person has accomplished specific goals.

1.8.3   Student Behavior

Student behavior is a function of student's personal characteristics and their environment (Miller & Cunningham, 2011)

1.8.4 Facilities

Facilities can be defined as the building, equipments, and services offered for a particular purpose (Cambridge Dictionaries Online, 2016).

1.8.5 Classroom Environment

According to Miller and Cunningham (2011), classroom environment is the physical setting, the psychological environment that are generated through social contacts, and numerous instructional components associated with teacher characteristics and behaviors.

1.8.6 Teaching Method

Teaching Method is refers to the general principles, pedagogy and management strategies used for classroom instruction (Teach.com 2016) http://teach.com/what/teachers-teach/teaching-methods

CHAPTER 2

LITERATURE REVIEW

2.0   Introduction

This chapter provides a review of literature on student interest affect academic performances. Section 2.1 explains on student interest. Student interest can be evaluate based on several factors which includes students' behavior that be discuss on section 2.1.1, facilities, in section 2.1.2, classroom environment on section 2.1.3 and teaching method on section 2.1.4. Then, section 2.2 explains about the academic performances of the students. Finally, Section 2.3 provides the conceptual framework.

2.1   Student Interest

Interest can be described as the passion that exists in individual to help them become motivated to get their target achieved. This can be supported by the concept of interest by which interest is interpreted as a content by which they can be investigated and theoretically reconstructed since it have specific motivational variable (Krapp, 2007). Most study interprets interest as a personal characteristic, and also as a kind of topic-specific attitude or motivational trait. Interest consists of intrinsic feeling-related and value-related valences. The vocationally of related interest has been suggested as it will develop during childhood and adolescence and become more and more stabilized. If it arises from something about the situational itself, it is called as the situational interest whereas if the interest is based on an existing individual interest, it is referred to as actualized individual interest. Situational interest items focused on the student's

reactions to the class and teachers. Meanwhile, individual interest items stress out the student's feelings about and personal valuing of the subject material.

An object of interest can be refer to as concrete things, a topic, a subject-matter, an abstract idea or any other content of the cognitively constituted life-space. An object of interest can be interpreted either as something that appear in individual's mind or as something that exists objectively in the real world, outside the individual's subjective representations. A situation-specific interaction between the person and the object is required for the realization of interest. An object connection includes both a person and an environment and is often referred to as transaction. Action of interest occurs with the engagement with purpose and intention. The action of interest is a special case of interest-oriented person-object-engagement as the sequence of the event is subject to conscious and intentional control.

According to Grossmickle (2014) and Costello (2011), there are four-phase model of interest development. The initial stage include experience of interest, does not need substantial knowledge but it depends upon factors to create interest. In the next stage, knowledge start to play larger role since individual need more content knowledge to access with. Value from the knowledge will cause the interest change from situational interest to individual interest. Further, the interest become longer in time, and interest transition from dependence on situational factors to an internalized propensity for reengaging with the object of interest. Interest and knowledge tied a reciprocal relation and associated with increase in attention, pursue excitement and also gain more knowledge.

Other types of interest from ontogenetic perspective represent three prototypical stages of interest development (Krapp, 2007). The three stages are, first, a situational interest awakened or triggered by external stimuli for the first time. Second, a situational interest that lasts during a certain learning phase. The third stage is an individual interest that represents a relatively enduring preposition to engage a certain object-area of interest. The first occurrence of a "triggered situational interest" is primarily a matter of actual-genetic processes that are closely related to curiosity. The next two levels of interest development are of central importance as they include two qualitatively different steps. First, the shift to a more stable motivational state from the transitional state of actual attraction and second, the shift to a more or less enduring individual interest from a rather stabilized situational interest.

Students with high interest are likely to get high performances than students with low interest. This is because they are more motivated to achieve their target get high marks in examination. A report has stated that the two construct of interest and motivation have a positive correlations (Weber, Martin, & Cayanus, 2005). Students with high motivation are able to have study interests within a short time. Learner Empowerment Scale (LES) is a study to measure student interests. Theoretically, interest of a person can be predicted as what personality that individual have and what is the individual performance can be achieved in the future. Student interest towards study can be evaluate from many factors that includes motivation, student's behavior, facilities and school environment, and student's teaching method.

2.1.1 Student's Behavior

Students' behavior can affect to the academic performance. Silins and Murray-Harvey (1995) stated that we identify schooling than the traditionally used narrow measures of achievement due to previous preliminary studies of potential student indicators of school performance. Students' self-concept, attitude to school life and approaches to learning are the factors.

Silins and Murray-Harvey (2000) cited in (Schmeck et al., 1991) suggested that students' self-concept affects to the student's learning strategies. In turn, positive students' self-concept would be expected influence by the learning strategies which would result in successful learning. Moreover, students' quality of school life is affected by their perceived success in learning and the degree to which school experiences contribute to helping students feel good about themselves as learners.

The second factor is student attitude to school life. Student's attitude to school life influenced the academic performance. Silins and Murray-Harvey (2000) research stated that there is evidence to suggest that students feeling about their experience of school environment contribute to shaping their educational plans (Ainley et al., 1991). Therefore, school performance can be improved as students' sense of achievement and positive attitude toward the quality of school life increase.

Thirdly, approaches to learning. Effective learning and learning how to learn are claimed as important identifiers of quality schooling in the Australian school community. According to Newbie et al (1988) cited by (Silins and

Murray-Harver, 2000), students' approaches to learning and studying have been linked both to the quality of their learning and to their academic achievement. This means students' approaches to learning influence their academic performance.

Based on the study conducted by Janssen & O'Brien (2014), their result showed that students' behavior is a strong predictor for the students' academic performance. This is because, it may due to the reason of students' behavior are related to self-regulation and self-efficacy. Both the self-regulation and self-efficacy is important to direct them to be responsible for their performances in examination. Besides that, there were positively correlated between the students' behavior and the academic performance proven through the study conducted by Li (2012). It was observed that students' behavior has a direct effect on academic achievement along with self-efficacy (B = .092, p < .05).

2.1.2   Facilities

Facilities and school management will enhance student's outcome as the earlier literature suggested. Hopland and Nyhus (2015) cited in arthman (2002), Mendell and Heath (2005) mentioned that some suggest improving environmental conditions may bring substantial gains to student achievements by reducing distractions and missed school days. The results indicate that student satisfaction with school facilities is significantly linked to student achievement. According to Buckley *et al.* (2005) cited by Hopland and Nyhus (2015) proposed that teachers also will benefit from better school building conditions by improving their morale

and reducing absenteeism and turnover, giving an indirect effect of building conditions on student achievement. Hence, the results are in contrast to the zero effect estimated by Hopland (2012).

According to the study conducted by McGowen (2007) had a result by which, based on the correlation test that they had conducted were not significant between the facilities and students' performance. This indicates that the facilities do not affect the students' performance. However, a study conducted by O'neill (2000) showed a different result by which the findings determined that facility adequacy was directly related to student performance.

2.1.3   Class Environment

Class environment could affect the academic performance of students. This is because they spend about 8 hours in school per day. According to Hannah (2013), classroom is important because that is the place where the child was growth. That is the place where the students develop their desire knowledge and skill. So, it is important to keep the classroom environment in good condition. However, there are many things that can affect this environment. There are physical elements such as wall art, arrangement of desks, or resources. Moreover, there are intangible elements such as the energy of the classroom, the rules, or the sounds within the room. Each of these can impact a student's focus and achievement in the class. Each of these can impact a student's focus and achievement in the class. Suleman and Hussain (2014) found in their study on the effects of classroom physical environment on the academic achievement scores of

secondary school students in Kohat Division, Pakistan, there is a significant difference between classroom physical environment and academic achievement with the results ($r = 35.58$, $p < .05$).

However, Falsario, Muyong and Nuevaespana (2014) found in their study that there is no significant difference between classroom climate level and academic performance level when they conducted on 123 fourth year Bachelor of Secondary Education and Bachelor of Elementary Education students taking Teaching Profession. Since their results ($r = 0.027$, $p > .05$), the academic performance of students is not influence by class environment.

2.1.4 Teaching Method

Teaching method is also one of the factors that affects to the student outcome. According to Richardson & Fallona (2010), diverse levels of achievement among students exist in a classroom, and teachers change their instructional approaches based on their beliefs, attitudes, and expectations of students' ability levels. According to Wang & Chen (2010), classroom is the main battlefield of school education which teaching effect at classroom directly plays an important influence on the education quality, but classroom teaching methods also directly decide teaching effect. Hence, when deciding an instructional method teachers' used student achievement level as a critical factor, which in turn has been shown to impact achievement for those students in subsequent years (McKown & Weinstein, 2008). For example, the teacher acted as a guide to assist the students' learning process where a student-directed and self-regulated learning environment

was shown to be more effective for students who had higher achievement (Yoon, 2009). On the other hand, low achievers tend to have less learning desire, self-control, and self-management indicative of insufficient readiness for self-directed learning (Abraham, Fisher, Kamath, Izzati, Nabila & Atikah, 2011).

In other expect, students are not motivated if approaches and teaching methods unattractive and inappropriate, and if the character and personality of teacher unattractive or inappropriate, and if the character and personality of teacher shortage. For example, the teacher is not decisive, too autocratic, favouritism or no time to prepare for make students loses confidence in the teacher (Noraini Idris & Shuki Osman, 2009).

Ganyaupfu (2013) observed that there is a positive relationship between teacher-centered approach and student performance and they are focus on undergraduate students from the College's Department of Economic and Business Sciences. Since his results ($F(2, 106)$ statistic ($= 10.12$) at 0.05 level of significance), the academic performance of students is influence by teaching methods.

2.2   Academic Performance

Academic achievement or performance can be define as the representation of performance outcomes that were the focus of activities in instructional environments, specifically in school, college and university, indicate the extent to which a person has accomplished specific goals. In the other thought, academic performance is the percent of registered students completing educational levels. Academic performance can be divided

into two parts which are low academic performance and high academic performance. Low academic performances among secondary school students can be presumed as students that score below the pass marks. While high academic performances students are presumed as those that score above the pass marks and usually being associated with the A's and B's for their examination result.

Low academic performance students can be said that as the students those who have low motivation. This low motivational factor might due to the negatively feelings that exist in their mind. This statement is supported by Mariam Adawiah Dzulkifli & Intan Aidura Alias (2012), which stated that the more emotional low achievers are, the easier they will get distracted in their study. Past finding have indicate that for low achievers, their grade may be vulnerable as they get more anxious and more emotional.

In order to ensure that students can perform better in examination, they need to understand what have being taught in the classroom. Hence, students that have high rate of absenteeism are likely to have low academic performance. This is echoed in research conducted by Western Australian Aboriginal Child Health Survey found that school attendance is one of a significant factor in explaining academic performance. Students who were absent from school for 10 days or less are more likely to have low academic performance since they have missed out what have been taught in the class.

Low academic performance among students also is being connected with the students poor study habits (Luke MolokoMphale & Mavis B. Mhlauli, 2014). Students who are lack of study skills and commitment to achievement will face a negative impact towards their academic performances. Besides that, students whose are not prepared well before examination also might perform lower achievements. Some of the reasons that

may lead to the unprepared students are because of the negative attitude towards schooling, students' reluctance to learn and also lack preparation before the class start.

In contrast, students with a high motivation will perform better in their examination than students with low motivation. Due to the traditional view, the achievement in schools is based on the underlying that success is a result of ability and motivation (Smith & Hoy, 2007). It was presumed that talented students who are motivated are high achievers.

Besides that, students in this era are not the same as before. Nowadays, students that never had been punish is seem likely to get high result in examination while students that are being punish, usually come from among low performance students. This statement is supported by Smith & Hoy (2007), stated that another factor that consistently have a connection towards student performances is academic emphasis. In the context of pressure and punishment, those emphases should be deleted for long-term planning and cooperation. This is because, students seem more likely to work towards academically challenging goals when they believe that people around them including themselves are capable and they can be trusted to help each other's to pursue their study.

2.3   Conceptual Framework


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┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│   Independent Variable              Dependent Variable            │
│   ┌──────────────────────┐          ┌──────────────────────────┐  │
│   │  Factors of Student  │          │                          │  │
│   │       Interest       │  effect  │  Academic Performance    │  │
│   │                      │ ───────► │                          │  │
│   │  ➤ Student Behaviour │          │                          │  │
│   │  ➤ Facilities        │          │                          │  │
│   │  ➤ Classroom         │          │                          │  │
│   │    Environment       │          │                          │  │
│   │  ➤ Teaching Method   │          │                          │  │
│   └──────────────────────┘          └──────────────────────────┘  │
│                                                                   │
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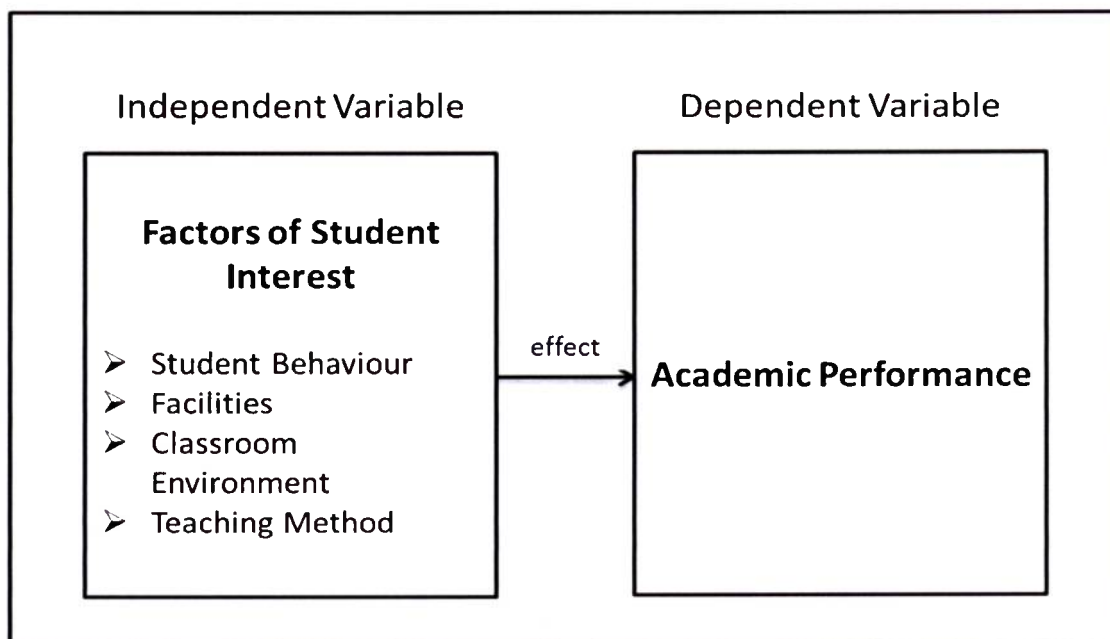
Figure 2.1 Conceptual Framework of Student's Interest Affects Academic Performance

Refer to the figure 2.3 above, it shows a conceptual framework for student interest affects academic performance. For this framework, there are two (2) variables that include independent variable and dependent variable. According to business dictionary, variable is a characteristic, number, or quantity that increases or decreases over time, or takes a different values in different situations. Independent variable is something that can take different values and can cause corresponding changes in other variables while dependent variable is something that can take different values only in response to an independent variable

Student's interest can be categorized as an independent variable. There are several factors of student's interest that may influence the academic performance which are student's behavior, facilities, classroom environment, and teaching method. On the other hand, the dependent variable includes academic performance. Both independent and dependent variable as shown in figure 2.3 above is related to each other.

2.4   Conclusion

In conclusion, Students Interest which exist from the students behavior, facilities and school environment, and teaching method will lead to either low or high academic performances. Student's interest is a subjective matter by which, it can be generated as there are good feedback from the student behavior, facilities and school environment, and teaching method. As student's interest is high, it may lead to a high academic performance. In contrast, as student's interest is low, it may lead to a low academic performance.

The entire conceptual framework that has been discussed in this chapter is important. All of these are very useful. How the student's interest (independent variable) and academic performance (dependent variables) related and linked will be apply and discuss further on the chapter 4 that is analysis. All of the analysis will depend on the questionnaires that have been distributed. In addition, the finding will be written in detailed in chapter five.

CHAPTER 3

RESEARCH METHODOLOGY

3.0   Introduction

Chapter 3 which is research methodology explained about the wellness along the study carried out. Section 3.1 discusses on research design while section 3.2 explain on unit of analysis. Section 3.3 discusses on population. Section 3.4 discusses on research instrument and Section 3.5 explains on questionnaire design. On the other hand, Section 3.6 explains about data collection. Finally, section 3.7 discuss on data analysis.

3.1   Research Design

The type of investigation that is used for this study is correlational research. Correlational research examines the relationship between variables. In this study, correlational research is used to determine the relationship between the factors of student interest which includes student behaviour, facilities, classroom environment and teaching method towards academic performance.

3.2   Unit of analysis

Unit of analysis is the subject in this study. A unit of analysis is the most basic element of a scientific research project. Unit if analysis can be defined to statistically as the "who" or "what" for which information and data is analyze and based on that, the conclusion are made (Sedgwick, 2014). In this study, the unit of analysis is based on YAKIN's students.

3.3 Population

The population in this study includes 70 male students who stayed at YAKIN's Hostel from different age, race and school.

3.4 Research Instrument

Data for this study were collected through a research instrument. For this study, we will use self-administered questionnaire and also the data given by the YAKIN's administration regarding the performance of the students. One of the purposes is to obtain the information from the respondents. Another purpose is to obtain information of students' academic performance. There are several advantages acquired as we conducting this kind of research instrument. The using of self-administered questionnaires is more economical and enough time is given to respondents to answer this questionnaire. The questionnaire is divided into two (2) sections for the student to answer which is Section A and B. While the data received from YAKIN's administration will give us the advantage of precise data of the students' academic performance.

3.5 Questionnaire Design

We design the questionnaire into two (2) parts that is section A and section B.

3.5.1 Section A

Section A comprises three (3) questions where question related to the respondent background which includes form, school, and race. The scale for section A is close-ended question.

3.5.2   Section B

The Likert's scale has been chosen for this research for the section B. Section B comprises four (11) questions. This section is specifically to gain information about the factors of student's interest that affects academic performance. This section is divided into four factors which include student's behaviour with three (3) questions, facilities with two (2) questions, classroom environment with two (2) questions and teaching method with four (4) questions. The respondents must tick that appropriate numbers using the scale given. Below is the scale we use for these sections:

1 = strongly disagree

2 = disagree

3 = mixed feeling

4 = agree

5 = strongly agree

By using this scale, we can distinguish how different one another on the variables interest to our study.

3.6   Data Collection

This study will be carried out to determine the factors that affect student's performance and the solution to increase student's performance. So, we are using primary and secondary data along this study.

3.6.1   Primary Data

The questionnaire is one of our primary data. We choose questionnaire as our type of survey since it cost less expensive, establish rapport and also motivates the respondents. The questionnaires are printed in white paper including 4pages and it is prepared in dual language (in Bahasa and in English) in order to make it easier for YAKIN's students to understand what have been asked in the questionnaires. Pilot test was first done to detect errors and also language clarity before the real questionnaires being distributed. Another primary data is the data received from the YAKIN's administration regarding the academic performance of YAKIN's students. The data contain the average performance of the YAKIN's students from form one students until form five students. The data given is in term of hard copy and soft copy. However the data is strictly been given permission as for the study purpose only and it is a confidential data.

3.6.2   Secondary Data

Apart from questionnaires, some of the information needed for the study was obtained from articles and journals. Most of the secondary data was browsed through UiTM Library online database that provided various sources of articles and journals. Through articles and journals, we are able to make comparisons about our study with previous findings. By doing this, our findings will be more successful and reliable.

3.7 Data Analysis

Data analysis is the process of evaluating data using analytical and logical reasoning to examine each component of the data provided. This is the way to discover the finding from the data that had been collected from questionnaire. The procedure use to analyze the data are through data SPSS version 20 which is involves frequency and cross tabulation.

The data collected was edited for incompleteness and inconsistence to ensure correctness of the information given by the respondents. Variables were coded and a Statistical Package for Social Science (SPSS) was used for data entry and analysis. Spearman's correlation of coefficient is used for objective 1 which to establish the relationship between the factors of students' interest and academic performance. Moreover, the descriptive analysis has been used in objective 2 in order to measure the main factors that affect academic performance.

CHAPTER 4

RESULTS AND DISCUSSUION

4.0   Introduction

This chapter discusses abaout the results and the finding of the reseacrh questionnaires that have been distributed to the respondents. Section 4.1 explains about respondent profile which are discuss more details in section 4.1.1 age of respondent, section 4.1.2 schools of respondent and race of respondent in section 4.1.3. and also educated family background in section 4.1.4. Furthermore, section 4.2 mentions about realibility analysis (Cronbach's Alpha). Section 4.3 discusses about the finding of objectives. Section4.3.3 explains the main factor that affect students' performance in studying, and the finding of influences of educated person in family background towards academic performance in section 4.3.4. Finally, Section 4.4 discusses the overall conclusion of this chapter.

4.1   Respondent Profile

The respondent profile has been obtained through descriptive analysis in order to determine frequency of the data that is collected from the questionnaire. This test is to determine who answer the questions and which options is more frequently anwer by the repondents. The researcher will discuss in detail the frequency distribution for the research. Frequency distribut0ion is being used by researcher to find frequency characteristics of the respondent. The data obtained from section A of the questionnaire which includes questions among various demographic variables of the respondent such as age, school and race of the student in YAKIN.

4.1.1   Age of Respondent
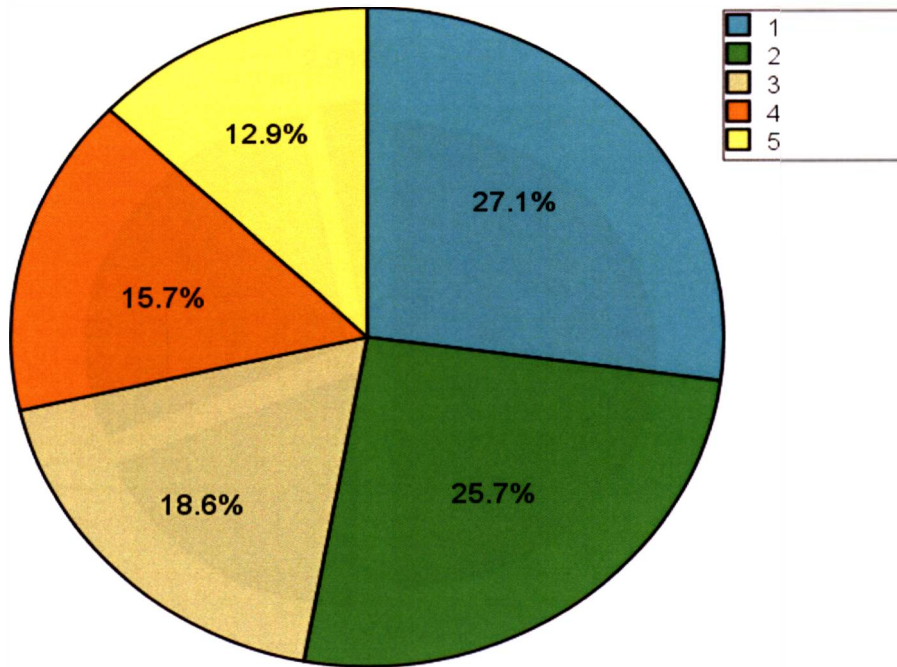
Figure 4.1 Age of Respondent

Figure 4.1 indicates that 19 (27.1%) and 18 (25.7%) of the respondents are Form1

and Form 2 respectively. Form 3 respondents cover the 13 (18.6%). Furthermore,

11 (15.7%) is from Form 4 and 9 (12.9 %) is from Form 5. Therefore, the highest

respondents who answered the question are Form 1 which is 19 (27.1%) while the

least is Form 5 which is 9 (12.9%).

4.1.2 Race of Respondent
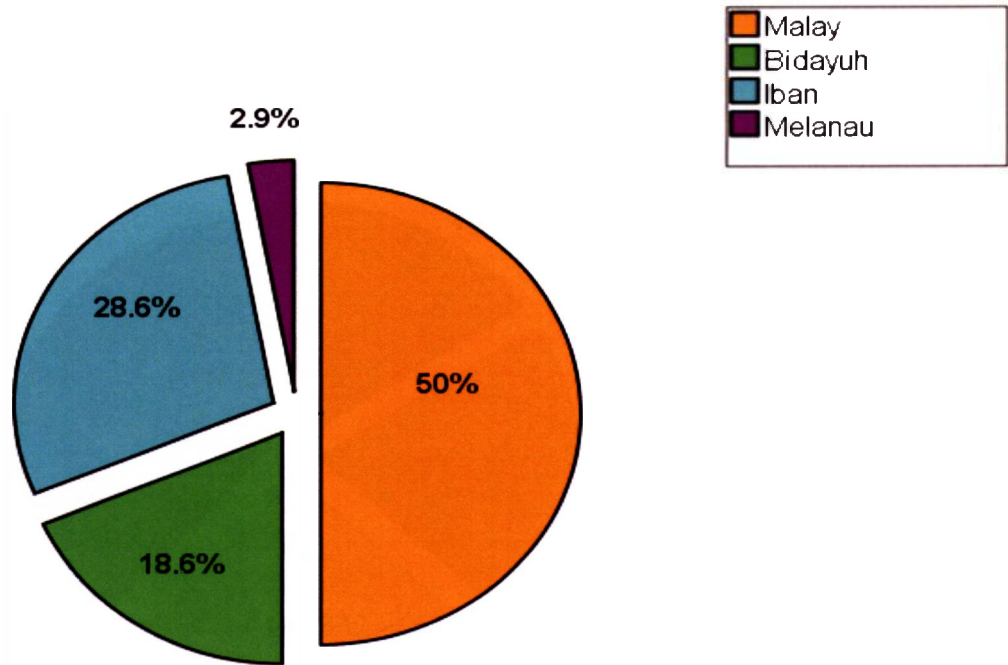
Figure 4.2 Race of Respondent

The figure 4.2 indicates that most of the respondents that respond to this study questionnaire are Malay that is 35 (50%) which are holding a half from all respondents. Meanwhile, 13 (18.6%) of the respondents is Bidayuh and 20 (28.6%) is Iban respondents. Then, the least is from Melanau respondents which hold 2 (2.9%). Therefore, this figure shows that majority of the students who answer the question is Malay and minority is Melanau.

4.3   School of Respondent
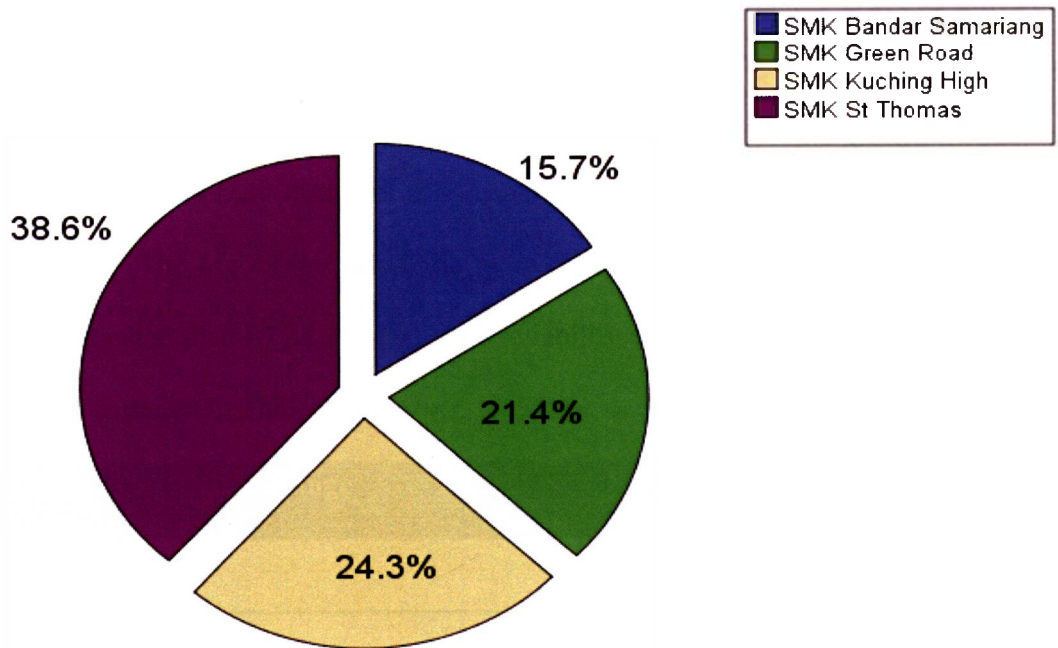
Figure 4.3 School of Respondent

The figure 4.3 indicates that 11 (15.7%) respondents are from SMK Bandar Samariang. Furthermore, 15 (21.4%) respondents are from SMK Green Road and 17 (24.3%) respondents are from SMK Kuching High. The rest of 27 (38.6%) respondents are from SMK St. Thomas. From the figure above, it can be conclude that the highest percentage are from SMK St. Thomas respondents which hold (38.6%) while the least are from SMK Bandar Samariang responden0ts which is 15.7.

4.2 Reliability Analysis

Cronbach's Alpha test is an index of reliability associated with the average correlation of items within a test if the items are standardized. The alpha coefficient may be used to describe the reliability factor extracted from the questionnaires in which relating to Likert's scale (1 = strongly disagree. 2 = disagree, 3 = mixed feeling, 4 = agree, 5 = strongly agree). The higher the value, the more reliable the scale generated. Nunnaly (1978) has indicated that 0.7 as an acceptable reliability coefficient while below than 0.6 is not reliable as stated in Table 4.1 below.

Alpha Coefficient Range	Strength of Association
< . 6	Poor
. 6 to < . 7	Moderate
. 7 to < . 8	Good
. 8 to < . 9	Very Good
. 9 >	Excellent

Table 4.2 Reliability Analysis

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.811	.808	15

Based on the result shown on the table above, the Cronbach's Alpha of the independent variable is 81.1%% which considered as very good. It shows that the 81.1% of the questions are reliable and can be trusted to determine the findings of this study. Another 18.9% of the questions are not reliable and if it change the Cronbach's Alpha could be increase and more reliable. The result shows that the questions that have been used in this questionnaire study are acceptable and can be used for the study.

4.3   Finding of Objectives

4.3.1   Objective 1: To determine the relationship between the factors of student

interest and academic performance.

Factor 1: Student Behavior

HA_1: There is a relationship between the student behavior and academic

performance.

Table 4.3 The correlation between the student behavior and academic

performance

Correlations

			Student Behaviour	Academic Performance
Spearman's rho	Student Behaviour	Correlation Coefficient	1.000	.845**
		Sig. (2-tailed)	.	.000
		N	70	70
	Academic Performance	Correlation Coefficient	.845**	1.000
		Sig. (2-tailed)	.000	.
		N	70	70

**. Correlation is significant at the 0.01 level (2-tailed).

Discussion:

As can be seen in table 4.3, the finding reflected the HA_1 and was examined using

Spearman's Correlation Coefficients. It can be said that HA_1 is accepted because

there is a relationship between the student behavior and academic performance

when the result showed that the degree of strong correlation in the value ($r = .845$,

$p < 0.05$).   Therefore, the student behavior does influence the academic

performance.

Factor 2: Facilities

HA$_2$: There is a relationship between the facilities and academic performance.

Table 4.4 The correlation between the facilities and academic performance

Correlations

			Facilities	Academic Performance
Spearman's rho	Facilities	Correlation Coefficient	1.000	.595**
		Sig. (2-tailed)	.	.000
		N	70	70
	Academic Performance	Correlation Coefficient	.595**	1.000
		Sig. (2-tailed)	.000	.
		N	70	70

**. Correlation is significant at the 0.01 level (2-tailed).

Discussion:

As can be seen in table 4.4, the finding reflected the HA$_2$ and was examined using Spearman's Correlation Coefficients. It can be said that HA$_2$ is accepted because there is a relationship between the facilities and academic performance when the result showed that the degree of moderate correlation in the value (r= .595, $p<0.05$). Therefore, the facilities do influence the academic performance.

Factor 3: Classroom Environment

HA3: There is no relationship between the classroom environment and academic performance.

Table 4.5 The correlation between the classroom environment and academic performance

Correlations

			Classroom Environment	Academic Performance
Spearman's rho	Classroom Environment	Correlation Coefficient	1.000	.698**
		Sig. (2-tailed)	.	.000
		N	70	70
	Academic Performance	Correlation Coefficient	.698**	1.000
		Sig. (2-tailed)	.000	.
		N	70	70

**. Correlation is significant at the 0.01 level (2-tailed).

Discussion:

As can be seen in table 4.5, the finding reflected the HA3 and was examined using Spearman's Correlation Coefficients. It can be said that HA3 is rejected because there is a relationship between the classroom environment and academic performance when the result showed that the degree of moderate correlation in the value ($r = .698$, $p < 0.05$). Therefore, the classroom environment does influence the academic performance.

Factor 4: Teaching Method

HA4: There is a relationship between the teaching method and academic performance.

Table 4.6 The correlation between the teaching method and academic performance

Correlations

			Teaching Method	Academic Performance
Spearman's rho	Teaching Method	Correlation Coefficient	1.000	.724**
		Sig. (2-tailed)	.	.000
		N	70	70
	Academic Performance	Correlation Coefficient	.724**	1.000
		Sig. (2-tailed)	.000	.
		N	70	70

**. Correlation is significant at the 0.01 level (2-tailed).

Discussion:

As can be seen in table 4.6, the finding reflected the HA4 and was examined using Spearman's Correlation Coefficients. It can be said that HA4 is accepted because there is a relationship between the teaching method and academic performance when the result showed that the degree of strong correlation in the value (r= .724, $p < 0.05$). Therefore, the teaching method does influence the academic performance.

4.3.2 Objective 2: To identify the main factor that affect students' performance in studying.

Table 4.7 The descriptive analysis of factors of students interest.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Student Behaviour	70	2.00	5.00	3.4143	.86335
Facilities	70	1.00	5.00	2.7143	1.06176
Classroom Environment	70	1.50	4.50	2.9714	.99959
Teaching Method	70	1.75	4.75	3.2821	.85648
Valid N (listwise)	70				

Discussion:

The table 4.7 showed that the student behavior is the most significant factor that affects the students' interest towards academic performance. The results indicated that the student behavior factor has the highest mean which is 3.414 and .863 of standard deviation, while the facilities factor has the least mean which is 2.714 and 1.062 of standard deviation. From this it can be said that the student behavior factor is the most influence student academic performance followed by teaching method, class environment and the least is facilities.

4.4   Conclusion

Based on the research, the conclusions as followed:

Hypothesis	Findings	Value
HA_1: There is a relationship between the students' behavior and academic performance.	Accepted	r= .817, p<0.05
$H0_1$: There is no relationship between the students' behavior and academic performance.	Rejected	r= .817, p<0.05
HA_2: There is a relationship between the facilities and academic performance.	Accepted	r= .595, p<0.05
$H0_2$: There is no relationship between the facilities and academic performance.	Rejected	r= .595, p<0.05
HA_3: There is no relationship between the classroom environment and academic performance.	Rejected	r= .698, p<0.05
$H0_3$: There is a relationship between the classroom environment and academic	Accepted	r= .698, p<0.05

performance.		
HA4: There is a relationship between the teaching method and academic performance.	Accepted	$r = .724$, $p < 0.05$
H04: There is no relationship between the teaching method and academic performance.	Rejected	$r = .724$, $p < 0.05$

In conclusion, the third research objective which is the student behavior factor is the most influence student academic performance compared to the other factors of teaching method, class environment and facilities.

CHAPTER 5

CONCLUSION

5.0   Introduction

This chapter discussed the conclusions and the recommendations that have been elected through the questionnaires answered by the respondents.   The conclusion includes analysis covered the demographic of the population studied which in section 5.1. Section 5.2 discussed on the findings of the research objectives.   Section 5.3 mentions the recommendation of this research study and Section 5.4 states the limitations of study. Lastly, section 5.5 discussed on the overall conclusion of this chapter.

5.1   Demographic of the Population

This study involved YAKIN's students as the respondents, by which they are 70 male students in total. The respondents also aged from 13-17 years old.   The most of the respondents who from form one (1) which is (n=19, 27.1%). While the least number of respondents was from form five (5) students which is (n=9, 12.9%).   Besides that, for the race, Malay is the highest number respondents which is (n=33, 47.1%).   The least number of race is the Melanau (n=1, 2.9%) each. Most of the respondents in this research are from SMK St. Thomas (n=27, 38.6%), and the least are from SMK Bandar Samariang (n=11, 15.7%).   In this study, most of the respondents does not have educated family background (n=43, 61.4%) and (n=27, 38.6%) does have educated family background.

5.2   The Finding by Objectives

5.2.1   Research Objective 1: To determine the relationship between the factors of student interest and academic performance.

For the student behavior, the finding reflected the HA_1 and was examined using Spearman's Correlation Coefficient. It can be said that HA_1 is accepted and rejected $H0_1$ because there is a relationship between the student behavior and academic performance when the result showed that the degree of correlation is strong in the value ($r = .817$, $p<0.05$). The study was supported by Janssen & O'Brien (2014), Weber, Martin and Cayanus (2005) found the students' behavior is a strong predictor for the students' academic performance as it may due to the reason of students' behavior are related to self-regulation and self-efficacy. Besides that, it was supported the study conducted by Li (2012) which found there is a positively correlated between the students' behavior and the academic performance when they conducted on 153 students from Department of Applied Social Studies in the City University of Hong Kong.

For the facilities, the finding reflected the HA_2 and was examined using Spearman's Correlation Coefficient. It can be said that HA_2 is accepted and rejected $H0_2$ because there is a relationship between the facilities and academic performance when the result showed that the degree of correlation is strong in the value ($r = .595$, $p<0.05$). The study was supported by O'neill (2000) that found there is a positive relationship between facility adequacy and student performance when conducted study on Texas high school.

For the classroom environment, the finding reflected the HA_3 and was examined using Spearman's Correlation Coefficient. It can be said that HA_3 is rejected and accepted $H0_3$ because there is a relationship between the classroom environment and academic performance when the result showed that the degree of correlation is strong in the value ($r= .698$, $p<0.05$). The study was not supported by Suleman and Hussain (2014) which claimed that there is no significant difference between classroom physical environment and academic achievement when they conducted their study on the effects of classroom physical environment on the academic achievement scores of secondary school students in Kohat Division, Pakistan. Moreover, it also not supported the study by Falsario, Muyong and Nuevaespana (2014) which found that there is no significant difference between classroom climate level and academic performance level when they conducted on 123 fourth year Bachelor of Secondary Education and Bachelor of Elementary Education students taking Teaching Profession.

For the teaching method factor, the finding reflected the HA_4 and was examined using Spearman's Correlation Coefficient. It can be said that HA_4 is accepted and rejected $H0_4$ because there is a relationship between the teaching method and academic performance when the result showed that the degree of correlation is strong in the value ($r= .724$, $p<0.05$). The study was supported by Yoon (2005) found the teacher guidance affect the achievement of students in class. Moreover, it also can be supported by Idris & Osman (2009) which found that the approaches and teaching methods affect the academic performance of students where is the teacher is unattractive and inappropriate, and if the character

and personality of teacher unattractive or inappropriate, and if the character and personality of teacher shortage, increase the tendency of the low achiever.

5.2.2 Research Question 2: To identify the main factor that affect students' performance in studying.

The highest mean is 3.414 in student behavior with the standard deviation .863. The finding was supported by Li (2012) which mean in her study for student behavior is 5.29. Meanwhile, the lowest mean is 2.714 in facilities with standard deviation 1.062. The facilities were affected the students' academic performance. It was supported by O'neill (2000) which his mean is 3.48.

5.3   Recommendations of Study

A few recommendations came out after the researchers had conducted an analysis to this study.   These recommendations are made in order to identify the major factors that contribute to the academic performance of the students and to determine the relationship between the factors of students' interest and their academic performance.

Based on the study conducted by the researchers, the four factors of the independent variables (students' behavior, facilities, class environment and teaching method) are related to the dependent variable which is the students' academic performance.   The main factor that contributed to the academic performance is the students' behavior, followed with the teaching method, class environment and facilities. *Thus, since the students' behavior is the major factor that contributes to the academic* performance, hence the school needs to conduct the motivations programs. Every student

wants to achieve high academic performance but they are lack of motivation, attitude, disciplinary action and personality. Therefore, by conducting this kind of programs, it will change the student mindset to achieve the target, increase their level of motivation and high spirit in studying. This is very crucial especially for those who had poor performance in class.

Next, for the teaching method, the government should provide the training for the teacher consistently. Teacher is very important person who are responsible to deliver the knowledge to the students. By providing the training for the teachers consistently, it will increase the teaching skill and also increase the level of motivation and commitment of teachers towards teaching. Moreover, teacher also need to change their style in teaching by doing some interesting methods in learning, involve the students in class discussion, be more friendly with students and create the interesting learning environment in class. This is very important because according to Azizi, Halimah & Faizah (2011), interesting learning environment will create a good attitude and reduce the bad attitudes of the students.

For the classroom environment, the school administration needs to improve resources in classroom and maintain it in good condition. This is very important because learning takes place in classroom and most of the time students spend half of day in classroom. The school administration also needs to always monitor the condition in class especially related to the lighting, arrangement of the desks and other resources, and also have to make sure the number of students is appropriate with the size of class.

The last factor that has the least impact towards the students' academic performance is the facilities. Even though this is the least, however, in order to ensure

that students' achievement can be totally improved, the facilities cannot be left behind since facilities are no longer just bricks and mortar, but dynamic learning environments. Thus, the school administration should pay attention to the facilities that were obsoleted and damaged. Those facilities need to be upgrade in order to attract the students' to be more interested to come to the school and get more interested to study.

5.4 Limitations of Study

There are several limitations exist within this study. Indeed, there are several limitations can be observed which include limited representativeness in terms of sample size, the social desirability bias and the lack of questions that were being asked to the respondents.

First and foremost, there were only 70 respondents participated in our study, which could not be regarded as a large sample size. Besides, all the respondents were only male students that stay at the YAKIN's hostel. Therefore, the opinions collected from them could not be generalized to a larger population, like from several other hostels that have the female students and the data collected was considered as limited in representativeness because of its' homogeneity. This small sample size might affect a little bit on the reliability of the questions.

Secondly, this study only used questionnaire as a data collection method. The measurement of the questionnaire might not very precise. To get more accurate data, the researcher was suggested to use another method for data collection such as interview. The interview can be done through face to face, telephone, computer assisted or electronic media. By using this method, the researcher might get clearly what main factor of student interest that affects academic performance.

Thirdly, the limitation of this study is the social desirability bias. In this study, the data collection method was self-completed questionnaires and there was a methodological flaw for adopting this method. Since the respondents filled out the questionnaires on their own, it was possible for them to give answers that are considered favorable as a means to impress the researchers. Apart from that, the result from this study does not involve the teachers. Thus, the data collected might only get from the students without knowing the other people who directly with this situation. The questionnaire should be distribute to the teachers too so that the researchers get the perception from both parties involve.

5.5   Conclusion

In conclusion, the results from this study showed that all the factors of the student interest do affect students' academic performance. It was recognized that the student behavior is the most factor that affected students' performance, followed by teaching method, class environment and the facilities factor. As all of these factors affect students' performance, all the actors involved include students, teachers, school administration and government should play their role very well. Students' behavior is the most factor that affect academic performance maybe due to the culture and the external environment in Malaysia. So, further research need to be done in order to recognize the most elements of the students' behavior that affect the academic performance.

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UITM KOTA SAMARAHAN
QUESTIONNARIES
KAJIAN SOAL SELIDIK

A STUDY ON THE STUDENTS' INTERESTS AFFECTS ACADEMIC PERFORMANCE: CASE STUDY AT YAYASAN KEMAJUAN INSAN (YAKIN), KUCHING SARAWAK.

KAJIAN TENTANG MINAT PELAJAR DALAM BELAJAR MEMPENGARUHI PRESTASI: KAJIAN KES DI YAKIN, KUCHING SARAWAK.

Dear Student,

Thank you for being one of the research respondents. This research is conducted in fulfilment of the requirement for the award of Degree of Administrative Science and Policy Studies. All of the information given will be treated confidentially. To complete the questionnaire, please read all instructions then answer the questions.

Kepada pelajar

Terima kasih kerana menjadi salah satu daripada responden kajian. Kajian ini dijalankan sebagai memenuhi keperluan untuk tujuan penganugerahan Ijazah Sains Pentadbiran dan Pengajian Polisi.Semua maklumat yang diberikan akan dirahsiakan. Untuk melengkapkan soal selidik ini, sila baca semua arahan kemudian menjawab soalan-soalan.

NUR SYUHADA BINTI MOHD HANAPIAH   2013681786
(01132082949)
NURFARHANA BINTI MOHD JOHAN   2013618396
(0172754857)

PART A: Background of Respondents by Form and School.

BAHAGIAN A: Latar Belakang Responden Mengikut Tingkatan dan Sekolah.

Please fill in the blank./ *Sila isikan tempat kosong.*

Form/ *Tingkatan*	Form 1 ☐ Form 2 ☐ Form 3 ☐ Form 4 ☐ Form 5 ☐
School/ *Sekolah*	SMK Bandar Samariang ☐ SMK Green Road ☐ SMK Kuching High ☐ SMK St. Thomas ☐
Race/ *Bangsa*	Malay ☐ Iban ☐ Melanau ☐ Bidayuh ☐

PART B: Factors of Student Interest.

BAHAGIAN B: Tahap Minat Pelajar Dalam Belajar

Strongly Disagree/ *Sangat Tidak Setuju*	Disagree/ *Tidak Setuju*	Mixed Feeling /*Tidak Pasti*	Agree/ *Setuju*	Strongly Agree/ *Sangat Setuju*
1	2	3	4	5

Please (/) the answer according to your consideration/ *Sila (/) jawapan mengikut pertimbangan anda.*

Factor 1: Student Behavior

No	Question/ *Soalan*	1	2	3	4	5
1.	I'm motivated to do a revision *Saya bermotivasi untuk mengulangkaji matapelajaran*					
2.	I'm participate in class discussion *Saya menyertai dalam sesi berdiskasi di dalam kelas*					
3.	I'm not scared to asking a question in class *Saya tidak takut untuk bertanya soalan di dalam kelas*					

Factor 2: Facilities

No	Question/ *Soalan*	1	2	3	4	5
4.	Facilities provided in school is complete *Kemudahan di sekolah serba legkap*					
5.	I am satisfied with the school facilities. *Saya berpuasa hati dengan kemudahan yang disediakan oleh sekolah.*					

Factor 3: Classroom Environment

No	Question/ *Soalan*	1	2	3	4	5
6.	The environment in class is condusive *Persekitaran di dalam kelas selesa*					
7.	The number of students in class is appropriate *Bilangan pelajar di dalam kelas bersesuaian*					

Factor 4: Teaching Method

No	Question/ *Soalan*	1	2	3	4	5
8.	The way of teacher teach is interesting *Cara guru mengajar menyeronokkan*					
9.	Teacher's voice is clear and can be heard by all student in class *Suara guru jelasdan boleh didengari oleh semua pelajar di dalam kelas*					
10.	Teacher in school is friendly *Guru di sekolah peramah*					
11.	Teacher do interact and give feedback with student in class *Guru berkomunikasi dan memberi tindak balas di dalam kelas*					

-THANK YOU FOR YOUR COORPERATION-

-TERIMA KASIH DI ATAS KERJASAMA ANDA-

RESEARCH SUMMARY OF STUDENT'S INTEREST AFFECT ACADEMIC PERFORMANCE

Objectives	Variables	Measurement	Scale	Statistics	Findings	Hypothesis	Conclusion
To determine the relationship between the factors of student interest and academic performance.	Student interest is the passion that exists in individual to help them become motivated to get their target achieved. Academic performance is the representation of performance outcomes that were the focus of activities in instructional environments, specifically in school, college and university, indicate the extent to which a person has accomplished specific goals.	Whether factors of student interest influence the academic performance	Ratio	Correlation	$r = .817, p<0.05$ $r = .595, p<0.05$ $r = .698, p<0.05$ $r = .724, p<0.05$	HA_1 supported HA_2 supported HA_3 supported HA_4 supported	There is a relationship between the students' behavior and academic performance There is a relationship between the facilities and academic performance There is a relationship between the classroom environment and academic performance There is a relationship between the teaching method and academic performance
To identify the main factor that affect student performance in studying.	Factor I: Students behaviour is a function of students' personal characteristics and their environment. Factor II: Facilities can be defined as the buildings, equipments and services offered for a particular purpose.	The most students interest factor that affects academic performance	Nominal	Mean, std. dev	Mean = 3.400 Std. dev = 0.856	None	Student behaviour factor is the most influence student academic performance

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concepts.

1.1   Background of the study

The purpose of education is to pro

30

critical thinking, problem solving

can function effectively in every

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Pelajaran Malaysia (SPM) and Pei

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