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Assessing the Key Predicting Factor Towards Undergraduates' Academic Performance in Management Course

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Abstract

This paper aims to investigate the key predicting factors namely religiosity commitment, study habits, self-study concept, perceived stress, teaching related aspect and school related aspect towards undergraduates' academic performance on Fundamentals of Management course. A total of 243 respondents from Diploma in Accountancy UiTM Pahang Jengka Campus was participated in this study. A questionnaire survey was employed and descriptive analysis was conducted to analyze the data by using SPSS version 21. The association between key predicting factors towards academic performance were analysed using Spearman correlation coefficient since the assumption of linearity was violated. The study found that religiosity commitment and teaching related aspect have significant relationship with academic performance in this course with religiosity commitment denoted as the most significant factor that contribute to academic performance. This study is expected to give insight for the undergraduates to identify the important factors that can contribute to their academic excellent in order for them to prepare, cope and adapt with the new environment as well as to provide guideline for the lecturers to ensure the course will be delivered excellently. It is also expected to assist the university in providing the conducive learning environment which will lead to improved academic performance.

Keywords: Academic Performance, Management, Perceived Stress, Religiosity Commitment, Study Habits.

Introduction

Determining factors that can contribute to academic performance is immensely important for university students to equip themselves with the skills, knowledge and ability since the learning environment at university level is totally different with secondary school. The semester system that is implemented in university requires students to complete all the assignments, presentations, quizzes, tests and final examination within 4 months which means the learning time frame is shorter

than secondary school. In addition, it entails students to have high cognitive skills rather than just memorizing the fact. Therefore, if the students fail to adapt with the new teaching and learning environment, it might be difficult for them to follow the learning session effectively which will lead to stress and may affect academic performance.

Fundamentals of Management is one of the courses taken by Diploma in Accountancy students at Universiti Teknologi MARA (UiTM), Malaysia. Previously, the course was offered to the second semester students who had attended a basic management course in semester one. However, due to changes in the study plan that was effective in the second semester of academic session 2019/2020, Diploma in Accountancy students are no longer taking the Fundamentals of Management in the second semester, but in the first semester. This course requires students to understand many terms, definition and concept of management. Hence, it would be difficult for the students to understand and excel in this course mainly if they do not have a basic knowledge in Management course during their secondary school. In accordance with the final examination result reported in March 2020, there was a 3.3 percent of failure rate for MGT162 course. Notwithstanding the fact that the failure rate is comparatively low and still under Key Performance Indicator (KPI) of this university, the faculty is unable to sustain the 0% failure rate as compared to the previous semesters. For that reason, the faculty needs to investigate the critical predictor factors that could contribute to undergraduates' academic performance in Management course. Moreover, to be successful in this course, every student must have good internal factors such as religiosity commitment, study habits and self-study concept, as well as external factors including the great support from their lecturers and university.

Religiosity commitment is needed by everyone in their life to become a good person. All religions emphasize the concept of discipline and continuous improvement to their adherents for their own betterment. Most of UiTM students are Muslim. Therefore, the religiosity commitment is important for students to comply with the religion doctrine to get blessing from the God in everything they do including seeking knowledge which will lead to their good academic performance. Furthermore, students need to possess great study habit skills, including actively participate during class; always have a discussion between peers, studying regularly, able to eradicate interruptions, and give full attention during class in order to improve their academic performance. Self-study concept associated with students' initiative to manage their time efficiently and able to schedule their time with classes, assignments, studying for quizzes, tests and final examination. It is crucial for students to have all the above mentioned of internal factors to become an excellent student. Perceived stress is also another factor that contribute to students' academic performance. High level of stress normally associated with low self-esteem among university students and can affect their academic achievement. In conjunction with that, teaching related aspects and school related aspects are also important factors that contribute to students' academic performance. Teaching related aspects related with teaching methodology, class contact hours, lecturer competency, commitment of lecturers, lecturers' knowledge and ability to explain well. Whereas school related aspects linked with conducive learning environment, adequate human and material resources, availability and conditions of university facilities.

Therefore, the objective of this study is to investigate the key predicting factors namely religiosity commitment, study habits, self-study concept, perceived stress, teaching related aspect and school related aspect towards undergraduates' academic performance on Fundamentals of Management course. In addition, this study aims to examine the most significant factor among

religiosity commitment, study habits, self-study concept, perceived stress, teaching related aspect and school related aspect towards undergraduates' academic performance. The implication of this study is to provide understanding for the undergraduates, particularly for the first semester students to identify the essential factors that can contribute to their academic performances. Furthermore, it can impart a guideline for the lecturers in teaching and learning process to ensure the course will be delivered excellently as well as for university in providing the appropriate and sufficient facilities which will lead to increased academic performance among university students especially in Management course.

Literature Review & Hypothesis Development

Religiosity Commitment and Academic Performance

Johnson (2001) defined religiosity as to what extent an individual committed to religion can reflect his or her attitude and behaviour. Run, Butt, Fam and Jong (2010) simplified the concept of religiosity as the degree of being religious. Academic performance has been discussed in different perspectives related to visual intelligence used to infuse better critical thinking skills (Sen & Sen, 2015); proficient with the English language, the more they are likely to perform well in their academic course (Millie Ann, Racca & Lasaten, 2016). However, with regards to religiosity commitment, there were different views from previous study. A study conducted by Taghavinia and Motavassel (2015) among Muslim students found that there was a lack of significant correlation between students' religiosity and their overall academic performances.

Moreover, a study by Zubairu and Sakariyau (2016), also found no significant correlation between religiosity commitment and academic performance. It is conflicted with understanding that claimed by King (2007), the significant effect of religiosity on people's behavior religion and spirituality influence the moral reasoning, attitudes and behavior. In addition, Horwitz, Domingue and Harris (2020) also confirmed that there was a positive correlation between religiosity commitment and academic achievement. Ramlee, Osman, Salahudin, Yeng, Ling and Safizal (2016) also investigated 320 undergraduate students in Malaysia and discovered the positive relationship between religiosity commitment and academic performance. Therefore, it is postulate that:

H1: There is a significant relationship between religiosity commitment and academic performance.

Study Habits and Academic Performance

Many previous studies revealed that there is a significant relationship between good study habits and academic performance (Akpan & Salome, 2015; Alimohamadi, Deghani, Almasi, Ashtarani, Jonbakhsh, Paymard & Khalil, 2018; Ebele & Olofu, 2017; Chamundeswari, Sridevi & Kumari, 2014). In addition, a study by Cernal and Pavliushchenko (2015) revealed that study habits are major determinant to academic achievement. The findings showed that cultural aspects in one place can influence study habits and thus significantly affect academic achievement. This proved that study habits are values that can be instilled in students. Also, a study conducted by Benwari and Nemine (2014) discovered that study habits including intensive reading, implementation homework and work positively increase the academic performance of Economics students in senior secondary schools in Bayelsa State, Nigeria.

Furthermore, studying with friends and others and a good environment facilitating students' learning process. Similarly, a research conducted by Hart and Keller (2005) in Hong Kong stated that students must bear the greatest obligation towards their low academic performance due to low

motivation, inappropriate study habit pattern and inattentiveness to the schoolwork. Alos, Caranto and David (2015) did a study towards 74 fourth year nursing students in Philippines and revealed that study habits have positive influence on the academic performance. This finding shows that there is a significant relationship between study habits and work performance. Therefore, it is hypothesize that:

H2: There is a significant relationship between study habits and academic performance.

Self-study Concept and Academic Performance

There are many previous studies had examined the relationship between self-study concept and academic performance (Doodman, Zadeh & Changizi, 2017; Kumari & Chamundaeswari, 2013; Omran & Saleh, 2019; Rady, Kabeer & El-Nady, 2016; Soleymanpoor, Nazari, Kohi, Farahbakhsh & Rudy, 2017). Doodman et al. (2017) explored the association between self-efficacy and academic performance among 169 students in Iran. They found that students with high self-efficacy will have high self-esteem and will lead to better academic performance. The result of this study is also congruent with Kumari and Chamundaeswari (2013) who investigated 321 students in India and revealed that there is a significant relationship between self-efficacy and academic performance. They suggested that it is crucial for parents and teachers to nurture the self-esteem in the students using appropriate methods.

In conjunction with that, a study by Rady et al. (2016) approved that there is a connection between self-study concept and academic performance. They investigated 182 students in Cairo and determined that students' self-concept can influence their academic performance. Furthermore, Aryana (2010), emphasized that counsellors and teachers should aware about students' self - esteem and academic performance since the low performance are mainly determined by their effort. Hence, they probably have greater perseverance to overcome failures by having good self-study concept. However, the study by Crippen, Biesinger, Mui and Orgill (2009) did not find significant relationship between self-efficacy and academic performance in chemistry course. Based on that argument, it is postulate that:

H3: There is a significant relationship between self-study concept and academic performance.

Perceived Stress and Academic Performance

Perceived stress among students will contribute to many consequences including lower academic performance. Many previous researchers had examined the correlation between perceived stress and academic performance (Alyami, Melyani, Al Johani, Ullah, Alyami, Sundram, Hill & Henning, 2017; Hong, Lee, Grogan-Kaylor & Huang, 2011; Omran & Saleh, 2019; Ramlee et al., 2016; Shkulaku, 2015). A study by Omran and Saleh (2019) towards 135 undergraduate students in Malaysia revealed that there is a relationship between stress and academic performance. This is parallel with the study by Hong et al. (2011) exposed that students in Korea had a serious perceived stress by involving with alcohol, tobacco and drug abuse which affected their academic performance.

Moreover, Shkulaku (2015) did a research towards students in Albania and identified that excessive students' credit hour per semester, assignment workload, group project and examinations as determinant causes to academic stress which led to low academic achievement. Teh, Ngo, Zulkifli, Vellasamy and Suresh (2015) conducted a cross sectional study among 397 undergraduate students in Malaysia and found that depression, anxiety and stress have a greater impact on students psychological wellbeing which contributed to lower academic performance. On top of that, academic

stress among students in India caused negative attitudes due to high expectation on academic results (Ray et al., 2012). However, the result of the above studies was inconsistent with the finding by Alyami et al. (2017) who did a study among 214 psychology students in Saudi Arabia and exposed that there is no relationship between perceived stress and academic performance. Therefore, it is hypothesize that:

H4: There is a significant relationship between perceived stress and academic performance.

Teaching Related Aspect and Academic Performance

There are many studies revealed that teaching related aspect affects academic performance (Ayodele & Oladokun, 2016; Dengra, Kalra & Malhotra, 2013; Ganyaupfu, 2013; Suhaily & Soelaseh, 2015; Udoekanem, 2013). According to Dengra et al. (2013), teaching methodology and class contact hours were significant factors that determine students' academic performance. Furthermore, a study of Ganyaupfu (2013) examined factors influencing academic performance of business students of private higher education found that factors such as teaching methodology, lecturer competence and the quality of learning had a positive significant relationship with academic performance. This is in line with Suhaily and Soelaseh (2015) that claimed lecturer's competency of hard skills and soft skills affect students' academic success. It comprised of lecturer's readiness in preparing and delivering learning materials in facilitating students' understanding in classroom.

In addition, a study conducted by Ayodele and Oladokun (2016) showed that under the subcategory of teaching techniques, learning through class discussion and adequate contact hour were main factors influencing students' academic performance. Then under the subcategory of lecturers, commitment of lecturers, method of teaching, lecturers' knowledge and ability to explain difficult concept are major factors that affect academic performance. This is due to the students' belief that with great commitment by the lecturers and improved method of delivery, knowledge conveyed would have a better impact and eventually result in better academic performance.

Furthermore, Azis, Mahmud and Muda (2019) in their study towards degree in accounting students posited that lecturer's knowledge is significantly affect students' performance in financial reporting course. The ability of the lecturer to summarise the theory and integrate it with the application facilitates the student's learning process. However, the interaction between students and lecturers as well as lecturers' commitment have no influence on students' performance. This might be due to the characteristics of the students who are viewed as high achiever have a good attitude and can learn on their own without relying heavily on their lecturers. Based on the above argument, it is postulate that:

H5: There is a significant relationship between teaching related aspect and academic performance.

School Related Aspect and Academic Performance

Previous literature review discovered that school and academic environment influence students' academic performance (Adedapo, Aderonmu & Aduwo, 2015; Ayodele & Oladokun, 2016; Suhaily & Soelaseh, 2015; Yeshimebrat, Alemayehu & Firew, 2013). The findings of a study conducted by Yeshimebrat et al. (2013) about female students' level of academic performance at Bahir Dar University in Ethiopia stated that unconducive learning environment and inadequate human and material resources are major influences responsible for female students' low academic performance. In addition, school's academic calendar, accommodation type and school's general environment were also significantly influence the academic performance (Ayodele & Oladokun, 2016). Both

academic and non-academic union activities have disrupted the academic calendar and negatively impacted the academic performance of students in higher education institutions.

Students' involvement in the university activities resulted them to have insufficient time to attend to some academic necessities that might have enhanced the student's learning experience. Also, overcapacity of hostel facility could hinder students' effectiveness. Suhaily and Soelaseh (2015) revealed that university environment which consist of availability and conditions of university facilities and infrastructure such as building, elevator, classrooms and air conditioner in providing comforts towards learning process influences the students' academic success. Moreover, inadequate libraries, inadequate laboratories and lack of university accommodation were some school related aspects that affect the academic performance of the students (Al-shammari, Saguban, Pasay-an, Altheban & Al-shammari, 2017). Therefore, it is hypothesize that:

H6: There is a significant relationship between school related aspect and academic performance

Research Methodology

This study adopted a descriptive survey research design. The sample of this study was selected from Diploma in Accountancy students, Universiti Teknologi MARA Pahang Jengka Campus. A total of 243 students who were studied in their first semester participated in this study. Responses was obtained through self-administered close-ended questionnaire. The questionnaire survey was designed based on previous literature and used as the research instrument in achieving the objectives of the study. This approach is used due to its effectiveness in analyzing large samples and allows respondents to freely express their own opinions. The questionnaire was divided into 2 sections; section A and B. Section A obtained responses about factors that contribute to students' academic performance which include religiosity commitment, study habits, self-study concept, perceived stress, teaching related aspect and school related aspect. A 35-item questionnaire scored on a five-point Likert scale format ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was developed under this section. For each statement, respondents were required to indicate their level of agreement to the statement. The input for the statements were derived from Omran and Saleh (2019), Alos et al. (2015) and Ramlee et al. (2016). While section B was related to the respondents' demographic profile such as gender, religion, age, place of origin and family income.

On top of that, the students' grade for final examination of this course was obtained from Students Information Management Systems database. In order to analyze the data, the students' grade for final examination which were in categorical string variables has been recoding to numeric codes by using scale 1 to 5. The higher recode number indicates the higher score obtained by the students. Table 1 shows the new score indicator and the new recode for further analysis.

Table 1: Summary of new scale for students' final examination grade in MGT162

Grade Value	Grade	Recode to new scale
< 2.00	C-, D+, D, E, F	1
2.00 – 2.50	C, C+	2
2.51 – 3.00	B-	3
3.01 – 3.50	B, B+	4
> 3.50	A-, A, A+	5

Therefore, descriptive analysis was conducted to analyze the data by using SPSS version 21. In addition, the association between key predicting factors towards academic performance were analysed using Spearman correlation coefficient. The nonparametric test was employed since the assumption of linearity was violated.

Findings & Discussion

i) Demographic Profiles

Table 2: Demographic profile of respondents

Item		Frequency	Percentage
Gender	Male	74	30.5
	Female	169	69.5
Ethnicity	Malay	243	100
	Others	0	0.0
Religion	Muslim	243	100
	Others	0	0.0
Age	18-21 years old	242	99.6
	22-25 years old	1	0.4
Family income	< RM2000	58	23.9
	RM2000- RM4000	73	30.0
	RM4001- RM6000	48	19.8
	> RM6000	64	26.3

Table 2 exhibits majority of the respondents were female with 69.6%. Only 30.5% of male respondents participated in this study. In terms of ethnicity and religion, all of the respondents were Malay and Muslim. Majority of the respondents (99.6%) were below 21 years old while the remaining (0.4%) were above 21 years old. This is because the study was conducted among first semester students who recently completed their secondary school and enrol into Diploma in Accountancy by using their Sijil Pelajaran Malaysia (SPM) certificate. With respect to family income, majority of the respondents (30%) had a monthly family income between RM2000 to RM4000, followed by more than RM6000 (26.3%). The lowest percentage of respondents (19.8%) had a family income between RM4001 to RM6000.

ii) Reliability Analysis

Table 3: Summary of Reliability Analysis

Variables	Cronbach's Alpha	N of item
Religiosity Commitment (RC)	0.629	4
Study Habits (SH)	0.591	4
Self-study Concept (SS)	0.683	5
Perceived Stress (PS)	0.750	5
Teaching Related Aspect (TRA)	0.783	5
School Related Aspect (SRA)	0.511	4

Table 3 presented the summary of reliability analysis. The results showed that the coefficient alpha values for measured variables were reliable since it is above 0.7 as suggested by Nunnally (1978). A reliability between 0.5 and 0.6 is also considered adequate by Peterson (1994). This point out that measured variables has sufficient internal consistency reliability and can be used for further analysis.

iii) Association between the Key Predicting Factors and the Academic Performance

This study aims to investigate the association between the key predicting factors and academic performance. The nonparametric test, Spearman correlation coefficient was employed since the data is not normally distributed. The Spearman correlation coefficient, r_s , can take values from +1 to -1. A r_s of +1 indicates a perfect association of ranks, a r_s of zero indicates no association between ranks and a r_s of -1 indicates a perfect negative association of ranks. The closer r_s is to zero, the weaker the association between the ranks. According to Pallant (2013), the strength of the relationship is low when Spearman correlation coefficient (r_s) ranges from 0.1 to 0.29 or -0.1 to -0.29; medium when (r_s) ranges from 0.3 to 0.49 or -0.3 to -0.49 and high when (r_s) ranges from 0.5 to 1 or -0.5 to -1. The results of the Spearman correlation coefficient analysis are shown in the Table 4.

Table 4: Correlation between Key Predicting Factors and Academic Performance

Construct		Final Grade	
Spearman's rho	Final Grade	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	243
	Religiosity Commitment	Correlation Coefficient	.190**
		Sig. (2-tailed)	.003
		N	243
	Study Habits	Correlation Coefficient	.047
		Sig. (2-tailed)	.463
		N	243
	Self-study Concept	Correlation Coefficient	.086
		Sig. (2-tailed)	.183
		N	243
	Perceived Stress	Correlation Coefficient	-.003
		Sig. (2-tailed)	.960
		N	243
	Teaching Related Aspect	Correlation Coefficient	.159*
	Sig. (2-tailed)	.013	
	N	243	
School Related Aspect	Correlation Coefficient	.013	
	Sig. (2-tailed)	.845	
	N	243	

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

* . Correlation is significant at the 0.05 level (2-tailed)

The analyses discussed above have successfully tested and supported the hypotheses except for H2 and H3. The first hypothesis, *H1: There is a significant relationship between religiosity commitment and academic performance*; is supported since the Spearman correlation coefficient, $r_s = 0.19$ and $p < 0.05$. The result of this study shows that religiosity is very important for academic performance. Majority of the students agreed that it is important for them to spend time in prayer and to speak the truth. Students who are adhere to religious normally will achieve better academic performance since all religions instruct their adherents to be disciplined, diligent and always striving to betterment. This finding is consistent with the previous studies (Horwitz et al., 2020; Ramlee et al., 2016) which found a significant relationship between religiosity and academic performance.

Lecturers can also encourage consciousness towards the importance of practicing and adhering to religious through the application of good ethical values in the explanations given during the teaching and learning process by giving examples which related to religion. On top of that, the university also needs to increase religious activities such as religious lectures, identify students who are weak in religious education and apply the religious values in every university activity in order to equip them with good personality and adhere to religion which will lead to better academic performance.

However, there is lack of support for *H2: There is a significant relationship between study habit and academic performance*; as the Spearman correlation coefficient, $r_s = 0.047$ does not reach the threshold of a low correlation (0.1) and $p = 0.463$ which is more than the selected significant level of 0.05. The result indicates that there is no relationship between study habit and academic performance since the respondents are from first semester students and they are not familiar with the learning environment at the university as compared to secondary school. Most of the students claimed that they are always do last minute revision for their quizzes and test due to the bustling with their classes, assignments and university activities. However, majority of the students can obtain a good grade in their final examination for this course despite not applying good study habit. This might due to the high continuous assessment marks obtained by them and the easiness level of final examination questions as compared to previous semester since the new syllabus for this course was implemented. The result of this study is inconsistent with many studies who found that having good study habit such as consistently studying and being organized for quizzes and tests will lead to good academic performance (Akpan & Salome, 2015; Alimohamadi et al., 2018; Chamundeswari et al., 2014; Ebele & Olofu, 2017). Hence, lecturers need to encourage students to have a good study habit such as consistently studying and being organized for quizzes and tests, intensive reading, accomplishing homework and assignment timely. Students also need to discipline themselves in their teaching and learning process in order to achieve better academic performance.

The result of this study also rejected the hypothesis *H3: There is a significant relationship between self-study concept and academic performance*; since the p value is insignificant which equal to 0.183 which is more than 0.05 and Spearman correlation coefficient, $r_s = 0.086$ is less than 0.1 to reach the cut off point for low correlation. It might be due to the lack of knowledge in this course since majority of the respondents claimed that they always participate in class discussion and prefer to study in group rather than self-study since the course can be more comprehend when they had a group discussion. In addition, the nature of the course particularly for management and accounting course need them to have group discussion to enhance their understanding. Furthermore, the attitude of accounting students who prefer to study in group will lead to insignificant relationship between self-study concept and academic performance. This is congruent with the study by Crippen et al. (2009) who found that there is no relationship between self-study concept and academic performance. However, students are encouraged to apply both self-study concept and group discussion to ensure the effectiveness of the teaching and learning process since there is no more spoon-feeding at university level as compared to secondary school. They need to give full commitment and attention to gaining knowledge without much assistance from their lecturers which will contribute to higher academic performance.

Furthermore, the result of the hypothesis *H4 also rejected: There is no significant relationship between perceived stress and academic performance*; since the p value is insignificant which equal to 0.960 which is more than 0.05 and Spearman correlation coefficient, $r_s = -0.003$ is close 0, reach the cut off point for low correlation. Stress is varied by country and culture. For example, Hong et al.

(2011) discovered that students in Korea were under the strong pressure of examination. However, in Malaysia, a cross-sectional study conducted by Teh et al. (2015) revealed that the prevalence of stress among undergraduate students in that country was severe. The results of present study also found that most of the respondents agreed that they did not get pressure by their parents to become an excellent student. This is something should be worried about because it shows that they might feel demotivated due to lack of encouragement from family. Therefore, the construct of family support should be included in the future research since it will give different result. Another reason of insignificant relationship between perceived stress and academic performance is it might be due to most of the respondents are considered junior in tertiary level education and the course syllabus was not challenging. According to Table 2, respondents demographic stated 99.6 percent aged between 18 to 22 years old, from same faculty and university. Therefore, the pressure among junior students at university level is lower as compared to senior students. This is in line with the study by Pascoe, Hetrick and Parker (2020) who revealed that the impact of stress among university students are higher than students in secondary school. Future research is needed to consider the length of study in university and the syllabus differences between faculty due to the insignificant relationship between stress and academic performance.

The fifth hypothesis, *H5: There is a significant relationship between teaching related aspect and academic performance*; is supported since the Spearman correlation coefficient, $r_s = 0.159$ and $p < 0.05$. The result of this study shows that teaching related aspect is important for academic performance. This apparently implies that majority of the students believed that their academic performances would be better when the lecturer has mastery of course matter, improved teaching methods, enhanced the information by giving further explanation and shows high commitment towards students. Since the students are new to university environment, they need to be guided by their lecturers to obtain a good grade. Lecturers should be knowledgeable as well as acquired good teaching techniques and attitude that would be able to ease students' understanding and maintain their motivation in studying. This finding supports the assertion of Ayodele and Oladukun (2016) and Ganyaupfu (2013) that lecturers' role significantly affects students' academic performance and thus will finally assist in improving efficiency and effectiveness in the knowledge attainment process.

The result of the hypothesis *H6* is also rejected: *There is no significant relationship between school related aspect and academic performance*; since the p value is insignificant which equal to 0.845 which is more than 0.05 and Spearman correlation coefficient, $r_s = 0.013$ is close to 0 which means a low correlation. This result indicates that most of the students agreed that school related aspect including time schedule, university programmes that they need to participate, condition of the classroom, Internet access in the campus and space in the library have no effect towards their academic performance. It shows that the students' success has not affected by the facilities provided by the university. As first semester students trying to adapt with a new learning environment, they just follow the schedule that have been fixed for them and at the same they are adjusting their study time to ensure a good performance in academic. Other than that, they might also not use the basic facilities such as Internet and library for studying due to the course has offered the students with enough supplementary reading materials that comprehensively covered the whole syllabus of this course without needed the students to obtain further knowledge. The condition of the classroom also not limit the students' ability to achieve a good grade. Whether the classroom is comfortable or not, students keep learning and trying to get good grades. The result of this study is inconsistent with past researches that showed significant relationship between school related aspect and students'

academic performances (Adedapo et al., 2015; Ayodele & Oladokun, 2016; Suhaily & Soelaseh, 2015; Yeshimebrat et al., 2013). Therefore, the students are encouraged to utilize all resources provided to them to further enhance their knowledge and facilitate their learning process in the university.

The second objective of this study aims to examine the most significant factor among religiosity commitment, study habits, self-study concept, perceived stress, teaching related aspect and school related aspect towards undergraduates' academic performance. The result of the study confirmed that religiosity commitment is the most significant factors that contribute to academic performance in Management course with the Spearman correlation coefficient, $r_s = 0.19$ and $p < 0.05$. This indicates that majority of the respondents agreed that every activity including learning process must abide with religious doctrine in order to get blessing which will lead to better academic performance. In addition, lecturers need to inculcate the highest Islamic values in teaching and learning activities such as begin the session by reciting prayer or provide motivational quotes to increase students dignified. This is parallel with the study by Ramli and Salim (2020) who investigated the 254 students in Pahang and found that by incorporating Islamic values into the teaching and learning process, it can enhance students' memorization and thus improve students' academic performance.

Conclusion

This study aims to investigate the key predicting factors namely religiosity commitment, study habits, self-study concept, perceived stress, teaching related aspect and school related aspect towards undergraduates' academic performance on Fundamentals of Management course. The result of this study revealed that religiosity commitment and teaching related aspect have significant relationship with academic performance in this course with religiosity commitment denoted as the most significant factor that contribute to academic performance. Thus, it proves that religiosity is very important for academic performance since all respondents are Muslims; and all religions inculcate their adherents to endeavor in whatever they do for betterment. However, the present result of this study contradicted with many previous researches that found a significant relationship between study habits, self-study concept, perceived stress, school related aspect and undergraduates' academic performance. The results exposed that there is no relationship between the mentioned above constructs. This might be due to the first semester students who are new in tertiary education level and most of them claimed that they prefer and participated more in group discussion. Thus, the self-study not yet practiced then. Therefore, future research should include personality traits since introvert and extrovert personality may influence the academic performance. The results of recent study also found that most of the respondents agreed that they were not pressured by their parents in obtaining good grades and this might lead to the feeling of demotivated among the students. Therefore, the construct of family support should be included in the future research since it will give a different result.

In terms of research limitation, this study is only confined for first semester students of Diploma in Accountancy UiTM Pahang Jengka Campus. Therefore, future research must include other students who took this course in other branches so that the result can be generalized. Despite this limitation, it is believed that this study offered important implications. Firstly, it is expected to give insight for the undergraduates particularly for the first semester students to identify the important factors that can contribute to their academic excellent in order for them to prepare, cope and adapt with the new environment since the teaching and learning process at university is totally different

with their secondary schools. Secondly, it can provide a guideline and control mechanism especially for the lecturers in teaching and learning process to ensure the course will be delivered excellently which will lead to improved students' academic performances. Finally, it is expected to assist the university in providing the conducive learning environment including good facilities and infrastructures to ensure the effectiveness of teaching and learning process.

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