



A'SHARQIYAH UNIVERSITY

College of Business Administration

Master Dissertation

**FACTORS AFFECTING STUDENTS' ACHIEVEMENTS IN HIGHER
EDUCATION INSTITUTIONS: A CASE STUDY OF A'SHARQIYAH
UNIVERSITY**

Prepared by:

Nasrin Mubarak Ali Al Hajri

1442 AH/ 2021 AD

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UNIVERSITY**

Submitted to the College of Business Administration in fulfillment of the
requirement for the degree of Master of Business Administration

Prepared by:

Nasrin Mubarak Ali Al Hajri

1442 AH/ 2021 AD

Declaration

I acknowledge that the source of the scientific content of this dissertation has been determined and that it is not provided for any other degree, and that it reflects the opinions of the researcher, which are not necessarily adopted by the donor.

Researcher:

Name: **Nasrin Mubarak Ali Al Hajri**

Signature:

Dissertation Approval

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Thank you all

Dedication

To My Inspire Father

Who has support and encourages me daily, asking where you reach and remaining to submit your thesis?

الى أمي الغالية

دعواتك الصادقة كانت عوناً لي في أتمام ما أطمح له

To my Brother 'Mujahid'

Who was my classmate, your support and motivation on finance and accounting courses mean many to me.

Abstract

Factors affecting students' achievements in Higher Education Institutions; A Case Study of A'Sharqiyah University

This study aimed to investigate the factors affecting students' achievements in Higher Education Institutions (HEI's). The study examined the relationships between under probation factors (Academic and personal), Students' motivations, and students' Achievements. To answer the research questions and test the study hypothesis, A Quantitative basic research strategy with a descriptive approach was used. The Nonprobability sampling approach was used to reach the target sample size of 300 students to understand the under-probation factors that affect the students' achievement among HEIs in Oman and to examine the relationship between the research variables by using SPSS V.26. A questionnaire was conducted at A'Sharqiyah University with a random sampling approach.

The study found a significant relationship between under probation factors (academic and personal), students' motivations, and students' achievements. Several recommendations were added in the last chapter to the decision-making in HEIs, proposing appropriate solutions consistent with their abilities and how providing these services directly affects the student's level and achievements. They should understand the students' learning process's critical academic and personal factors and look at the students' satisfaction rate of the academic and non-academic services provided to them and improve their services accordingly. This study is limited to one HEI, A'Sharqiyah University, and the survey would be more accurate if more than four HEIs participated. This study will provide HEIs with guidance on the factors that affect students' academic performance to raise the 'Students First' policy and determine the retention, progression, and graduation rates.

Key Words: Academic achievements, Under probation students, HEIs in Oman, academic advising, Students' motivations.

ملخص الدراسة

العوامل المؤثرة على التحصيل الأكاديمي لطلبة مؤسسات التعليم العالي في سلطنة عمان: دراسة حالة جامعة الشرقية

هدفت هذه الدراسة إلى التحقق من العوامل التي تؤثر على المستوى الأكاديمي للطلبة في مؤسسات التعليم العالي في سلطنة عمان. حيث درست الدراسة العلاقات بين العوامل المؤثرة على الطلبة الواقعيين تحت الملاحظة الأكاديمية سواء كانت العوامل الأكاديمية أو الشخصية وعلاقتها بالدوافع وازدياد المستوى الأكاديمي .

تم إجراء استبيان في جامعة الشرقية بأخذ عينات عشوائية وتم تلقي 300 إجابة لفحص العوامل التي تؤثر على أداء الطلاب. باستخدام برنامج SPSS V.26 .

توصلت الدراسة إلى وجود علاقة ذات دلالة إحصائية بين العوامل تحت الملاحظة الأكاديمية (الأكاديمية والشخصية) و دوافع الطلاب مع إنجازات الطلاب وبناء على ذلك فقد تمت إضافة عدة توصيات في نهاية الدراسة إلى صانعي القرار في مؤسسات التعليم العالي على المستوى الاستراتيجي أو التشغيلي للمؤسسات باقتراح الحلول المناسبة التي تتناسب مع قدراتهم ومدى تأثير تقديم هذه الخدمات بشكل مباشر على مستوى الطلاب وإنجازاتهم. وجاء من أبرزها ، يجب على صانعي القرار فهم الجوانب الرئيسية المختلفة للعوامل الأكاديمية والشخصية التي تؤثر على عملية تعلم الطلاب والنظر في معدل رضا الطلاب عن الخدمات الأكاديمية وغير الأكاديمية المقدمة لهم وتحسين خدماتهم وفقاً لذلك.

وقد أقتصرت هذه الدراسة على واحدة من مؤسسات التعليم العالي وهي جامعة الشرقية وسيكون الاستطلاع أكثر دقة إذا شارك فيه أكثر من أربعة من مؤسسات التعليم العالي على الأقل.

ستوفر هذه الدراسة لمؤسسات التعليم العالي بعض الإرشادات التي تؤثر على الأداء الأكاديمي للطلاب لرفع سياسة "الطلاب أولاً" وتحديد ورفع معدل الاحتفاظ بالطلبة لحين أستمثال متطلبات التخرج.

كلمات مفتاحية: التحصيل الأكاديمي ، الملاحظة الأكاديمية ، مؤسسات التعليم العالي في سلطنة عمان ، دوافع الطلبة.

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List of Abbreviations

| | |
|-----------|---|
| MoHERI | Ministry of Higher Education, Research and Innovation |
| ASU | A'Sharqiyah University |
| HEIs | Higher Education Institutions |
| SPSS V.26 | Statistical Package for Social Sciences |
| GPA | Grade Points Average |
| CGPA | Cumulative Grade Points Average |
| SPT | Special Part-time |
| N | Number of Samples |
| NoI | Number of Items |
| NoR | Number of Respondents |
| R | Correlation Coefficient |

CHAPTER ONE

INTRODUCTION

1.1 Study Background

On frequent occasions, His Majesty the late Sultan Qaboos bin Said asserted the importance of education and keeping the developments in the field (Marhoon, 2015). His Majesty Sultan Qaboos bin Said confirmed in his speech in 1973, "One of our primary aims was to bring education to every part of the sultanate so that every member of the population could acquire the schooling he or she was entitled to" (Governance, 2019). After Sultan Qaboos bin Said's death, His Majesty Sultan Haitham bin Tariq confirmed his first speech in 2020 to provide priority support to the education field.

The Ministry of Higher Education, Research and Innovation (MoHERI), was established in 1994 to promote higher education in Oman and include various fields and multiple specializations to meet and develop the labor market (Governance, 2019). MoHERI develops numerous policies and regulations to ensure educational institutions' services, whether government/private colleges and universities, ensure correct student attainment levels and meet market needs to provide highly educated graduates (Governance, 2019).

MoHERI set various academic regulations to ensure that all academic standards and students' levels are treated consistently and equitably (Al-Ani, 2017). Students will be on academic probation and then dismissed if they fail to meet those academic regulation policies (Webber, 2016). Students will lose their chance to complete their education on the same major (Webber, 2016). Academic probation is defined as a warning that the student's performance falls below the institution's requirement (Ahmed, 2014).

All universities and colleges in Oman set various academic regulations to maintain students' academic performance, aligning with MoHERI academic regulations to ensure students' academic achievements are consistent and provide highly educated graduates.

According to Ahmed (2014), there are many factors affecting student performance that result in them being under probation. At A'Sharqiyah University, 25% of students were under probation in 2015-

2016, but the percentage of under probation students has decreased considerably to be 2.14% by the end of 2019-2020 due to the actions taken by Executive Management by providing extra assistance to these students (Annual Report of AAC, 2019).

A'Sharqiyah University defines under-probation students as students who achieve a CGPA of less than 2.0 as mentioned in the Students Guide 2020-21. In such cases, students must take remedial action, yet some fail to address this. It will negatively reflect their academic life and affect their CGPA, especially if they are under probation for three consecutive semesters. These students will be subject to dismissal from their studies (ASU Academic Regulation, 2018).

Furthermore, there are various factors affecting students' performance that result in them being under probation (Al-Amri, 2017). Faizal (2017) confirms that those factors are either academic or personal that influence students' academic achievements. Practical evaluating the factors help the students discover their abilities to find suitable solutions (Hamman, 2018).

Many higher education institutions rely on the students' performance process to enable students to adapt academically to meet the academic regulations' requirements (Livieris, 2019). Students' motivation is an essential component that positively influences student academic growth (Zainuddin, 2018). Kaplowitz (2005); Boonk (2018) request that HEIs provide students with the information and skills such as creativity and problem solving that enable them to improve their academic achievement and give them the ability to progress.

Chapter one is an introductory chapter to the thesis presenting the broad background of the study, A'Sharqiyah University's background, and a general study background of Oman. The second part discusses the problem statement followed by the research questions and objectives. This chapter ends with the thesis structure.

To determine under probation factors (academic and personal) that affect student performance and their achievement growth to help decision-makers decide remedial actions, this study seeks to examine the relationship between the factors (Academic and Personal) together with the student achievements through the element of students' motivations at A'Sharqiyah University.

1.2 Problem Statement

Ministry of Higher Education, Research and Innovation published that more than 3000 students were under probation during the last three years based on the statistical data from the colleges and universities. Those students had scored highly in school, indicating that many other factors were affecting their academic achievement.

Several factors affect students' achievements and performance that result from them being under probation, and they will be required to develop and implement an academic recovery plan to increase their GPA (Ahmed, 2014).

At A'Sharqiyah University, after three semesters of continuous probation, such students are subject to dismissal (Students' Guide, 2019). HEIs must increase the retention rate for their students by providing all services needed with a high education quality (Kilpatrick., 2017). There needs to be a focus on the importance of assisting under-probation students until they have completed their graduation requirements (Albert & Wozny, 2019).

Accordingly, this study examines the relationship between under probation factors (academic and personal) with student motivation on student' achievements at A'Sharqiyah University.

The main research question is to identify the main factors that lead students to be under probation and to determine the impact of student motivation on student achievement on students' performance.

1.3 Research Questions

Based on the problem statement and the main research question, “*What are the factors that lead students to be under probation?*” three sub-questions were raised:

RQ1: What is the relationship between under probation factors (academic and personal) and student motivation at A'Sharqiyah University?

RQ2: What is the relationship between under probation factors (academic and personal) and student achievements at A'Sharqiyah University?

RQ3: What is the relationship between student motivation and student achievements at A'Sharqiyah University?

1.4 Research Objectives

Based on the research main and sub-questions, the research objectives are listed below:

RO1: To examine the relationship between under probation factors (academic and personal) and student motivation at A'Sharqiyah University.

RO2: To examine the relationship between under probation factors (academic and personal) and student achievement at A'Sharqiyah University.

RO3: To examine the relationship between student motivation and student achievement at A'Sharqiyah University.

1.5 Significant of the Study

Academic probation students who do not meet the institution's minimum educational requirements will find themselves continually on probation throughout their meaningful careers. As a result, students who continue to be under probation will be dismissed from the institution (Gilbert, 2017). Several factors have been attributed, leading to students being under academic probation and influencing the University/College students' retention (Tovar & Simon, 2006).

This research examines the under probation (academic and personal) factors that affect students to be under probation or not reach their academic potential at A'Sharqiyah University. Furthermore, it will demonstrate the effect of student motivation on student academic achievement. The output of this study will give a clear goal to HEIs in general in how to take into consideration all academic and personal factors and try to implement rules and regulations by providing a high-quality education service to their students. The recommendations of this study will be sent to the Ministry of Higher Education, Research, and Innovation for implementation in other HEIs.

1.6 Operation Definitions

Under probation: Beck (2017) defines under probation as a warning that the student's performance falls below the institution's requirement and is' measured by GPA. According to (Ahmed 2014), academic probation is where a student's performance falls below the institution's requirements. Mushtaq & Khan (2012) define probation as a warning for students that their GPA is less than 2.00. Academic and personal factors affect students, leading them to be under probation (Faizal, 2017).

Mushtaq & Khan (2017) investigate the factors affecting students' performance and confirm that academic and personal factors influence students' learning and lead to their GPA being under 2.00.

Academic advising: Stormes & Gold (2016) define academic advising as an educated process provided by universities and colleges to assist their students. Al-Asmi (2014) defines academic advising as a manageable relationship process between the student and his advisor to achieve the student's goal until they graduate.

Students' Motivations: Sangkapan & Laeheem (2011) define the students' motivations as strong achievement motivation refers to a person who has a robust internal resolve to perform their goals. According to (Bailey & Phillips, 2016), students' motivations have a more significant impact on students' academic lives and performance. Lister (2016) confirms the high positive relationship between students' motivations and their academic performance.

Academic achievement is the average in which a student has achieved their short or long-term educational goals according to the definition of (Skryabin, 2015) while (Sangkapan & Laeheem, 2011) define it as the students' achievements is to increase their GPA.

1.7 Thesis Structure

This study includes five chapters, and in each chapter, there are several subheadings as following in **Figure 1**.

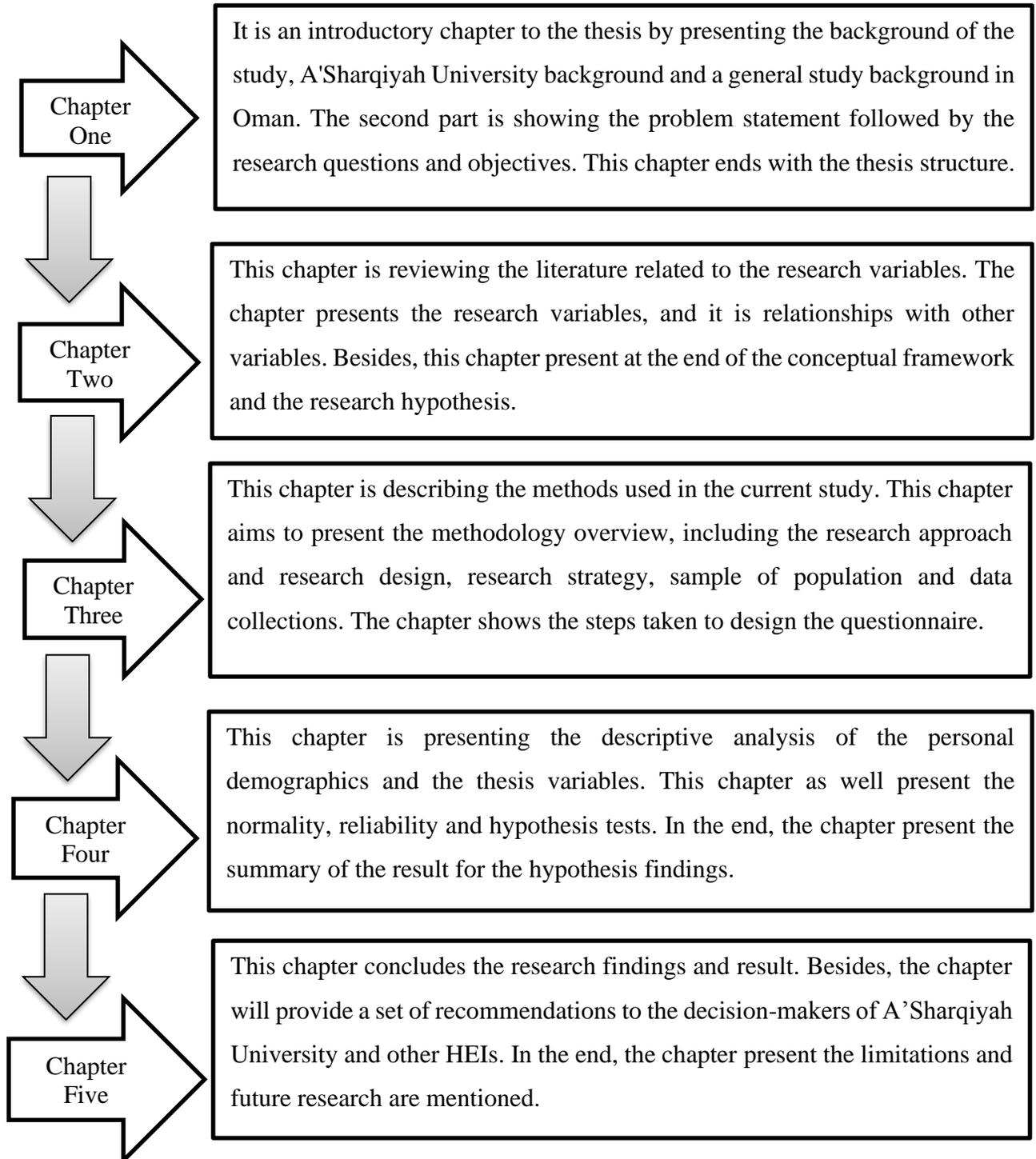


Figure 1. Thesis Structure

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

By understanding the problem statement, research objectives, and research questions, this chapter reviews literature related to the research variables. The chapter presents the research variables and their relationships with other variables. Furthermore, this chapter presents at the end of the conceptual framework and the research hypothesis.

2.2 Higher Education in Oman

In 1970, the government devoted its efforts to implement His Majesty Sultan Qaboos bin Said's directives to introduce all levels of education across the country (Governance, 2019). On frequent occasions, His Majesty Sultan Qaboos bin Said asserted the importance of education and supporting developments in the field (Marhoon, 2015). His Majesty Sultan Qaboos bin Said confirmed in his speech in 1973, "One of our primary aims was to bring education to every part of the Sultanate so that every member of the population could acquire the schooling he or she was entitled to" (Governance, 2019). After Sultan Qaboos bin Said's death, His Majesty Sultan Haitham bin Tariq confirmed his first speech in 2020 to provide priority support to the education field.

As a result of Royal Decree No. 22/1977, the Ministry of Education was established to monitor primary and secondary education from stages (1-12 levels) in schools. The Ministry of Higher Education was established in 1994 to promote higher education in Oman and include various fields and multiple specializations that meet and develop the labor market (Governance, 2019).

His Majesty Sultan Qaboos bin Said's guidance to all education sectors provided highly educated graduates to meet market needs. The Ministry of Higher Education, Research, and Innovation set various academic regulations to ensure that all academic standards and student levels are maintained consistently and equitably (Al-Ani, 2017). It was found that the academic regulations policy was one of the essential regulations that were set and observed closely by the Ministry of Higher Education, Research and Innovation and applied to all government and private higher educational institutes in Oman (Governance, 2019). If students fail to meet those requirements, they will be on academic probation and lose their chance to complete their education on the same major (Webber, 2016).

Academic probation is a warning that the student's performance falls below the institution's requirement (Ahmed, 2014).

2.3 Under probation

As defined by (Beck, 2017), under probation is a warning that the student's performance falls below the institution's requirement and is measured by GPA. In contrast, it is defined by (Hamman, 2018) as students who fail to achieve the minimum academic progress requirements successfully. Besides, Sangkapan & Laeheem (2011) define probation as where the student's GPA is less than 2.00.

As clarified by Webber (2016), all US universities apply the same rule for students on probation and provide special counseling to increase their GPA. It was confirmed by (Al-Khafaji, 2017) that most university students are struggling with many problems that resulted in them being on probation. Tovar & Simon (2006) clarify that students on probation need sufficient support to increase their GPA.

Students on probation are identified as at-risk students and will be dismissed after a few semesters on probation (Shea, 2018). Hamman (2018) clarifies that most of the students dismissed because they were placed on probation do not join other programs or complete their studies. Prabha & Alias (2017) clarify that many factors cause students to be under probation and affect their learning progress, and these may be either academic or personal. Sangkapan & Laeheem (2011) investigated the factors affecting students' performance which led to them being on probation.

Several academic factors affect students leading them to be under probation, and the main problems highlighted by (Bushra & Akashee, 2020) are time management and no place for research/study. The main problems that affect students' performance highlighted by (Gao, 2019) are the difficulty of understanding the English language, mainly if the medium of instruction differs from their mother tongue.

Savaria & Monteiro (2017) confirm that the course syllabus is enormous in the last levels, and instructors should increase student engagement and create a critical method to let the students engage with the instructor. The unavailability of some books and references that align with the course contents is one reason that affects the students' performance, as confirmed by the study conducted by (Kassim, 2009).

The significant factors that affect students' learning lead them to be under probation, lack preparation for exams, and fail to meet the course curriculum (Nortvig, 2018). Academic demands and adapting to university life are also at the forefront of these factors (Bushra & Akashee, 2020).

A specific activity recommended to move students from under probation and make the students more conscientious is to increase a student's feeling of responsibility (Sangkalan & Laeheem, 2011). Also, Haqanee (2015) recommends that all student teaching and learning processes have to be discussed at the weekly meeting of the related departments, and instructors must pay attention to students under probation and understand all of the factors that affect their study progress (Islam, 2014).

Anelli & Peri (2016) investigated the effect of personal characteristics on students under probation and highlight that gender is one of the main factors that affect student performance in some majors. The differences in classmate genders increase student achievements in some cultures.

Stress is one of the personal factors affecting students' performance as the students with a high level of stress and less responsibility were at more significant risk of being on probation than those with a low degree of stress and greater accountability, and this was confirmed by (Embse et al., 2018).

Sulphey (2018) explains the positive relationships between the admission grade and the students' achievements at the university level. The most important personal factors highlighted by (Lei, 2018) are attending the student's activity attending instead of attending classes.

2.4 Students' Motivations

Kurt & Taş (2018) define students' motivations as enabling individual students to react to a particular behavior. Edwards (2018) define motivation as the key component for success, and it is required from day one in the university until they graduate. Several factors affect students' success, and one of the critical factors is the motivation (Sogunro, 2014).

Sangkalan & Laeheem (2011) enunciate the points that impact students' motivations, including the educational level of students, family background, and financial status.

Students need to be motivated to obtain a high GPA and complete the graduation requirements. Ahmed (2014) highlights the importance of students' motivations and self-efficacy. Classroom management

is upgrading the learners' learning and motivates them to do more exercises with their classmates, thus motivating them to study (Gilavand, 2016). Chao (2017) highlights the need for motivations to motivate students to complete their studies.

Ahmad (2013) clarified that the lectures' motivations are developing the student's efficacy to study. The best practice of Faculty to retain university students is to increase their self-confidence and motivation (Krumrei-Mancuso, 2013).

2.5 Students Achievements

Hyseni Duraku & Hoxha (2018) identify that students achieve a high performance once the university considers the academic and personal factors that affect their academic life. A specific type of service needs to be considered, and it can be academic, psychological, and social to increase students' performance (Woodford & Kulick, 2014). Kimbark (2017) clarifies that students reach their best and improve their GPA if they understand their study plan and graduation requirements.

The level of students is affected by the weak services provided by some academic advisors because of the lack of awareness of academic advising services (Iatrellis, 2017).

Zhang (2018) clarifies that students' performances started from the day they register their semester courses aligned with their degree plan, designed with hybrid classes from different levels of different subjects.

2.6 Relationship between under probation factors and students' motivations

A positive relationship between the under probation factors and student's motivations motivates students to complete their studies (Sogunro, 2014). Alkhafaji (2018) identified students' satisfaction after they were motivated by their academic advisors and recommend that HEIs allocate special offices for academic advising, decrease Faculty teaching load to provide more time for advising under probation students, and reduce the number of academic advisees assigned to each academic advisor.

Nwankwo (2018) shows that many of the problems in students under probation result from the academic advising role being given to inexperienced and efficient academic advisors, who do not motivate their students.

2.7 Relationship between under probation factors and students' achievements

Abd & Etway (2017) highlighted a positive satisfaction relationship between identifying the factors affecting students under probation with their academic accomplishments and confirmed that the educational advising services are essential assistances that all universities should invest in. Universities are requested to prioritize student retention and academic achievements by retaining students on probation and helping them (Shea, 2018). Haqanee (2015) clarified the significant relationship between the level of students and a university's success. (Fauzan, 2017) clarified that all institutions can manage the academic achievements of their students and decrease the percentage of students on probation.

Chevalier (2017) identified the importance of extension and professional services provided to university students and the role of all departments in improving student performance levels. Bonneville-Roussy (2017) considered the impact of gender differences in the classroom on student academic performance and clarified that a group of equal gender students increase students' marks as they can meet each other to study and do their homework. Rowe (2018) considered the impact of family resources and gender differences on academic performance and indicated that the female favorable trend in college completion emerged unevenly due to family status in contrast to the disadvantage of sons in low-educated families with an absentee father. Hamman (2018) clarified the positive relationship between under probation factors and students' achievements and recommend that all HEIs should take them into account.

2.8 Relationship between under probation factors, students' motivations, and students' achievements

Hyseni Duraku & Hoxha (2018) noted the positive relationship between under probation factors, students' motivations, and students' achievements in different ways. Shea (2018) explained the importance of identifying outstanding students, helping them continue and placing them under probation students, improving their level in an earlier stage, assisting them in completing their studies, and earning a high GPA.

Abd & Etway (2017) argued that the academic advisor should understand the advisee degree plans and the university's rules and regulations to motivate them to reach a high understanding and increase their GPA.

Fussy (2018) advised that universities should ask each academic advisor to add a weekly/monthly appointment with their advisee in their calendar as this has been shown to provide significant improvement in advisees' semester GPAs compared to that of other students.

A meaningful relationship between the quality of academic service and students' achievement rates was shown by motivating students through individual and group counseling, with the result that such students received a higher-grade than their colleagues (Hatch & Garcia, 2017).

Ahmad (2013) noted the positive relationship of a high level of self-efficacy on enhancing motivations and increased the students' performance and the resulting impact of a low level of self-efficacy, which negatively contributed to students' motivation (Edwards, 2018). Kurt & Taş (2018) clarified that when student motivation is high, they engage more in class, and their level of study increases.

Krumrei-Mancuso (2013) emphasized that the high performance of a student's level is related to internal psychological factors like motivation and emotional well-being. Sogunro (2014) found a 98% positive correlative relationship between students' motivation and academic achievements.

2.9 Conceptual Framework

The research questions, research objectives, and literature review the research discusses and tests the relationships between four main variables. The gaps in the previous studies will be covered in this research by understanding the relationships between the four variables noted. As shown in figure 2 of this research, the conceptual framework will test the relationship between under probation factors, students' motivations, and students' achievements. The conceptual framework includes three independent variables, which are: the overall under probation factors (Academic and Personal); one mediating variable (Students Motivations); and one dependent variable (Students Achievements).

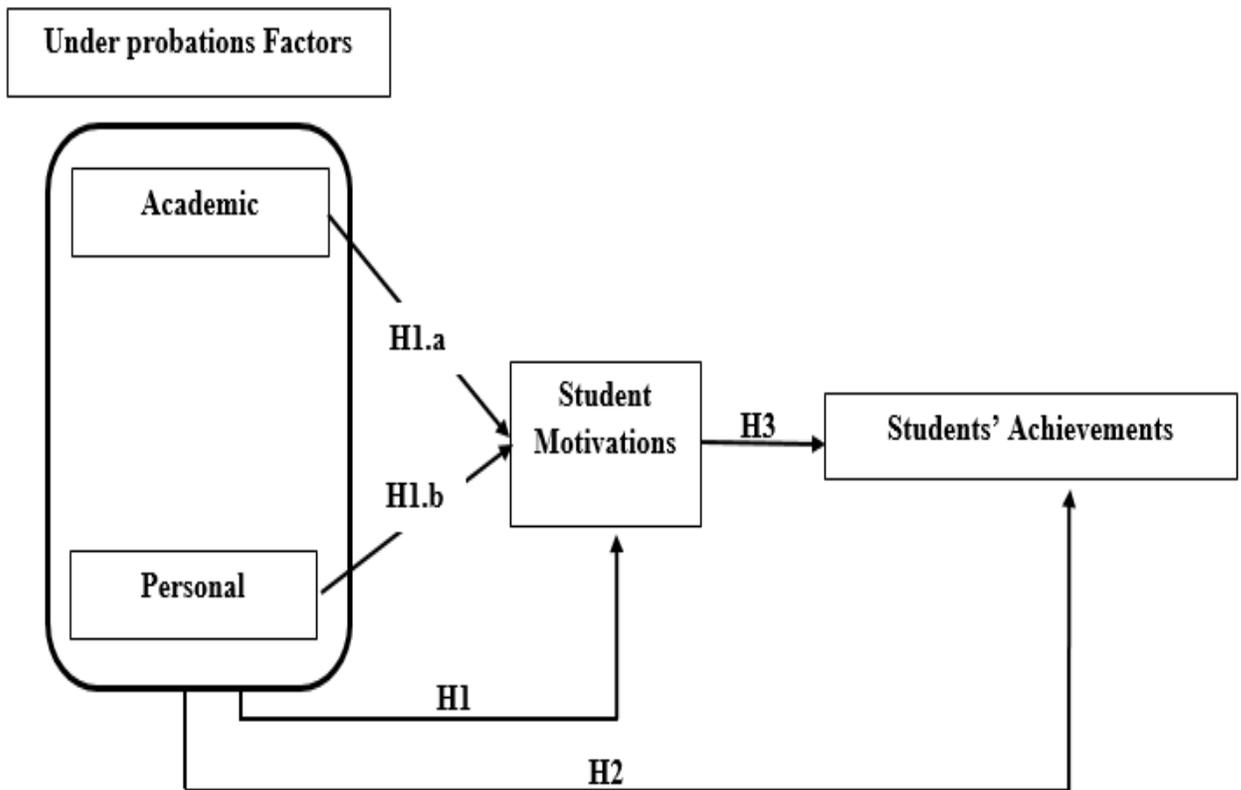


Figure 2: Conceptual framework*

**Source: Based on Literature Review*

2.10 Research Hypotheses

According to the conceptual research framework, the below are the hypotheses:

H_1 : There is no significant relationship between under probation factors and students' motivations

$H_{1,a}$ = There is no significant relationship between academic and students' motivations.

$H_{1,b}$ = There is no significant relationship between personal and students' motivations.

H_2 = There is no significant relationship between under probation factors and students' achievements.

H_3 = There is no significant relationship between students' motivations and students' achievements.

2.11 Summary of Literature Review

A summary of the literature review in how it contributes to the conceptual framework is highlighted in **Table 1**

Table 1: Summary of Literature Review

| Variable | Source | Contribution to the study |
|-----------------|--|--|
| Under probation | Beck (2017); Hamman (2018); Sangkalan & Laeheem (2011) | It was clarified that the under-probation that the students' performance falls below the institutions' requirements |
| | Webber (2016) | It was clarified that the students on probation need special counseling. |
| | Al-Khafaji (2017) | It was confirmed that most university students are straggling with many problems that allocated them to be on probation. |
| | Tovar & Simon (2006) | It was clarified that the students on probation need sufficient progress to increase their GPA. |

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| | Shea (2018) | It was clarified that the students on probation are placed on at-risk students, and they will be dismissed after few semesters on probation. |
| | Hamman (2018) | It was clarified that most of the students dismissed because they were placed on probation do not join other programs or complete their studies. |
| | Bushra & Akashee (2020) | It was highlighted that the time management is one of the factors that affect the students |
| | Prabha & Alias (2017) | It was clarified the factors that affect the students' level are academic or personals. |
| Under probation Factors (Academic) | Gao (2019) | It was highlighted the difficulty of understanding the English language is affecting the students' performance. |
| | Savaria & Monteiro (2017) | It was confirm that the instructors should increase the student's engagement and create a critical method on the course syllabus. |

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| | Kassim (2009) Nortvig (2018) | It was clarified that unavailability of some books and references, less preparation for the exams, and failure to meet the course curriculum affect the students' learning. |
| | Bushra & Akashee (2020) | It was clarified Academic demands and adapting to university life are one of the reasons to let the students be on probation |
| | Sangkapan & Laeheem (2011) | It was clarified that the Students are responsible for increasing their GPA |
| Under probation Factors (Personal) | Islam (2014) | It was clarified Instructors must pay attention to the students under probation and understand all the factors that affect their study. |
| | Anelli & Peri (2016) | It was highlighting that Gender is one of the main factors that affecting the students' performance. |
| | Embse (2018) | It was clarified stress is one of the personal factors affecting the students' performance |

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| | Sulphey (2018) | It was clarified the positive relationships between the admission grade and the students' achievements |
| | Sulphey (2018) | It was highlighted that the lack of interest in attending classes and attending the student's activity instead of attending classes affect the students' performance |
| Students' motivations | Kurt & Taş (2018); Edwards (2018) | It was conform the students' motivations is the key component for success |
| | Sogunro (2014) | It was clarified several factors affect the student's success, and the key factors are motivation |
| | Sangkapan & Laeheem (2011) | It was justifying the points that impact the students' motivations, including students, family background, and financial status. |
| | Ahmed (2014) | It was Highlight the importance of students' motivations and self-efficacy. |

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| | Gilavand (2016). | The classroom management is upgrading the learners' learning and motivate the students to do more exercises |
| | Chao (2017) | It was Highlight the need for students' motivations for the students to complete their study. |
| | Ahmad (2013) | It was clarified that the motivational words of the lectures are developing the student's self-efficacy to study. |
| | Krumrei-Mancuso (2013). | The best practice of the faculty members to retain the university students is to increase the self-confidence and motivations |
| Students' achievements. | Hyseni Duraku & Hoxha (2018) | Identify that the students achieve a high performance once the university considers the academic and personal factors affecting their academic life. |
| | Woodford & Kulick (2014) | A specific type of services needed to increase the students' performance |

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| | Kimbark (2017) | It was clarified that the students reach their best and improve their GPA if they understand their study plan and the graduation requirements. |
| | Iatrellis (2017) | The level of students is affected by the weak services provided by some academic advisors. |
| | Zhang (2018) | It was clarified that the students' performances started from the day that they register for their semesters' courses. |
| Relationship between under probation factors and students' motivations | Sogunro (2014) | A positive relationship between the under-probation factors and students motivations |
| | Alkhafaji (2018) | It was identifying the students' satisfaction after they motive by their academic advisors. |
| | Nwankwo (2018) | It was show that many of the problems in students under probation because of the academic advising. |

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| Relationship between under probation factors and students' achievements | Abd & Etway (2017) | It was highlighted a positive satisfaction relationship between identifying the factors affecting the students under probation students with their academic accomplishments. |
| | Tovar & Simon (2006) | Universities are requested to prioritize students' retention and academic achievements by retaining them on probation and helping them. |
| | Tovar & Simon (2006) | A positive influence result on students on probation and academic achievements |
| | Haqanee (2015) | It was clarified that significant relationships between the level of students and the university's success. |
| | Faizal (2017) | It was clarified that all institutions could manage the academic achievements of their students and decrease the percentage of students on probation. |
| | Chevalier (2017) | Identify the importance of services provided to students and determine the role of all departments to improve students' performance |

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| | Roussy (2017) | Considers the impact of gender differences in the classroom on the students' academic performance. |
| | Kurt & Taş (2018). | Significant ethnic differences in the direct effects of parental involvement on the students' academic achievement |
| | Rowe (2018) | Considers the impact of family resources on the academic performance of students. |
| | Hamman (2018) | It was clarified the positive relationship between under probation factors and students' achievements |
| Relationship between under probation factors, students' motivations, and | Hyseni Duraku & Hoxha, (2018) | It was clarified the positive relationship between under probation factors, students' motivations, and students' achievements. |
| | Shea (2018) | Explain the importance of helping and motivating the outstanding and under probation students. |
| | Abd & Etway (2017); | It was confirm that rule of an academic advisor in motivating the students |

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| students' achievements | Fussy, (2018) | |
| | Hatch & Garcia (2017). | A meaningful relationship between the quality of academic service and the students' achievement rates by motivating them. |
| | Kurt & Taş (2018) | Self-efficacy in enhancing motivations and increase the student's performance. Therefore, the low level of self-efficacy is contributing to the students' motivation negatively |
| | Kurt & Taş (2018) | It was clarified when the level of students' motivations is high, so they engage more in the class, and their level of study is increasing. |
| | Krumrei-Mancuso (2013) | They emphasized that the high performance of the students' level is related to their internal psychological like motivations and emotions. |
| | Sogunro (2014) | Found that 98% positive correlations relationship between the students' motivation and academic achievements. |

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter is describing the methods used in the current study. It aims to present the methodology overview, including the research approach and research design, research strategy, sample of the population, and data collections. Moreover, this chapter shows the steps taken to design the questionnaire.

3.2 Methodology Overview

According to Sekaran (2017), the research methodology is decision-making processes, and each decision process influences the other. This chapter explores the method of data collection and the study design used in response to the research questions.

3.2.1 Research Strategy

The research strategy is to achieve the study goal and help the researcher meet the research objective and answer the research questions. Its dependence on research objective and the type of the research questions upon the data sources and time constraints.

The research strategy has several types like experiments, surveys, ethnography, case studies, grounded theory, and action research (Iatrellis, 2017).

The research has two types which are basic and applied research (Sekaran, 2017). The applied research is specificity research that focuses on real-life situation problems to deal with it and help the decision-maker decide. By comparison, basic research is non-specificity research that aims to expand the knowledge verifying or disproving a given theory or discover more about the given topics (Saunders, 2009).

Based on what has earlier been mentioned, this study is basic research as it will examine the academic and personal factors affecting the students' achievements in a relationship with the students' motivations.

According to Sekaran (2017), the dimension of the research is two, inductive and deductive. The inductive process starts by observing a specific case and arriving at a general conclusion; the step starts with detailed observation and then developed to an available pattern and, in the end, a tentative hypothesis to be a foundation for a theory. While the deductive is starting by general theory to a specific phenomenon, the steps start with a theory and then developed into a hypothesis, confirming those hypotheses with data and experimentation (Rowe, 2018).

This study follows the deductive approach by defining the problem statement, developing a hypothesis, determining measures, data collection, and data analysis.

Sekaran (2017) explains that the research strategy used in three types of research is Exploratory, Descriptive, and Casual. Sam (2012) defines that the exploratory is undertaken when no information is available on similar research in the past. Casual is one or more factors causing the problem (Xu & Dang, 2020). Descriptive is describing the characteristics of the study population in certain situations of the variable (Möttus, 2018).

The study follows the descriptive type as it will explain the features of the students in A'Sharqiyah university and examine the academic and personal factors affecting the students' achievements in a relationship with the students' motivations.

3.2.2 Research Epistemology

Research epistemology has three types which are positivist, interpretive and mixed methods. Positivist-driven research is a theory-testing, while interpretive is to generate theory focusing on the qualitative methods (Sekaran, 2017). This study follows the positivist research that is good literature on the academic and personal factors affecting the students' achievements in a relationship with the students' motivations. Also, this study will follow the quantitative methods for data collection.

3.2.3 Quantitative Verse Qualitative Research Methods

Sekaran (2017) divides the research methods into two types: quantitative and qualitative. Qualitative research examines or investigates specific social or human problems by gathering data through interviews or analyzing some previous documents (Archive, 2018).

Daniel (2016) defines quantitative research as testing theories by examining the relationships between variables through collecting and analyzing data. This study follows the quantitative analysis as a questionnaire will be distributed among the students in A'Sharqiyah university to collect the data related to their academic and personal factors affecting the students' achievements in a relationship with the students' motivations.

3.2.4 Research Design

The research design is referred to as the structure or strategy plan of the research process to collect, measure, and analyze data to answer the research questions (Rahi, 2017). Sekaran (2017) clarifies that the quality of the research design depends on the design alternative by considering the research questions and the data & time constraints of the project.

Besides, Taherdoost (2016) clarifies that the researcher should choose the data collection methods, the sampling design for the type of sample, the variable measurement, and data analysis techniques to answer the research questions and test the study hypothesis.

Having defined the general aim of this research, the research strategy, sample of the population, and data collections have been formulated to understand the under probations factors that affect the students' achievement among HEIs in Oman and to examine the relationship between the research variables.

3.3 Source of Data Collection

Nayak & Narayan (2019) describe data collection as the process of gathering information required to answer the research questions that can be primary or secondary sources. The primary data are the information obtained for a specific purpose, while the secondary data are the information gathered from sources already available (Ellram & Tate, 2016).

This study follows both sources as it used the literature, books, and distribution of a questionnaire to collect data and distribute it among the students in A'Sharqiyah university.

3.4 Questionnaire Procedures and Design

The method used to collect the quantitative information in this research is a questionnaire. The adapted questionnaire was developed by the researcher based on the literature review and existing

questionnaires to save time and resources to support and examine the research questions and objectives.

The questionnaire was given to ten academic and non-academic staff working in A'Sharqiyah university in the first stage to explore the validity and reliability of it, and all comments received from the staff have been taken into considerations.

For the pilot study stage, the questionnaire was given to thirty students to examine the validity and reliability. After testing the validity and reliability, the questionnaire was distributed among the students in A'Sharqiyah university to collect the data related to their academic and personal factors affecting the students' achievements and the students' motivations.

3.5 Variables Measurement

The study has four variables in response to the research questions and objectives. The conceptual framework has three independent variables: the under-probation factors, academic factors, personal factors, and one dependent variable, Students' achievements. The students' motivation is mediating the relationships between the under-probation factors and students' achievements. The variables have been measured by using different factors to reach the expected results of the study. The demographical questions are developed to understand the correlations between personal information and various variables.

According to Sekaran (2017), the Likert five scale rate is used to rate the participant's agreements with the given questions under each variable. The Likert five scale rate starts from (1) Strongly Disagree to (5) Strongly Agree.

In Summary, **Table 2** shows the items before and after the modifications.

3.5.1 Under probation Factors

Beak (2017) defines that the under probations indicate that the student's performance falls below the institution's requirement and is measured by GPA. According to Ahmed (2014), academic probation is the student's performance below the requirements.

3.5.1.1 Academic Factors

There are academic factors that affect the students' performance, and there is a relation between the under academic probations factors and the students' academic achievements (Faizal, 2017).

The academic factor is an independent variable measured by twelve items adapted from (Faizal, 2017) and (Al-Amri, 2012). The Likert five scale rate is used to measure the items starting from (1) Strongly Disagree to (5) Strongly Agree. The number of items after modifications decreased to five.

3.5.1.2 Personal Factors

Mushtaq & Khan (2017) investigate the personal factors affecting the college student's performance and confirm that there are personal factors that affect the students learning that it is not academic.

The personal factor is an independent variable measured by fourteen items adapted from (Faizal, 2017) and (Al-Amri, 2017). The Likert five scale rate is used to measure the items starting from (1) Strongly Disagree to (5) Strongly Agree.

The number of items after modifications decreased to nine.

3.5.2 Students Motivations

According to (Bailey & Phillips, 2016), students' motivations have more significant meaning on their academic life and performance. Lister (2016) confirms the high positive relationship between the students' motivations and their academic performance.

The students' motivations are a mediating variable and measured by four items adapted from (Faizal, 2017) and (Al-Amri, 2012). The Likert five scale rate is used to measure the items starting from (1) Strongly Disagree to (5) Strongly Agree.

The number of items after modifications stands the same.

3.5.3 Students Achievements

Academic achievement is the average which a student has achieved as his short or long-term educational goals (Skryabin, 2015).

The students' Achievements are a dependent variable and measured by eight items adapted from (Faizal, 2017) and (Al-Amri, 2012). The Likert five scale rate is used to measure the items starting from (1) Strongly Disagree to (5) Strongly Agree.

The number of items after modifications decreased to six.

Table 2: Variable Measurements before and after modifications

| Variable | No | Items before Modifications | No | Items After Modifications |
|------------------------------------|-----|--|-----|--|
| Variable 1: Academic Factors | 1.1 | My academic advisor provides me with the right information that I need مرشدي الأكاديمي يوفر لي المعلومات الصحيحة التي أحتاجها | 1.1 | My academic advisor provides me with the right information that I need مرشدي الأكاديمي يوفر لي المعلومات الصحيحة التي أحتاجها |
| | 1.2 | My academic advisor helps me in understanding the study plan correctly يساعدني مرشدي الأكاديمي في فهم خطتي الدراسية بشكل صحيح | 1.2 | My academic advisor helps me in understanding the study plan correctly يساعدني مرشدي الأكاديمي في فهم خطتي الدراسية بشكل صحيح |
| | 1.3 | The Academic advising process utilization. عملية الإرشاد الأكاديمي مفيدة لي. | | |
| | 1.4 | My academic advisor eased my registration process. يساعدني مرشدي الأكاديمي في تسجيل مقرراتي الدراسية | | |

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| | 1.5 | The information about objectives, requirements, reference books relating to the courses are available وفر الاستاذ المعلومات حول الأهداف والمتطلبات والكتب المرجعية المتعلقة بالمقررات | 1.3 | The information about objectives, requirements, reference books relating to the courses are available وفر الاستاذ المعلومات حول الأهداف والمتطلبات والكتب المرجعية المتعلقة بالمقررات |
| | 1.6 | The grades are clear since the start of each semester. توزيع درجات المقررات كانت واضحة منذ بداية كل فصل دراسي. | 1.4 | The grades are clear since the start of each semester. توزيع درجات المقررات كانت واضحة منذ بداية كل فصل دراسي. |
| | 1.7 | Students are provided with grades in a timely fashion يتم توفير الدرجات للطلبة فور انتهاء كل اختبار أو مشروع في الوقت المناسب | 1.5 | Students unfamiliar with important institution policies or procedures. ليس لدي الألمان الكافي بالسياسات أو الإجراءات المتبعة في جامعة الشرقية |
| | 1.8 | The faculty-student ratio is appropriate نسبة أعضاء هيئة التدريس إلى الطلاب مناسبة | | |

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| | 1.9 | Faculty members support the student with the latest information available in the scientific articles يزود أعضاء هيئة التدريس الطالب بأحدث المعلومات المتاحة في المقالات العلمية | | |
| | 1.10 | Faculty members welcome the students' questions أعضاء هيئة التدريس يرحبون بأسئلة الطلاب | | |
| | 1.11 | Students unfamiliar with important institution policies or procedures. ليس لدي الألمان الكافي بالسياسات أو الإجراءات المؤسسية الهامة | | |
| | 1.12 | I Know the importance of the GPA and the way to calculate it. لدي دراية كافية بأهمية المعدل التراكمي وطريقة احتسابه. | | |
| | 2.1 | I did not understand what the instructor was talking about. | 2.1 | I did not understand what the instructor was talking about. |

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|------------------------------------|-----|--|-----|---|
| Variable 2: Personal Factors | | أواجه صعوبات في فهم شرح المحاضرين. | | أواجه صعوبات في فهم شرح المحاضرين. |
| | 2.2 | I had difficulty doing well on exams, even though I thought I knew the material واجهت صعوبة في حل الامتحانات ، على الرغم من أنني واثق من نفسي وفهمي للمقرر | 2.2 | I had difficulty doing well on exams, even though I thought I knew the material واجهت صعوبة في حل الامتحانات ، على الرغم من أنني كنت واثق من نفسي وفهمي للمقرر |
| | 2.3 | English is my second language and I had problems studying/understanding my lecturers. اللغة الإنجليزية هي لغتي الثانية ولدي صعوبات في دراسة وفهم المحاضرين. | 2.3 | English is my second language and I had problems studying/understanding my lecturers. اللغة الإنجليزية هي لغتي الثانية ولدي صعوبات في دراسة وفهم المحاضرين. |
| | 2.4 | I missed too many classes. تغيبت عن الكثير من المحاضرات. | 2.4 | I missed too many classes. تغيبت عن الكثير من المحاضرات. |
| | 2.5 | I did not take notes in the class. لم أقم بتدوين الملاحظات في المحاضرة. | | |

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| 2.6 | I experienced personal problems that interfered with my ability to concentrate and complete my work/or study effectively. واجهت صعوبات أثرت على قدراتي في التركيز وانهاء متطلباتي الدراسية بدرجة كبيرة | 2.5 | I experienced personal problems that interfered with my ability to concentrate and complete my work/or study effectively. واجهت مشاكل شخصية أثرت على قدراتي في التركيز وانهاء متطلباتي الدراسية بدرجة كبيرة | |
| 2.7 | I had a crisis and/or death in the family (or someone I felt very close to). لقد عانيت من أزمة و / أو وفاة في الأسرة (أو شخص عزيز ومقرب). | | | |
| 2.8 | I went out a lot with my friends to the extent that I could not always focus on my college work. لقد خرجت كثيرًا مع أصدقائي لدرجة أنني لم أتمكن دائمًا من التركيز في الأنشطة الصفية بالكلية | | | |
| 2.9 | I am not coping well with my chosen major. لا أتأقلم بشكل جيد مع التخصص الذي اخترته. | 2.6 | I am not coping well with my chosen major. لا أتأقلم بشكل جيد مع التخصص الذي اخترته. | |

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|--|------|--|-----|--|
| | 2.10 | I spend too much of time on extra-curricular activities مشاركاتي في الانشطة الطلابية تأخذ جزءاً كبيراً من وقتي | 2.7 | I spend too much of time on extra-curricular activities مشاركاتي في الانشطة الطلابية تأخذ جزءاً كبيراً من وقتي |
| | 2.11 | I am not achieving the right balance between College responsibilities and work and/or family responsibilities. أواجه صعوبة في تحقيق التوازن الصحيح بين مسؤوليات الكلية ومسؤوليات العمل و / أو الأسرة. | 2.8 | I am not achieving the right balance between College responsibilities and work and/or family responsibilities. أواجه صعوبة في تحقيق التوازن الصحيح بين مسؤوليات الكلية ومسؤوليات العمل و / أو الأسرة. |
| | 2.12 | I find it hard to adapt from the school to the university systems أواجه صعوبة في التكيف والانتقال من التعليم المدرسي الى التعليم الجامعي | 2.9 | I find it hard to adapt from the school to the university systems أواجه صعوبة في التكيف والانتقال من التعليم المدرسي الى التعليم الجامعي |
| | 2.13 | I am unsure of university policies/procedures such as adding/dropping courses, pre-registration, withdrawal/repeating courses. أواجه صعوبة في فهم سياسات / إجراءات الجامعة مثل إضافة / حذف المقررات ، والتسجيل المسبق ، والانسحاب / إعادة المقررات ، إلخ. | | |

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|--|------|--|-----|--|
| | 2.14 | Participating on the students activity not affecting my grades المشاركة في الأنشطة الطلابية لا يؤثر على أدائي الاكاديمي / الدراسي | | |
| Variable 3: Students' motivation | 3.1 | I needed a tutor, but didn't know how to register in student support center بعض الاحيان شعرت بحاجة إلى دروس تقوية ، لكنني لم أكن أعرف كيفية التسجيل في مركز الدعم الطلابي | 3.1 | I needed a tutor, but didn't know how to register in student support center بعض الاحيان شعرت بحاجة إلى دروس تقوية ، لكنني لم أكن أعرف كيفية التسجيل في مركز الدعم الطلابي |
| | 3.2 | I had little or no motivation to complete assignments or even attend class. لم يكن لدي أي دافع لإكمال الأنشطة الصفية أو حتى حضور المحاضرات. | 3.2 | I had little or no motivation to complete assignments or even attend class. لم يكن لدي أي دافع لإكمال الأنشطة الصفية أو حتى حضور المحاضرات. |
| | 3.3 | I wasn't motivated because I don't know why I am here, or what I will do with a college degree. | 3.3 | I was not motivated because I do not know why I am here or what I will do with a college degree. |

| | | | | |
|---|-----|---|-----|---|
| | | لم يكن لدي دافع لأنني لا أعرف لماذا أنا هنا أو ما الذي سأفعله بعد حصولي على الشهادة الجامعية | | لم يكن لدي دافع لأنني لا أعرف لماذا أنا هنا أو ما الذي سأفعله بعد حصولي على الشهادة الجامعية |
| | 3.4 | I do not have a strong academic support system around me لا يوجد لدي دعم أكاديمي قوي من المحيط الخارجي من حولي يساعدني في الاستمرار في الدراسة | 3.4 | I do not have a strong academic support system around me لا يوجد لدي دعم أكاديمي قوي من المحيط الخارجي من حولي يساعدني في الاستمرار في الدراسة |
| Variable 4: Students achievements | 4.1 | The academic advisor is always motivated the students to study يقوم المرشد الأكاديمي دائماً بتحفيز الطلبة للدراسة | 4.1 | The academic advisor is always motivated the students to study يقوم المرشد الأكاديمي دائماً بتحفيز الطلبة للدراسة |
| | 4.2 | Proper Academic advising significantly increased the CGPA. الارشاد الأكاديمي المناسب ساهم بشكل كبير في رفع معدلي التراكمي | 4.2 | Proper Academic advising significantly increased the CGPA. الارشاد الأكاديمي المناسب ساهم بشكل كبير في رفع معدلي التراكمي |

| | | |
|--|--|---|
| | <p>4.3 Topics of the lectures in each course are appropriately embedded with the practical aspect</p> <p>يتضمن كل مقرر عدد كافي من الموضوعات المتعلقة بالجوانب العملية</p> | <p>4.3 Faculty members are keen to tell the students about their mistakes and to develop their knowledge and skills</p> <p>يحرص أعضاء هيئة التدريس على توفير التغذية الراجعة للطلاب حول نقاط ضعفهم وكيفية تطوير معارفهم ومهاراتهم</p> |
| | <p>4.4 Courses help to improve my ability to communicate effectively</p> <p>تساعد المقررات الدراسية على تحسين قدراتي في التواصل مع الآخرين بفعالية</p> | <p>4.4 Students are provided with grades in a timely fashion</p> <p>يتم توفير الدرجات للطلبة فور انتهاء كل اختبار أو مشروع في الوقت المناسب</p> |
| | <p>4.5 Faculty members use teaching methods and teaching aids to enhance learning and understanding of the subject</p> <p>يستخدم أعضاء هيئة التدريس طرق مختلفة للتدريس مع استخدام وسائل تعليمية مناسبة لتعزيز عملية التعلم والتعلم</p> | <p>4.5 I Know the importance of the GPA and the way to calculate it.</p> <p>لدي دراية كافية بأهمية المعدل التراكمي وطريقة احتسابه.</p> |
| | <p>4.6 Faculty members encourage the students to seek knowledge from various sources</p> | |

| | | | |
|-----|--|-----|--|
| | يشجع أعضاء هيئة التدريس الطلاب على البحث عن المعرفة من مختلف المصادر | | |
| 4.7 | Faculty members treat students gently and respectfully أعضاء هيئة التدريس يعاملون الطلاب بلطف واحترام | 4.6 | Faculty members treat students gently and respectfully to increase the student's achievements أعضاء هيئة التدريس يعاملون الطلاب بلطف واحترام لتحقيق نتائج عالية |
| 4.8 | Faculty members are keen to tell the students about their mistakes and to develop their knowledge and skills يحرص أعضاء هيئة التدريس على توفير التغذية الراجعة للطلاب حول نقاط ضعفهم وكيفية تطوير معارفهم ومهاراتهم | | |

3.6 Questionnaire Design

Sekaran (2017) clarifies that before distributing the questionnaire, the researcher must focus on the appropriateness of the content items of the variables questions and how the questions have been worded.

Besides, the researcher must check the level of sophistication of the questionnaire used language. The type and sequencing of the items must be taken into consideration. The validity of the questionnaire is to analyze the measures of the variables and test the interface between them.

The content validity was conducted to the extent to which the questionnaire's items represent the entire conceptual framework that was developed. This validity aims to create a new questionnaire.

3.6.1 Questionnaire Translation

The newly developed questionnaire was translated into two languages, English and Arabic, by bilingual translators' help to ensure the accuracy of the translation. The main questions before adaptation were in English, and they were translated into Arabic for the student's more straightforward understanding.

3.6.2 Pre-Testing Procedures

The questionnaire was given to experts' staff who are familiar with this research topic, who are ten related field people for their reviews and comments to evaluate the content validity of the questionnaire. Five of them are academic as Ph.D. holders, and five of them are non-Academic, but they worked in the same field of the study. **Appendix I** has the last part of the reviewer for the validity process.

The experts' staff tests the questions if it is straightforward and comfortable for the students in a different level to understand. The experts' staff tests the items if it has covered all the factors related to the four variables. A new questionnaire was developed after taking into consideration all comments received from the validator people. Based on the experts' staff recommendations to merge some questions and prioritize others, the total number of items was reduced after face validity from 38 to 26 items.

For variable one (Academic Factor), the questionnaire will examine five factors out of twelve and nine factors out of fourteen for variable two (Personal Factor). For the mediating variable (motivation), four items will be examined out of four. For the last variable (students'

achievements), six factors will be examined out of eight as shown in **Table 2** for the variables before and after modifications.

3.7 Final Questionnaire

A new questionnaire was developed after reviewing the questionnaire and developing a new questionnaire based on the pre-testing results, including three main sections. The first section was an introduction section about the topic and thanking the students for filling the questionnaire questions. The second section includes demographical questions to understand the personal differences between the students. The third section consists of the study variables and the modified items after adaptation, including twenty-six questions.

The final questionnaire attached in **Appendix II** was sent to thirty students for the pilot test to examine the validity and reliability. The pilot study will follow in the next section.

3.8 Validity and Reliability

The newly developed questionnaire was sent by using a google form and the questionnaire was sent by email and WhatsApp to 30 students to examine the validity and reliability. The response received from the students was transferred from excel to SPSS V.26 to test their response.

3.8.1 Pilot Study

The pilot study was conducted among 30 students who were selected randomly in A'Sharqiyah university to know if there is confusion about any items with the students and whether the responses received from the students have suggestions for improvement and to measure the reliability based on the data collected to measure the Cronbach's Alpha to justify moving forward with a large-scale test within the suitable sample size.

The pilot study gives a clear idea about the questions and the level of responded understanding in any development needed.

3.8.2 Validity

Sekaran (2017) denotes that validity determines the concept measures that are intended to measure. Keating (2019) divides the validity into three types: Content validity, Criterion-related

validity, and concurrent validity. Content validity measures adequate and repetitive items, while concurrent validity helped to differentiate between the data in the scale (Taherdoost, 2016). Several steps were taken into consideration to ensure the validity of the questionnaire like; the questions of the questionnaire were taken from literature, and the pilot study was conducted to ensure the validity of the students' responses.

3.8.3 Reliability

According to Mohajan (2017), reliability indicates the collected data without bias and ensures consistent measurement across the stability and internal consistency on the items instruments.

Based on the output obtained from the 30 students from A'Sharqiyah university, the reliability of this research was calculated by using Cronbach Alpha in SPSS V.26 program. The value range of alpha is between 0 and 1. As much alpha value reaches 1, there is more stability than when it is close to 0. **Table 3** shows the Cronbach Alpha for each variable.

The range Cronbach Alpha for the variables is between 0.83 – 0.87, which is acceptable as it is higher than 0.6. The variables were measured by nine items, and a sample population of 30 students' responses was received. The range of Cronbach Alpha for all items was acceptable, and none of them was excluded.

Table 3: Cronbach's Alpha for variables

| No. | Variable | No. of items | Cronbach Alpha |
|-----|-----------------------|--------------|----------------|
| 1 | Academic Factors | 5 | 0.83 |
| 2 | Personal Factors | 9 | 0.85 |
| 3 | Students' Motivations | 4 | 0.84 |
| 4 | Students Achievements | 6 | 0.87 |

3.9 Study population & sample

According to Etikan (2017), sampling is selecting a sufficient number of elements from the population. There are two types of sampling: probability sampling and nonprobability sampling. This study used the nonprobability sampling methods.

After revising the questionnaire based on the pilot study conducted among 30 students, the revised questionnaire was sent to all A'Sharqiyah university students. The target sample size is 300 students in the five colleges (College of Business Administration, College of Engineering, College of Arts and Humanities, College of law, and college of Applied and health sciences). The time to receive the responses was three weeks. The responses received from the students are 300, considering that the responses received from all five colleges in A'Sharqiyah university. The tool used to test the data is SPSS V.26, based on the recommendations of the literature review. The data was transferred from excel to SPSS V.26 to test them into several tests for the data analysis and findings.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the descriptive analysis of the personal demographical and the thesis variables. This chapter also presents the normality, reliability, and hypothesis tests. In the end, the chapter will present the summary of results for the hypothesis findings.

4.2 Descriptive Analysis of Personal Demographical

Demographical is used to describe the population or sample being studied (Sekaran, 2017). The purpose of doing the descriptive analysis of personal demographical is to describe and summarize the data.

In this research, there are eight items under the personal demographical including Gender (Indicates the gender of the students), Educational Level (Indicates the degree level of the students), GPA (Indicates the GPA of the students), College (Indicates the college of the students who participated in this research within A'Sharqiyah University), Language of the program (Indicates the language of the study program of the students), current status (Indicates if the students are only students or they are working as well), Mode of Study (Indicates the mode study of the students if they are full-time or part-time students), Students' accommodations (Indicates if the students live on or off campus).

4.2.1 Gender

The mean of the gender is 1.7, and the standard deviation is 0.424. **Table 4** shows the gender of the respondents. In this study, most respondents, with 76.7%, are female students, and only 23.3% are male students. This result represents the actual percentage of students in A'Sharqiyah University, as 90% of the students are female, and the rest are male.

Table 4: Sample Distribution According to Gender

| Name | Item | Frequency | Percentage% | Mean | Standard deviation |
|---------------|--------------|------------|-------------|------------|--------------------|
| Gender | Male | 70 | 23.3% | 1.7 | 0.424 |
| | Female | 230 | 76.7% | | |
| | Total | 300 | 100% | | |

4.2.2 Educational Level

The mean of the educational level is 1.88, and the standard deviation is 0.469. Based on the data received from the Admission and Registration Department of A'Sharqiyah University, around 60% of the students in A'Sharqiyah University are funded by the Ministry of Higher Education, Research, and Innovation to complete their bachelor's study. **Table 5** shows how this fact affects the students' response in this research's result as the educational level of 76.7% of these students is Bachelor, while the remaining are Diploma and Master students. A'Sharqiyah University started offering Master level programs before two academic years, and 17 Master students participated in this survey.

Table 5: Sample Distribution According to Educational Level

| Name | Item | Frequency | Percentage% | Mean | Standard deviation |
|--------------------------|--------------|------------|-------------|-------------|--------------------|
| Educational Level | Diploma | 53 | 17.7 % | 1.88 | 0.469 |
| | Bachelor | 230 | 76.7 % | | |
| | Master | 17 | 5.7 % | | |
| | Total | 300 | 100% | | |

4.2.3 College

A'Sharqiyah University has five colleges, including the College of Arts and Humanities, College of Engineering, College of Law, College of Applied and Health Sciences, and College of Business Administration. The highest number of students from highest to lowest are in the College of Arts and Humanities, College of Business Administration, College of Applied and Health Sciences, College of Law, and the College of Engineering. This level of student numbers affects the number of participants in this questionnaire, as shown in **Table 6**. The highest participation rate is from the College of Arts and Humanities with 30%. The participant rate of students from the College of Business Administration is 27.3%, and 24% of participants are from the College of Law. The lowest participant rates are from the College of Applied and Health Sciences with 11.3% and 7.3% from the College of Engineering.

Table 6: Sample Distribution According to College

| Name | Item | Frequency | Percentage% |
|----------------|-----------------------------|------------------|--------------------|
| College | Arts and Humanities | 90 | 30.0 % |
| | Business Administration | 82 | 27.3 % |
| | Law | 72 | 24.0 % |
| | Applied and Health Sciences | 34 | 11.3 % |
| | Engineering | 22 | 7.3 % |
| | Total | 300 | 100.0 |

4.2.4 GPA

The GPA categories indicate the students' GPA, and it is divided into four parts ranging from less than 1.00 to above 3.00. The mean GPA is 3.51, and the standard deviation is 0.617. **Table 7** shows the responses received from the students. The highest response received from the students was for the category of GPA above 3.00. This result is due to the high number of students who participated in this survey from the College of Arts and Humanities in **4.2.3**. The entry requirements to register in the College of Arts and Humanities are higher than the other ASU colleges, which has an impact on the students' GPA.

The results show that 59.3% of the students are above 3.00 and 33% are between 2.00 and 2.99. In the last three academic years, the under-probation percentage decreased from 24% to 8% due to several steps taken in the university, such as the impact of the academic advisor, remedial sessions, and increasing the office hours under-probation students. Students under probation in the research are 7.6% divided into two contrarities, between 1.00 to 1.99 with 7.3% and 0.3% with less than 1.00. The pie chart in **Appendix 3** shows the response of students according to GPA.

Table 7: Sample Distribution According to GPA

| Name | Item | Frequency | Percentage% | Mean | Standard deviation |
|------------|----------------|------------|---------------|-------------|--------------------|
| GPA | less than 1.00 | 1 | 0.3% | 3.51 | 0.617 |
| | 1.00 - 1.99 | 22 | 7.3% | | |
| | 2.00 - 2.99 | 99 | 33.0% | | |
| | Above 3.00 | 177 | 59.0% | | |
| | Total | 300 | 100.0% | | |

4.2.5 Language

The languages used in A'Sharqiyah University to teach students are Arabic and English. Based on the students represented in this research, the majority are from programs delivered in Arabic, representing three colleges, namely the College of Arts and Humanities, College of Business Administration, and the College of Law. **Table 8** show that 59% of students from Arabic programs participated in this study, while 41% of the programs were delivered in English.

Table 8: Sample Distribution According to Language

| Name | Item | Frequency | Percentage% |
|----------|--------------|------------|--------------|
| Language | Arabic | 177 | 59.0% |
| | English | 123 | 41.0% |
| | Total | 300 | 100.0 |

4.2.6 State of students and Mode of Study

Most of the students in A'Sharqiyah University are regular students, and a small number of students are evening or special part-time students. Morning students are full-time students who can attend morning classes from 8:00 am to 4:00 pm, while evening students are part-time students who have a full-time job. The special part-time students are usually employees in desert companies, and they attend classes for five days every month, depending on their work schedule.

Besides, ASU delivers classes on Saturdays for postgraduate study (MBA) programs in the College of Business Administration to let the students attend their classes on Saturday from 8:00 am to 4:00 pm. **Table 9** shows that 81% of the respondents are regular students while 19% are part-time students.

A question was asked regarding their mode of study. The majority of respondents are morning students with 76%, and the lowest number of participants are from the SPT students with 7%.

Table 9: Sample Distribution According to State of students and Mode of Study

| Name | Group | Frequency | Percentage% |
|----------------------|----------------------------|------------------|--------------------|
| You are now | Students only | 243 | 81 % |
| | Students and employee | 57 | 19.0 % |
| | Total | 300 | 100.0 % |
| Mode of Study | Morning | 228 | 76.0 % |
| | Evening | 44 | 14.7 % |
| | Saturdays only | 21 | 7.0 % |
| | Special part time (SPT) | 7 | 2.3 % |
| | Total | 300 | 100.0% |

4.2.7 Students' Accommodations

A'Sharqiyah University provides dormitory services to female students on and off-campus. In **Table 10**, it was found that 38.7% of students live in off-campus dorms with no presence of family members, whereas another 35.3% live at home with their family. The remaining 26% utilize on-campus accommodation, which the University has only recently provided.

Table 10: Sample Distribution According to Students Accommodations

| Name | Group | Frequency | Percentage% |
|---------------------------------|----------------------------|------------|----------------|
| Students' Accommodations | On-campus | 78 | 26.0 % |
| | Off-campus; without family | 116 | 38.7 % |
| | Off-campus; with family | 106 | 35.3 % |
| | Total | 300 | 100.0 % |

4.2.8 Hours Spent in Study

The line chart in **figure 3** shows the number of hours spent weekly on studying, completing homework, and doing assignments. 40.7% of students spent between 1 to 5 hours per week for academic purposes, 21.7% of them spent 6 to 10 hours weekly, and only 10% spent between 11 to 15 hours. 10.3% spent more than 15 hours weekly on their studies, and 17.3% responded that they never study. Incidentally, it is unknown how effective these hours were paid weekly and the effect on their performance. The study sessions may happen during the students' free hours and are managed by them.

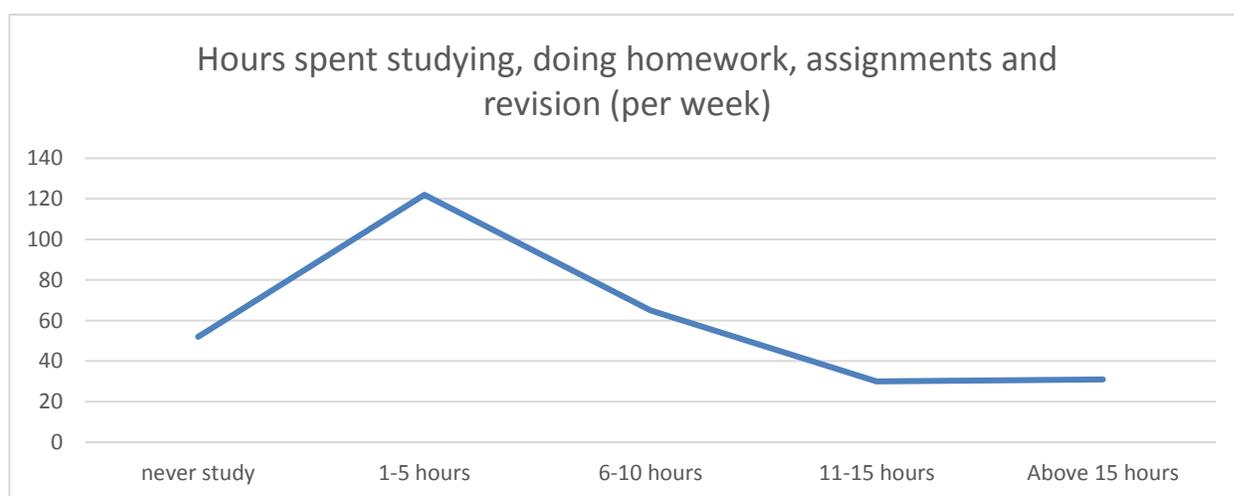


Figure 3: Sample Distribution According to Hours Spent in Study

4.3 Descriptive analysis

The descriptive analysis of the conceptual framework variables will be presented in this section. The variables are Academic factors, Personal Factors, Students' Motivations, and Students' Achievements. The variables of this study have been measured using a five-point Likert Scale going from up to down (5) Strongly agree, (4) Agree, (3) Natural, (2) Disagree to (1) Strongly Disagree according to the recommendations of (Al-Amri et al., 2012). As the variables that express the options of (Strongly Agree, Agree, Natural, Disagree, Strongly Disagree) is ordinal, the numbers allocated for each one of it in SPSS V.26 are weighted as follow according to (Sekaran, 2017), (Strongly agree = 5, Agree = 4, Natural =3, Disagree=2, Strongly Disagree=1). The average of each variable by using the fifth Likert scale as following; Calculate the range by subtracting the highest number in Likert scale mines the lowest number '5 (highest number) – 1 (lowest number) = 4', Then, calculate the mean between the categories by dividing the range divide by the number of options; $4/5 = 0.80$. So, the mean average for each category will be as the following in **Table 11**;

Table 11: five Likert scale gap width

| Categories | Mean Average |
|-------------------|--------------|
| Strongly Disagree | 1.00 – 1.80 |
| Disagree | 1.81 – 2.60 |
| Natural | 2.61 – 3.40 |
| Agree | 3.41 – 4.20 |
| Strongly agree | 4.21– 5.00 |

4.3.1 Academic Factors

Mean Average and Standard Deviations for variable one related to Academic Factors based on the students' answers are shown in **Table 12**. **Appendix 3** includes more details on the students' responses for each category. The variable of academic factors includes five different items, and the overall number of responses received was from 300 students. The average mean of the five

items is 3.47, which is agreed based on the gap width of five Likert scales (3.41 – 4.20). The mean of the first four items is between (3.41 – 4.20), which means that the students agreed that the academic advisor should provide them with the right information they need and understand their study plan. The students agreed that the instructor should provide the course objectives, assessment requirements, reference books for their related readings relating to the courses at the beginning of each semester and that the grade distribution has to be discussed with them in the first week of classes. Student results for the essential institution policies or procedures were natural with 38.3 % but seconded by 26.7 % of the students agreed that the students should choose to wear about policies and practices of the institute.

Table 12: Descriptive Statistics of Academic Factors

| Academic Factors (AF) | Minimum | Maximum | Mean | Std. Deviation |
|------------------------------|----------------|----------------|-------------|-----------------------|
| AF1. | 1.00 | 5.00 | 3.51 | 1.046 |
| AF2. | 1.00 | 5.00 | 3.54 | 1.113 |
| AF3. | 1.00 | 5.00 | 3.41 | 0.992 |
| AF4. | 1.00 | 5.00 | 3.74 | 1.024 |
| AF5. | 1.00 | 5.00 | 3.18 | 1.019 |
| AF (1- 5) | 1.00 | 5.00 | 3.4760 | 0.66006 |

4.3.2 Personal Factors

Mean Average and Standard Deviations for variable two related to Personal Factors based on the students' answers are shown in **Table 13. Appendix 3** includes more details on the students' responses for each category. The variable of personal factors includes nine different items, and the overall number of responses received was from 300 students. The average of the nine items is 2.57, which is disagreed based on the gap width of five Likert scales (1.81 – 2.60). Upon to the different nationality of the faculty members in A'Sharqiyah university and most of them are bi-

lingual the students' results were natural with 30.8% to the factor of the studying in English as it is their second language, but 27.3% of the students agreed that the fact a problem to understand the classes in English as it is their second language. The students strongly disagree with missing classes, and its output of the strong regulations of attendance in A'Sharqiyah University as the student will fail due to absence if their absent rate reaches 20% without a valid excuse and will be got Fail of absent grade.

In comparison, if they missed 30% either with a reason or without, they will not allowing them to complete the course or set on the final exam. The students disagree with experiencing personal problems that interfered and affected their ability to concentrate and complete their work/or study effectively. The students confirm that they study the right major as they disagreed with the question 'I am not coping well with my chosen major'. The students' results for the spending time on extra-curricular activities was natural with an average of 29.9%, and it is reflected in the different students' level that participated in this study.

As the students who participated in this study are a student and some of the students and employee on same time those students are leaving on campus and out the campus and some of them with their families' and others are not, their answers were natural with an average of 33.2% for achieving the right balance between College responsibilities and work and/or family responsibilities in other hands, 23.7% agreed that they could not manage their responsibility to their family, job and college. The students disagree with adapting and moving from the school to the university systems with an average of 34.4%.

Table 13: Descriptive Statistics of Personal Factors

| Personal Factors (PF) | Minimum | Maximum | Mean | Std. Deviation |
|-----------------------|---------|---------|------|----------------|
| PF1. | 1.00 | 5.00 | 2.87 | 1.062 |
| PF2. | 1.00 | 5.00 | 3.02 | 1.103 |
| PF3. | 1.00 | 5.00 | 1.61 | 0.868 |
| PF4. | 1.00 | 5.00 | 2.58 | 1.223 |
| PF5. | 1.00 | 5.00 | 2.25 | 1.223 |
| PF6. | 1.00 | 5.00 | 2.72 | 1.249 |

| | | | | |
|----------|------|------|--------|---------|
| PF7. | 1.00 | 5.00 | 2.96 | 1.132 |
| PF8. | 1.00 | 5.00 | 2.55 | 1.125 |
| PF9. | 1.00 | 5.00 | 1.61 | 0.868 |
| PF (1-9) | 1.00 | 5.00 | 2.5716 | 0.61339 |

4.3.3 Students' Motivations

Mean Average and Standard Deviations for variable three regarding students' motivations based on the students' answers are shown in **Table 14. Appendix 3** includes more details on the students' responses for each category. The variable of students' motivations includes four different items, and the overall response was received from 300 students. The four items' average mean is 2.44, which is disagreed based on the gap width of five Likert scales (1.81 – 2.60). The students disagree with the non-availability of student tutors, and they know how to register in the student support center for tutor classes due to the importance of the extra classes provided by the academic advising center. Finally, the students confirm that they have strong academic support to motivate them to study.

Table 14: Descriptive Statistics of Students' Motivation

| Students' Motivation (SM) | Minimum | Maximum | Mean | Std. Deviation |
|---------------------------|---------|---------|--------|----------------|
| SM1. | 1.00 | 5.00 | 2.79 | 1.229 |
| SM2. | 1.00 | 5.00 | 2.25 | 1.064 |
| SM3. | 1.00 | 5.00 | 1.97 | 1.127 |
| SM4. | 1.00 | 5.00 | 2.75 | 1.254 |
| SM (1-4) | 1.00 | 5.00 | 2.4400 | 0.76267 |

4.3.4 Students' Achievements

The average and standard deviation for variable four regarding students' achievements based on the students' answers is shown in **Table 15. Appendix 3** includes more details on the student's responses for each category. The variable of students' achievements includes six different items, and the overall response was received from 300 students. The six items' average mean is 3.13, which is natural based on the gap width of five Likert scales (2.61 – 3.40). 29% of the students were natural with proper academic advising, significantly increasing the CGPA, while 27.3% disagree with the relationship between academic advising and the raising of GPA. With a close result between natural and agree, students confirm that Faculty members should tell students about their mistakes to develop their knowledge and skills. Students agree that Faculty members should provide assessment grades in a timely fashion. The students also agree with the importance of the GPA, and each student should know how to calculate it. 33.7% of respondents decided that Faculty members should treat students gently and respectfully to increase students' achievements.

Table 15: Descriptive Statistics of Students' achievements

| Students' achievements (SA) | Minimum | Maximum | Mean | Std. Deviation |
|-----------------------------|---------|---------|--------|----------------|
| SA1. | 1.00 | 5.00 | 2.88 | 1.136 |
| SA2. | 1.00 | 5.00 | 3.00 | 1.120 |
| SA3. | 1.00 | 5.00 | 3.00 | 1.117 |
| SA4. | 1.00 | 5.00 | 3.35 | 1.291 |
| SA5. | 1.00 | 5.00 | 3.45 | 1.131 |
| SA6. | 1.00 | 5.00 | 3.00 | 1.247 |
| SA (1-6) | 1.00 | 5.00 | 3.1360 | 0.75059 |

4.4 Normality Test:

It is one of the more parametric tests to check if data is normally distributed (Puteh, 2017). According to (Puteh, 2017), if the peak is in the middle, a normal distribution is symmetrical with the mean, and a parametric test will be used for the data analysis and to test the hypothesis. If the peak is left or right from the center, it is not normally distributed, and the non-parametric test will be used.

For the statistical analysis of the variables data set, the skewness and kurtosis will be measured for the graphical test, the method of the histogram and Q-Q plots will be designed.

Skewness is a measure of symmetry for the distribution of data set to test the symmetric if it looks the same to the center point's left and right, so If the skewness is between -0.5 and 0.5, the data are relatively symmetrical. If the skewness is between -1 and -0.5 (negatively skewed) or between 0.5 and 1 (positively skewed), the data is moderately skewed. If the skewness is more minor than -1(negatively skewed) or greater than 1(positively skewed), the data is highly skewed (Giacalone et al., 2017).

On the other hand, to test the normality distribution, the z-value has to be between +1.96 and -1.96 by using the below formula:

$$skewed = \frac{statistics}{std - Error}$$

Kurtosis is a measure of whether the data is heavy-tailed or light-tailed relative to the normal distribution; so, if the number is more significant than +1, the distribution will be too peaked, and if lower than -1, this indicates the distribution will be too flat. If the kurtosis number is greater than 3, the graph will be platykurtic. If the kurtosis number is equal to 3, the chart will be mesokurtic. If the kurtosis number is less than 3, the chart will be leptokurtic (Gokasar, 2017).

- **Mesokurtic** (*Kurtosis* = 3): This distribution has kurtosis statistics similar to normal distribution.
- **Leptokurtic** (*Kurtosis* > 3): Distribution is more extended, tails are fatter. The peak is higher and sharper than Mesokurtic, which means that data is heavy-tailed or profusion of outliers.

- **Platykurtic:** (*Kurtosis* < 3): Distribution is shorter, tails are thinner than the normal distribution. The peak is lower and broader than Mesokurtic, which means that data is light-tailed or lacks outliers.

For the normality test, the value of Kolmogorov and Shapiro-Wilk will be examined. If sig > 5%, it is normality distributed, if sig < 5%, it is not normality distributed.

The value of Kolmogorov and Shapiro-Wilk is normally distributed for all variables. The supported figures and data are shown in **Appendix 4, including** the normality test of all factors and Q-Q plots of all variables.

4.5 Reliability Test

Based on the output received from A'Sharqiyah University, the reliability of this research was calculated by using Cronbach Alpha in SPSS. The value range of alpha is between 0 and 1. Where the alpha value reaches near to 1 it means more stability than if nearer to 0. **Table 16** shows the Cronbach Alpha for each variable.

Table 16: Cronbach's Alpha for variables

| No. | Variable | No. of items | No. of Responses | Cronbach Alpha |
|-----|-----------------------|--------------|------------------|----------------|
| 1 | Academic | 5 | 300 | 0.83 |
| 2 | Personal | 9 | 300 | 0.85 |
| 3 | Students' Motivations | 4 | 300 | 0.84 |
| 4 | Students Achievements | 6 | 300 | 0.87 |

The range Cronbach Alpha for the variables between 0.83 – 0.87, which is acceptable as it is higher than 0.6. The variables were measured by 4-9 items, and a sample population of 300 student responses was received. The range of Cronbach Alpha for all items was acceptable, and none of them were excluded.

4.6 Hypothesis Tests

The hypothesis test evaluates two statements about a population to determine the best statements supported by the sample data (Sekaran, 2017).

In this research, several analysis methods were used to test the hypothesis (i.e., Pearson correlation coefficient and linear & multiple regression). To study the relationship between the variables and testing research hypotheses, SPSS V.26 was used to analyze the collected data.

There are two types of Hypothesis according to (Sekaran, 2017) as follows;

- Null Hypothesis (H_0): This statement means that no differences or effect between the two variable states on the hypothesis. In other words, there is no relationship between the independent variable and the dependent variable.
- Alternative Hypothesis (H_1): This statement means that a difference or effect expected between the two variables states on the hypothesis will lead to changes in the action. In other words, there is a relationship between the independent variable and the dependent variable.

4.6.1 Pearson Correlation and Linear Regression

According to Sekaran (2003), these tests are used to assess and measure the strength of a linear relationship between two variables which produces a sample correlation coefficient 'r.'

If a correlation coefficient equal to zero is produced, it means no relationship, if equal to 1, it represents a perfectly linear relationship. The sign near to 1 if (+) so positive perfectly linear relationship, If (-) so negative perfectly linear relationship. The general guidelines for the strength of relationships can be as following:

$$- 0.1 < |r| < 0.3 \rightarrow \text{Small/ Weak correlation.}$$

- $0.3 < |r| < 0.5 \rightarrow$ Medium/ moderate correlation.

- $0.5 < |r| \rightarrow$ Large/ Strong correlation.

Multiple regression is a simple linear regression to predict the value of a dependent variable based on the amount of independent variables (Defries & Fulker, 1985). The SPSS V.26 program generates a few tables as an output for the multiple regression. This includes relevant scatterplots and partial regression plots, histogram, Normal P-P Plot, and Normal Q-Q Plot.

The hypothesis requires all the relationships between variables to be examined. The below analysis shows the correlation between the variables and the relationship between them based on the hypothesis by using the Pearson correlation coefficient, linear regression, and multiple regression tests.

$H_{1.a}$ = There is no significant relationship between academic and students' motivations.

The Pearson correlation coefficient test tested the relationship of the independent variables with the mediating variables. The first relationship was examined between academic and students' motivation within the sample response from A'Sharqiyah University. A negative, weak correlation relationship between academic factors and students' motivations was discovered. **Table 17** show that the value of Pearson Correlation is equal to -0.268 while Sig. (2-tailed) is 0.000, and the number of samples is 300.

Table 17: Correlation between Academic factors and students' motivations

| | Students' Motivations | | |
|------------------------|-----------------------|-----------------|-----|
| | Pearson Correlation | Sig. (2-tailed) | N |
| Academic Factor | -0.268 | 0.000 | 300 |

Supported by the below chart in **figure 4**, the R-square value is equal to 0.072, which indicates that the relationship between academic factors and students' motivations is a weak negative relationship.

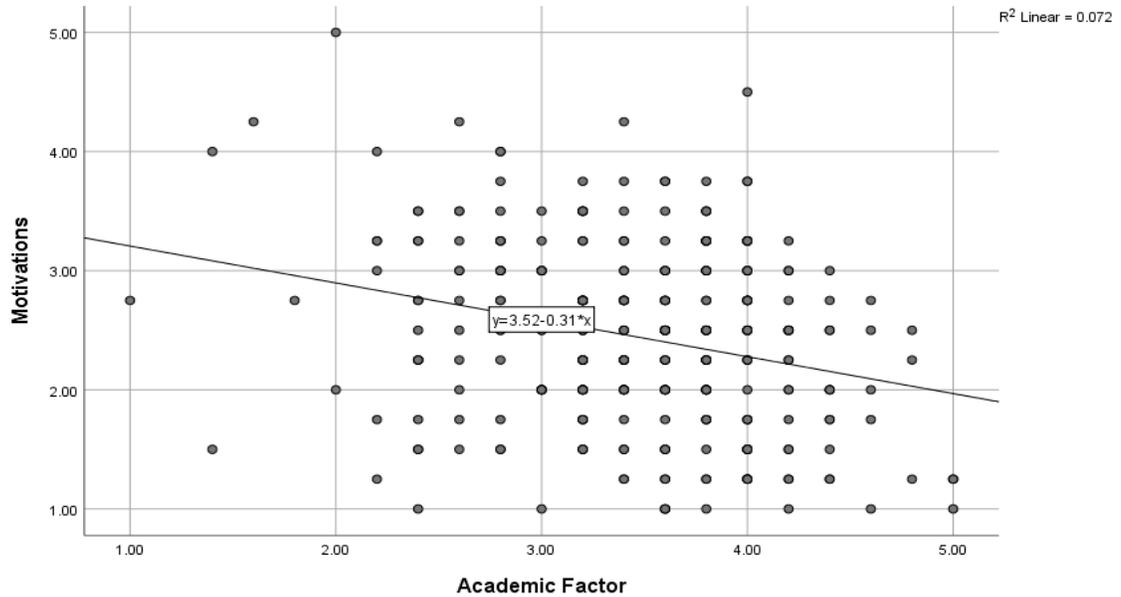


Figure 4: Correlation between Academic factors and Students' motivations

In summary, the null hypothesis $H_{1.a}$ was tested and rejected as the results show that the alternative hypothesis is accepted due to the relationship between the academic factors and students' motivations being negative and weak.

$H_{1.b}$ = There is no significant relationship between personal and students' motivations.

The Pearson correlation coefficient test tested the relationship of the independent variables with the mediating variables. The second relationship examined was between personal factors and students' motivation within the sample response from A'Sharqiyah University. Personal Factors have a positive medium / moderate relationship correlation with students' motivations. **Table 18** shows that the value of the Pearson Correlation is equal to 0.474, while Sig. (2-tailed) is 0.000, and the number of samples is 300.

Table 18: Correlation between Personal factors and Students' motivations

| | Students' Motivations | | |
|-----------------|-----------------------|-----------------|-----|
| | Pearson Correlation | Sig. (2-tailed) | N |
| Personal Factor | 0.474 | 0.000 | 300 |

Supported by the below chart in **figure 5**, the R-square value is equal to 0.225, indicating a positive relationship between academic factors and Students' motivations.

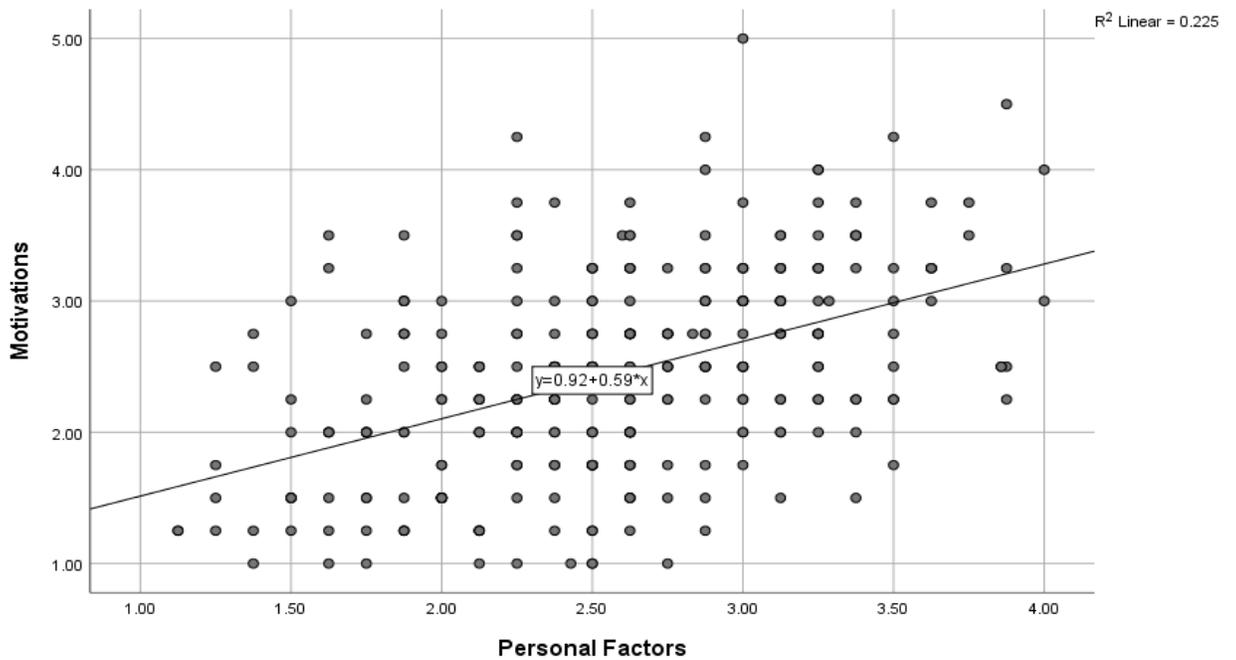


Figure 5: Correlation between Personal factors and Students' motivations

In summary, the null hypothesis $H_{1,b}$ was tested and rejected as a result shows that the alternative hypothesis is accepted due to the relationship between personal factors and students' motivations being positive.

H_1 : There is no significant relationship between under probation factors and students' motivations

Under-probation factors have two independent variables to the dependent variables. In this case, multiple regression must be used to test the relationships. In this hypothesis, the overall under-probation factors (academic and personal) are the independent variable to the motivation as a dependent variable. The mean and standard deviation of the under-probation factors (academic and personal) and the dependent variable, motivation, within the number of samples are shown in **table 19**.

Table 19: Descriptive Statistics of overall under-probation factors and motivation

| Variable | Mean | Std. Deviation | N |
|-----------------------|--------|----------------|-----|
| Academic Factor | 3.4760 | 0.66006 | 300 |
| Personal Factors | 2.5716 | 0.61339 | 300 |
| Students' Motivations | 2.4400 | 0.76267 | 300 |

The correlations of under-probation factors (Academic and personal) and the dependent variable, motivation, within the number of samples are shown in **table 20**. The Pearson Correlation value for academic factors is less than 0.3 while others are above 0.3.

Table 20: Correlations of overall under-probation factors and motivation

| | Students' Motivations | | |
|------------------------|-----------------------|-----------------|-----|
| | Pearson Correlation | Sig. (2-tailed) | N |
| Academic Factor | -0.268 | 0.000 | 300 |
| Personal Factor | 0.474 | 0.000 | 300 |

■ **Model Summary**

Table 21 provides the R , R^2 , adjusted R^2 , and the standard error of the estimate, which can determine how well a regression model fits the data. Based on the data from Table 25 below, the R-value indicates an adequate level of prediction. The R^2 values are 24% which means that our independent variables are variability for the dependent variable.

Table 21: Model Summary of overall under-probation factors and motivation

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|----------|-----------------|--------------------------|-----------------------------------|
| 0.492 | 0.242 | 0.237 | 0.66620 |

■ **Statistical Significance (ANOVA)**

Table 22 shows that the independent variables of overall under-probation factors statistically significantly predict the dependent variable motivation, $F(2,297) = 47.435$, $p < 0.0005$, which means the regression model is a good fit for the data. In general, since the $p < 0.0005$, there is a significant relationship between the independent and dependent variables, but they must be measured by Estimated model coefficients in the next section.

Table 22: Regression of overall under-probation factors and students' motivation

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------|-----------------------|-----------|--------------------|----------|-------------|
| Regression | 42.105 | 3 | 21.053 | 47.435 | 0.000 |
| Residual | 131.815 | 297 | 0.444 | | |
| Total | 173.920 | 300 | | | |

■ **Estimated model coefficients**

The unstandardized coefficients indicate how much the independent variables of overall under-probation factors vary with the dependent variable motivation dependent variable. **Table 23** show that the Standardized Coefficients (Beta) of academic factors is less than 0.05 (Beta = -0.139) while the Standardized Coefficients (Beta) of personal factors is greater than 0.05 (Beta = 0.432). The under-probation factors are significant for the personal factors to students’ motivations while not related significantly from the academic factors to students’ motivations.

Table 23: Coefficients of overall under-probation factors with motivation

| Model | Unstandardized Coefficients | | Standardized Coefficients | Sig. |
|------------------|-----------------------------|------------|---------------------------|-------|
| | B | Std. Error | Beta | |
| Academic Factor | -0.160 | 0.061 | -0.139 | 0.009 |
| Personal Factors | 0.538 | 0.066 | 0.432 | 0.000 |

In summary, the null hypothesis H1 was tested and rejected for the overall under-probation factors with motivation. As the results show, the alternative hypothesis is accepted due to the relationship between under-probation factors and students’ motivation.

H_2 = There is no significant relationship between under probation factors and students' achievements.

Under-probation factors have two independent variables to the dependent variables. In this case, multiple regression was used to test the relationships. In this hypothesis, the overall under-probation factors (academic and personal) are the independent variables to the students’ achievements as a dependent variable.

The mean and Std. Deviation of the under-probation factors (academic and personal) and the dependent variable, students’ achievements, within the number of samples are shown in **Table 24**.

Table 24: Descriptive Statistics of overall under-probation factors and students' achievements

| Variable | Mean | Std. Deviation | N |
|------------------------|--------|----------------|-----|
| Academic Factor | 3.1360 | 0.75059 | 300 |
| Personal Factors | 3.4760 | 0.66006 | 300 |
| students' achievements | 2.5716 | 0.61339 | 300 |

The correlation of the under-probation factors (academic and personal) and the dependent variable, students' achievements, within the number of samples are shown in **table 25**. The Pearson Correlation value for personal factors is less than 0.3 while others are above 0.3.

Table 25: Correlations of overall under-probation factors and students' achievements

| | Students Achievements | | |
|------------------------|-----------------------|-----------------|-----|
| | Pearson Correlation | Sig. (2-tailed) | N |
| Academic Factor | 0.552 | 0.000 | 300 |
| Personal Factor | -0.315 | 0.000 | 300 |

■ **Model Summary:**

Table 26 provides the R , R^2 , adjusted R^2 , and the standard error of the estimate, which can determine how well a regression model fits the data. Based on the below table data, the R-value indicates an adequate level of prediction. The R^2 values are 33% which means that the independent variables are variability for the dependent variable.

Table 26: Model Summary of Regression overall under-probation factors and students' achievements

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|----------|-----------------|--------------------------|-----------------------------------|
| 0.574 | 0.330 | 0.325 | 0.61654 |

■ **Statistical Significance (ANOVA):**

Table 27 shows that the independent variables of overall under-probation factors statistically significantly predict the dependent variable students' achievements, $F(2,297) = 73.007$, $p < .0005$, which means the regression model is a good fit for the data. In general, since the $p < .0005$, there is a significant relationship between the independent and dependent variables, but they have to be measured by Estimated model coefficients in the next part.

Table 27: Regression of overall under-probation factors and students' achievements

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|-----------------------|-----------|--------------------|----------|-------------|
| Regression | 55.556 | 3 | 27.778 | 73.077 | 0.000 |
| Residual | 112.895 | 297 | 0.380 | | |
| Total | 168.451 | 300 | | | |

■ **Estimated model coefficients**

The unstandardized coefficients indicate how much the independent variables of overall under-probation factors vary with the dependent variable students' achievements dependent variable. By examining the value of standardized coefficients of the variables if greater or less than 0.05, the result will show the most factors that affect each variable. **Table 28** shows that the

Standardized Coefficients (Beta) of Personal Factors is less than 0.05 (Beta = -0.202) while the Standardized Coefficients (Beta) of Academic Factors is greater than 0.05 (Beta = 0.572). The under-probation factors are significant for students' academic factors while not related significantly for personal factors to students' Achievements.

Table 28: Coefficients of overall under-probation factors with students' achievements

| Model | Unstandardized Coefficients | | Standardized Coefficients | Sig. |
|------------------|-----------------------------|------------|---------------------------|-------|
| | B | Std. Error | Beta | |
| Academic Factor | 0.572 | 0.057 | 0.503 | 0.000 |
| Personal Factors | -0.202 | 0.061 | -0.165 | 0.001 |

In summary, the null hypothesis H2 was tested and rejected for the overall under-probation factors with students' achievements. As the results show, the alternative hypothesis is accepted with a relationship between overall under-probation factors and students' achievements.

H_3 = There is no significant relationship between students' motivations and students' achievements.

The relationship between students' motivations and students' achievements was tested by the Pearson correlation coefficient test within the sample response from A'Sharqiyah University. Students' motivations have a negative, weak relationship correlation with students' achievements. **Table 29** shows the value of Pearson Correlation is equal to -0.230 while Sig. (2-tailed) is 0.000, and the number of samples is 300.

Table 29: Correlation between Students' motivations and students' achievements

| | Students Achievements | | |
|-----------------------|-----------------------|-----------------|-----|
| | Pearson Correlation | Sig. (2-tailed) | N |
| Students' Motivations | -0.230 | 0.000 | 300 |

Supported by the below chart in **figure 6**, the R-square value is equal to 0.053, indicating that the relationship between students' motivations and students' achievements is a weak negative relationship.

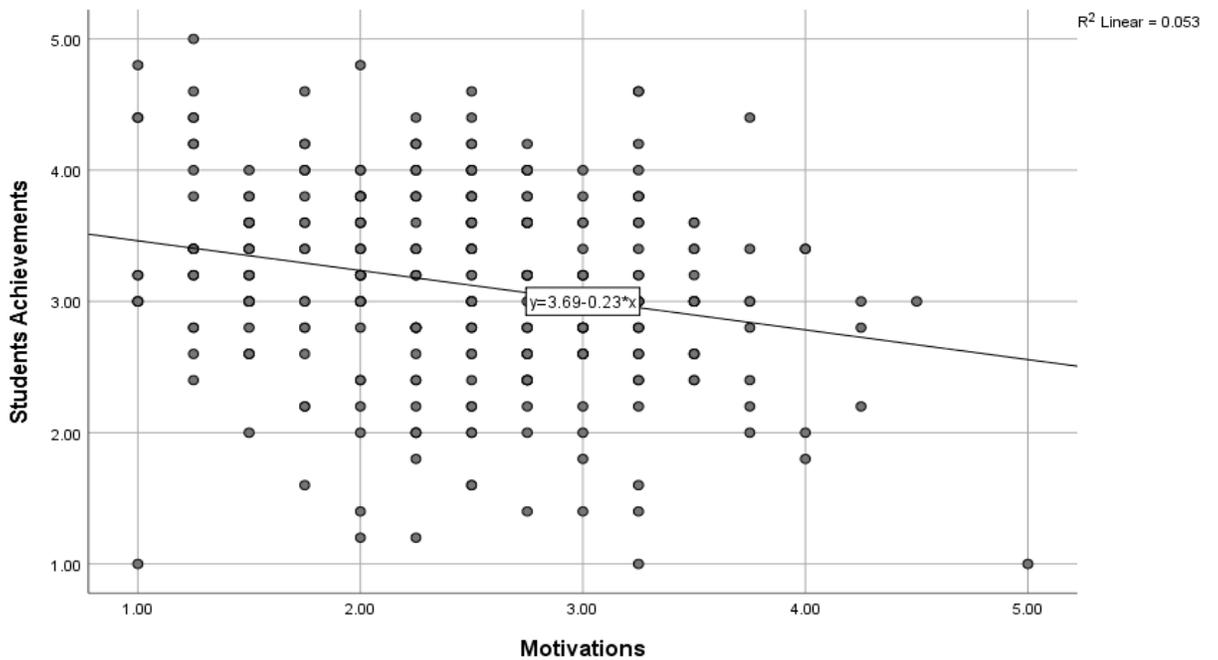


Figure 6: Correlation between Personal factors and Students' motivations

In summary, the null hypothesis H3 was tested and rejected as the results show that the relationship between students' motivations and students' achievements is negative. As the result show, the alternative hypothesis is accepted with a relationship between the students' motivations and students' achievements.

4.7 Mediator Effects:

The hypothesis was examined to support all relationships on the conceptual framework. The conceptual framework includes a relationship between the independent and dependent variables mediating by one variable. The test has to be conducted, including three equations. The first equation between the indirect relationship between the independent and mediating, the second equation between the indirect relationship between the mediating and dependent, the third equation between the direct relationships between the independent and dependent variables, as shown in **figure 7**

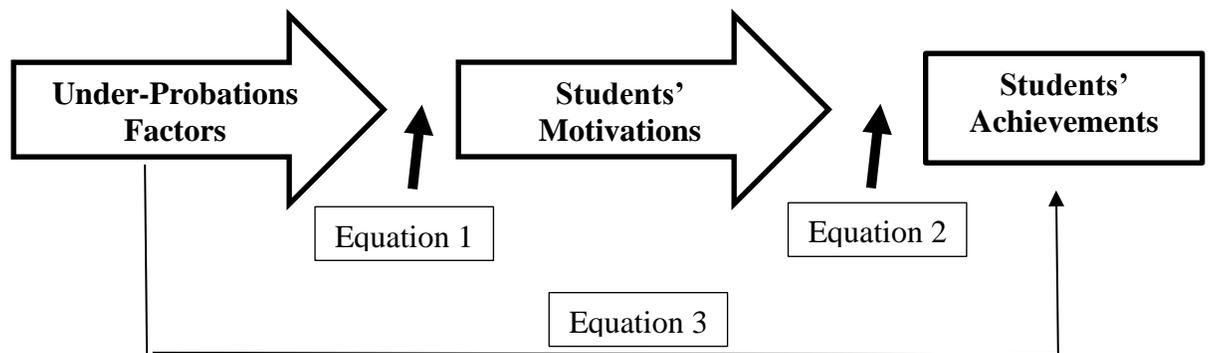


Figure 7 Mediator Effects between variables

Equation 1: The relationship between Under-Probation Factors and Students Motivations

Table 30 below provides the R , R^2 , adjusted R^2 , and the standard error of the estimate, which can determine how well a regression model fits the data. Based on the table data, the R-value indicates a good level of prediction. The R^2 value is 24.2% which means that our independent variables are variability for the dependent variable.

Table 30: Mediator Effects between Under-Probation Factors and Students' Motivations

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|----------|-----------------|--------------------------|-----------------------------------|
| 0.492 | 0.242 | 0.237 | 0.66620 |

The ANOVA result in **Table 31** shows that the independent variables statistically significantly predict the dependent variable, $F(2,297) = 47.435$, $p < .0005$, which means the regression model is a good fit data. In general, since the $p < .0005$, there is a significant relationship between the independent and dependent variables, but it has to be measured by Estimated model coefficients in the next part.

Table 31: ANOVA between Under-Probation Factors and Students' Motivations

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|-----------------------|-----------|--------------------|----------|-------------|
| Regression | 42.105 | 2 | 21.053 | 47.435 | 0.000 |
| Residual | 131.815 | 297 | 0.444 | | |
| Total | 173.920 | 299 | | | |

The unstandardized coefficients indicate how much the dependent variable varies with an independent variable. By examining the value of standardized coefficients of the variables if more significant or less than 0.05, the results show the most factors that affect each variable. Based on the data in **Table 32**, there is a relationship between the independent and dependent variables. The Standardized Coefficients Beta shows the Beta equal to 0.432, which is greater than 0.05, reflecting a significant positive relationship between under-probation factors and students' motivations.

Table 32: Unstandardized Coefficients Under-Probation Factors and Students' Motivations

| Model | Unstandardized Coefficients | | Standardized Coefficients | Sig. |
|-------------------------|-----------------------------|------------|---------------------------|-------|
| | B | Std. Error | Beta | |
| Under-probation Factors | 0.538 | 0.066 | 0.432 | 0.000 |

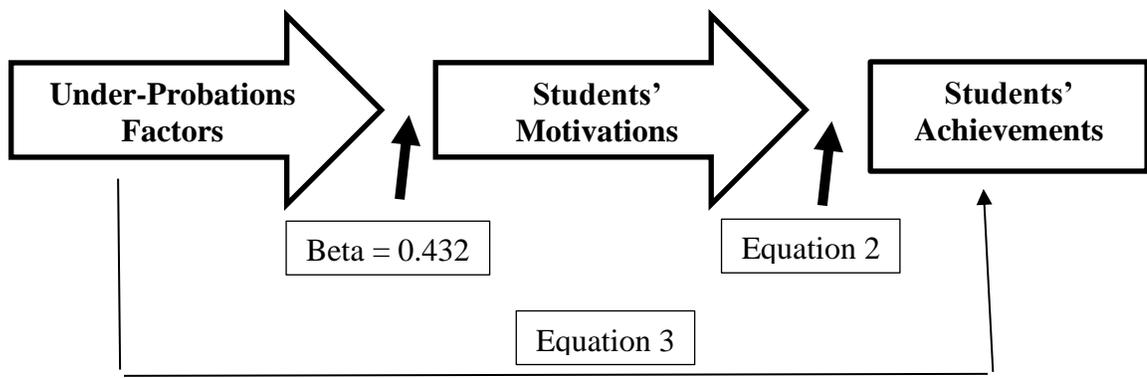


Figure 8 Mediator Effects between variables- Result 1

Equation 2: The relationship between Students' Motivations and Students Achievements

Table 33 provides the R , R^2 , adjusted R^2 , and the standard error of the estimate, which can determine how well a regression model fits the data. Based on the below table data, the R -value indicates a good level of prediction. The R^2 value is 5.3% which means that our independent variable is variability for the dependent variable.

Table 33: Mediator Effects between Students' Motivations and Students' Achievements

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|----------|-------------------|----------------------------|
| 0.230 | 0.053 | 0.050 | 0.73171 |

The ANOVA result in **Table 34** shows that the independent variables statistically significantly predict the dependent variable, $F(1,298) = 16.631, p < .0005$, which means the regression model is a good fit for the data. In general, since the $p < .0005$, there is a significant relationship between the independent and dependent variables, but Estimated model coefficients must measure it in the next part.

Table 34: ANOVA between Students' Motivations and Students' Achievements

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|--------|-------|
| Regression | 8.904 | 2 | 8.904 | 16.631 | 0.000 |
| Residual | 159.547 | 298 | 0.535 | | |
| Total | 168.451 | 300 | | | |

The unstandardized coefficients indicate how much the dependent variable varies with an independent variable. By examining the value of standardized coefficients of the variables if greater or less than 0.05. Based on the data in **table 35**, the Standardized Coefficients Beta shows the Beta equal to -0.230, which is less than 0.05

Table 35: Unstandardized Coefficients between Students' Motivations and Students' Achievements

| Model | Unstandardized Coefficients | | Standardized Coefficients | Sig. |
|-----------------------|-----------------------------|------------|---------------------------|-------|
| | B | Std. Error | Beta | |
| Students' Motivations | -0.226 | 0.055 | -0.230 | 0.000 |

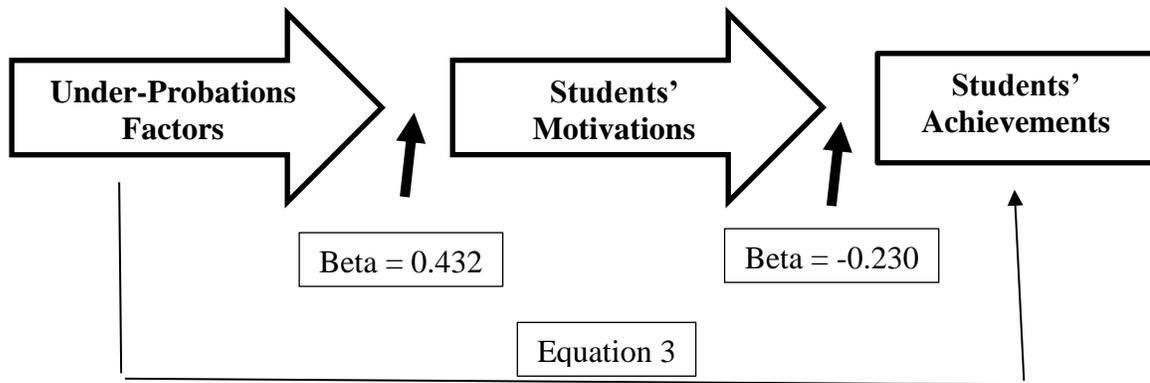


Figure 9 Mediator Effects between variables- Result 2

Equation 3: The relationship between Under probation and Students Achievements

Table 36 provides the R , R^2 , adjusted R^2 , and the standard error of the estimate, which can determine how well a regression model fits the data. Based on the below table data, the R-value indicates a good level of prediction. The R^2 value is 33% which means that our independent variable is variability for the dependent variable.

Table 36: Mediator Effects between under probation factors and Students' Achievements

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|----------|-----------------|--------------------------|-----------------------------------|
| 0.574 | 0.330 | 0.325 | 0.61654 |

The ANOVA result in **table 37** shows that the independent variables statistically significantly predict the dependent variable, $F(2,297) = 73.077, p < .0005$, which means the regression model is a good fit data. In general, since the $p < .0005$, there is a significant relationship between the independent and dependent variables, but it has to be measured by Estimated model coefficients in the next part.

Table 37: ANOVA between under probation factors and Students' Achievements

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|--------|-------|
| Regression | 55.556 | 3 | 27.778 | 73.077 | 0.000 |
| Residual | 112.895 | 297 | 0.380 | | |
| Total | 168.451 | 300 | | | |

The unstandardized coefficients indicate how much the dependent variable varies with an independent variable by examining the value of standardized coefficients of the variables if greater or less than 0.05. Based on **Table 38**, the Standardized Coefficients Beta shows the Beta equal to 0.503, greater than 0.05.

Table 38: Unstandardized Coefficients between under probation factors and Students' Achievements

| Model | Unstandardized Coefficients | | Standardized Coefficients | Sig. |
|-----------------------|-----------------------------|------------|---------------------------|-------|
| | B | Std. Error | Beta | |
| Students Achievements | 0.572 | 0.057 | 0.503 | 0.000 |

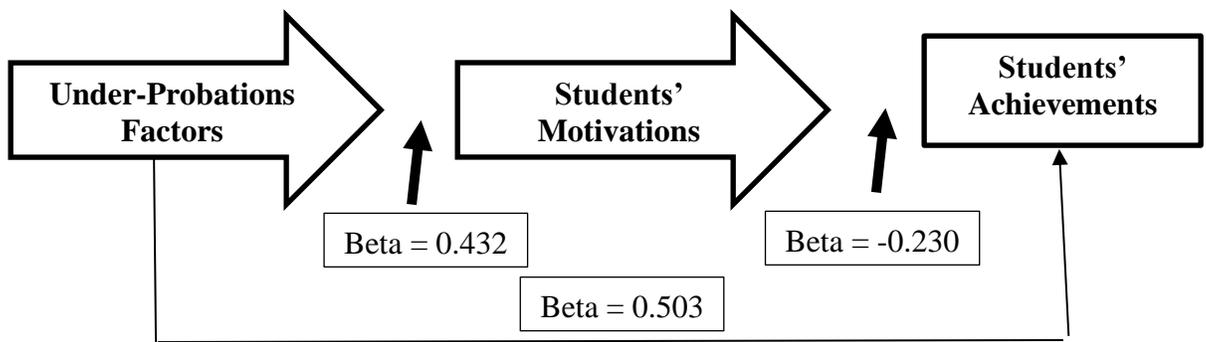


Figure 10 Mediator Effects between variables- Result 3

4.8 Summary of Findings

In conclusion, **table 39** summarizes the results and findings.

Table 39: Summary of the Findings

| No. of Hypothesis | Hypothesis | Significance of the test | Remark |
|-------------------|--|--|---|
| H1.a | There is no Relationship between Academic Factor and Students' Motivations | Negative Relationship between Academic Factor and Students' Motivations | The null hypothesis is Rejected, As there is the relationship between Academic Factor and Students' Motivations |
| H1.b | There is no Relationship between Personal Factor and Students' Motivations | Positive Relationship between Personal Factor and Students' Motivations | The null hypothesis is Rejected, as there is a relationship between Personal Factor and Students' Motivations |
| H1 | There is no Relationship between Under-probation and Students' Motivations | Negative for Academic Factor and positive for Personal Factor Relationship between Under-probation and Students' Motivations | The null hypothesis is Rejected, as there is a relationship between Under-probation and Students' Motivations |
| H2 | There is no Relationship between Under-probation and Students Achievements | Positive for Academic Factor and negative for Personal Factor Relationship between Under-probation and Students Achievements | The null hypothesis is Rejected, as there is a relationship between Under-probation and Students Achievements |
| H3 | There is no Relationship between Students' | Negative Relationship between Under- | The null hypothesis is Rejected, as there is a relationship |

| | | | |
|--|---------------------------------------|---|---|
| | Motivations and Students Achievements | Students' Motivations and Students Achievements | between Students' Motivations and Students Achievements |
|--|---------------------------------------|---|---|

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter concludes the research findings and results. The chapter will provide a set of recommendations to the decision-makers of A'Sharqiyah University and other HEIs. Finally, the chapter presents the limitations of the current study and recommendations for successful future research.

5.2 Conclusions

This study determines the under-probation factors that affect students' achievements by examining the relationships between under probation factors, students' motivations, and students' achievements.

The study was conducted at A'Sharqiyah University, and 300 responses have been collected and measured. By using SPSS V.26, the hypothesis was tested and analyzed. A few literature reviews have highlighted the relationship between under probation factors and students' motivations.

A positive relationship between under probation factors and students' motivations clarified by (Sogunro, 2014). In addition, Nwankwo (2018) shows that many of the problems with students under probation are the role of academic advising being given to inexperienced and inefficient academic advisors, who do not motivate their students. The study finds a negative relationship between academic factors and students' motivations and students' motivations and students' achievements. Simultaneously, a positive relationship was found to exist between personal factors and students' motivations and academic factors, and students' achievements.

A positive influence relationship between students on probation and academic achievements was confirmed by (Tovar & Simon, 2006). Hamman (2018) clarifies the positive relationship between under probation factors and students' achievements and recommends that all HEIs take these into account. The results of this study support the findings of previous studies and confirm the positive

relationships between under probation factors and students' achievements and how these factors may affect students' performance.

5.3 Recommendations

This study determines the under-probation factors that affect students' achievements by examining the relationships between under probation factors, students' motivations, and students' Achievements. Based on the findings and the hypothesis test results, this study provides several recommendations to the decision-makers in A'Sharqiyah University and other HEIs to increase student retention and understand the factors affecting students under probation. The decision-makers in A'Sharqiyah University and other HEIs at the strategic level are advised to:

- i. Realize various critical aspects of academic and personal factors that affect the students' learning process.
- ii. Considering the students' satisfaction rate of the academic and non-academic services provided to the students and improve their services accordingly.
- iii. Provide proper orientation to students and staff alike on all services and support provided from the first week of the academic year.
- iv. Apply the role of "Students First," and they must train their staff and motivate them to provide better services to students.
- v. Meet students' parents at least once a semester to update them on the teaching and learning process of the institution.
- vi. Top management should benchmark their processes with other HEIs to improve the level of students, especially new students.

The decision-makers in A'Sharqiyah University and other HEIs at the operational level are advised to:

- i. Provide more attention to under probation and at-risk students and provide extra classes, especially if they are slow learners, to support and motivate them to study.

- ii. Provide training sessions on university life to students who join without a complete foundation (Arabic programs). University life for new entry students is a unique experience with many difficulties, which may be accompanied by various social, economic, psychological, and emotional problems, where students find themselves in a different environment from the environment of their secondary schooling.
- iii. Instructors should motivate their students in several ways to increase their study performance.
- iv. The Academic Advising Centre should provide a professional development session to students on problem solving and other skills and guide them on dealing with issues inside and outside the campus. The Centre should train academic advisors concerning his/her expectations and how to understand the advisee study plan and the rules and regulations of the institution. They should emphasize the need to create a better advising system for the benefit of students
- v. They advised making a tremendous effort to create a healthy environment for students that motivates them to study.
- vi. Decrease the advisor to student ratio to let the advisor provide better advising for the students.
- vii. Instructors should advise students to attend tutoring sessions and encourage students to meet their staff or advisor weekly.
- viii. Academic Advisors should make sure the chosen major of the students aligns with their abilities and skills.
- ix. Instructors should provide information about the course objectives, assessment requirements, reference books for their related readings at the beginning of each semester. Grade distribution must be discussed with students in the first week of classes. Faculty should tell students about their mistakes to develop their knowledge and skills. They should provide assessments grades in a timely fashion.

The decision-makers in HEIs are advised to establish an Academic Advising Centre to follow up with students' problems and help students deal with the institute policies and procedures.

5.3 Limitations and Future Studies

This study determines the under-probation factors that affect students' motivation and students' Achievements.

The limitations of this study which may be considered in a similar study in the future, include the need for broader student participation. This study focused on A'Sharqiyah University with around 3600 students with a participation figure of only 300 students. In the future, more participants should be encouraged to participate in such studies. The second limitation is that the survey was conducted in one HEI only. The survey would be more accurate if more than four HEIs participated in it. The third limitation was that no moderating variables were examined in the conceptual framework, and it is suggested to use gender or GPA in future studies. Recommended as well to use another statistical program to generate the analysis required to test the Hypothesis.

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Appendix I
List of Reviewer

| No. | Position Title | Academic/ Non-Academic |
|------------|---|-------------------------------|
| 1 | Dean of College of Engineering, A'Sharqiyah University | Academic |
| 2 | Dean of College of Applied and Health Sciences, A'Sharqiyah University | Academic |
| 3 | HoD of Electronic and Communication Department, A'Sharqiyah University | Academic |
| 4 | Assistant Professor in Psychological Counseling, A'Sharqiyah University | Academic |
| 5 | Director of Quality Assurance | Academic |
| 6 | Director of Student Affairs Department, A'Sharqiyah University | Non-Academic |
| 7 | Director of Admission and Registration, A'Sharqiyah University | Non-Academic |
| 8 | Director - Centre for Language and Foundation Studies, A'Sharqiyah University | Non-Academic |
| 9 | Director of Learning Resource Center, A'Sharqiyah University | Non-Academic |
| 10 | Student Affairs Officer, A'Sharqiyah University | Non-Academic |

Appendix II

Questionnaire

| | |
|---|---|
| <p>Factors affecting students' achievements in Higher Education Institutions; A case Study of A'Sharqiyah University</p> | <p>دراسة حول العوامل المؤثرة على التحصيل الأكاديمي لطلبة مؤسسات التعليم العالي: دراسة حال جامعة الشرقية</p> |
| <p>Dear students,</p> <p>Thank you for your willingness to participate in this study. This questionnaire is part of my research to graduate with a master's in business administration at A'Sharqiyah University. This research aimed to investigate the effectiveness of the academic and personal factors for under probation students on the students' academic achievements at A'Sharqiyah University.</p> <p>I appreciate your contribution by answering the following questions. Completing the questionnaire will take approximately 5-7min. The information will only be used for scientific research.</p> <p>Regards,</p> <p>Nasrin Al Hajri</p> <p>Nasrin.alhajri@asu.edu.om</p> | <p>أعزائي الطلبة ،</p> <p>شكرا لمشاركتم في هذه الاستبانة. حيث تعد هذه الاستبانة جزء من الرسالة لتخرجي بشهادة ماجستير إدارة الأعمال بجامعة الشرقية. وتهدف هذه الاستبانة إلى دراسة فاعلية العوامل الأكاديمية والشخصية للتأثير على الطلاب ووقوعهم تحت الملاحظة الأكاديمية والتأثير على مستواهم الأكاديمي في جامعة الشرقية.</p> <p>أقدر مساهمتكم بالإجابة على الأسئلة التالية حيث سيستغرق ملء الاستبيان حوالي 5-7 دقائق. علما أنه سيتم استخدام المعلومات لأغراض البحث العلمي فقط.</p> <p>ولكم جزيل الشكر والتقدير</p> <p>نسرين الحجري</p> <p>Nasrin.alhajri@asu.edu.om</p> |

Demographical Questions

بيانات عامة

| | | | | | |
|--------------------------------|--|----------------------|--------------------|--|------------------------|
| Gender | | Female | أنثى | | الجنس |
| | | Male | ذكر | | |
| Degree | | Diploma | الدبلوم | | الدرجة العلمية |
| | | Bachelor | البكالوريوس | | |
| | | Master | الماجستير | | |
| Study in | | ASU | جامعة الشرقية | | أدرس في |
| | | ICT | الكلية التقنية | | |
| | | Others | جامعة أو كلية أخرى | | |
| College | | CoBA | الإدارة | | الكلية |
| | | CoE | الهندسة | | |
| | | CoLAW | القانون | | |
| | | CoAH | الآداب | | |
| | | CAHS | العلوم | | |
| GPA | | أقل من 0.1 | | | المعدل التراكمي |
| | | 1.00-1.99 | | | |
| | | 2.00-2.99 | | | |
| | | أكثر من 3.00 | | | |
| Language of the program | | Arabic | العربية | | لغة التدريس |
| | | English | الانجليزية | | |
| You are now | | Student only | طالب فقط | | أنت حالياً |
| | | Student and Employee | طالب و موظف | | |

| | | | | |
|---|--|--------------------------------------|------------------------------|---|
| | | | ولي أمر | |
| Mode of Study | | Morning | 8-2 صباحي | نظام الدراسة |
| | | Evening | 2-8 مسائي | |
| | | Special part-time (SPT) | أسبوعين بأسبوعين | |
| | | Saturdays only | كل سبت | |
| Students' accommodations | | On-campus | داخل الحرم الجامعي | سكن الطالب |
| | | Off-campus residence; without family | خارج الحرم الجامعي بدون أهلي | |
| | | Off-campus; with family | خارج الحرم الجامعي مع أهلي | |
| Hours spent studying, doing homework, assignments, and revision (per week) | | 0 (never study) | | عدد الساعات التي أقضيها للدراسة وأداء الواجبات والمراجعة خلال الأسبوع |
| | | 1-5 Hours | | |
| | | 6-10 Hours | | |
| | | 11-16 Hours | | |
| | | >20 Hours | | |
| hours spent to commute to campus daily | | Less than 30 min | | أستغرق يوميا للوصول للجامعة |
| | | 30min – 1 hour | | |
| | | 1 hour – 2 hours | | |

Face Validity:

| Variable | No | Items | Strongly Disagree لا أوافق وبشدة | Disagree لا أوافق | Neutral محايد | Agree أوافق | Strongly Agree أوافق وبشدة |
|------------------------------------|-----|--|-------------------------------------|----------------------|------------------|----------------|-------------------------------|
| Variable 1: Academic Factors | 1.1 | My academic advisor provides me with the right information that I need مرشدي الأكاديمي يوفر لي المعلومات الصحيحة التي أحتاجها | | | | | |
| | 1.2 | My academic advisor helps me in understanding the study plan correctly يساعدني مرشدي الأكاديمي في فهم خطتي الدراسية بشكل صحيح | | | | | |
| | 1.3 | The information about objectives, requirements, reference books relating to the courses are available وفر الاستاذ المعلومات حول الأهداف والمتطلبات والكتب المرجعية المتعلقة بالمقررات | | | | | |

| | | | | | | | |
|---------------------------------|-----|---|--|--|--|--|--|
| | 1.4 | The grades are clear since the start of each semester. توزيع درجات المقررات كانت واضحة منذ بداية كل فصل دراسي. | | | | | |
| | 1.5 | Students unfamiliar with important institution policies or procedures. ليس لدي الألمام الكافي بالسياسات أو الإجراءات المتبعة في جامعة الشرقية | | | | | |
| Variable 2: Personal Factors | 2.1 | I did not understand what the instructor was talking about. أواجه صعوبات في فهم شرح المحاضرين. | | | | | |
| | 2.2 | I had difficulty doing well on exams, even though I thought I knew the material واجهت صعوبة في حل الامتحانات ، على الرغم من أنني كنت واثق من نفسي وفهمي للمقرر | | | | | |
| | 2.3 | English is my second language and I had problems studying/understanding my lecturers. | | | | | |

| | | | | | | | |
|--|-----|--|--|--|--|--|--|
| | | اللغة الإنجليزية هي لغتي الثانية ولدي صعوبات في دراسة وفهم المحاضرين. | | | | | |
| | 2.4 | I missed too many classes. تغيبت عن الكثير من المحاضرات. | | | | | |
| | 2.5 | I experienced personal problems that interfered with my ability to concentrate and complete my work/or study effectively. واجهت مشاكل شخصية أثرت على قدراتي في التركيز وانهاء متطلباتي الدراسية بدرجة كبيرة | | | | | |
| | 2.6 | I am not coping well with my chosen major. لا أتأقلم بشكل جيد مع التخصص الذي اخترته. | | | | | |
| | 2.7 | I spend too much of time on extra-curricular activities مشاركاتي في الأنشطة الطلابية تأخذ جزءاً كبيراً من وقتي | | | | | |
| | 2.8 | I am not achieving the right balance between College responsibilities and work and/or family responsibilities. | | | | | |

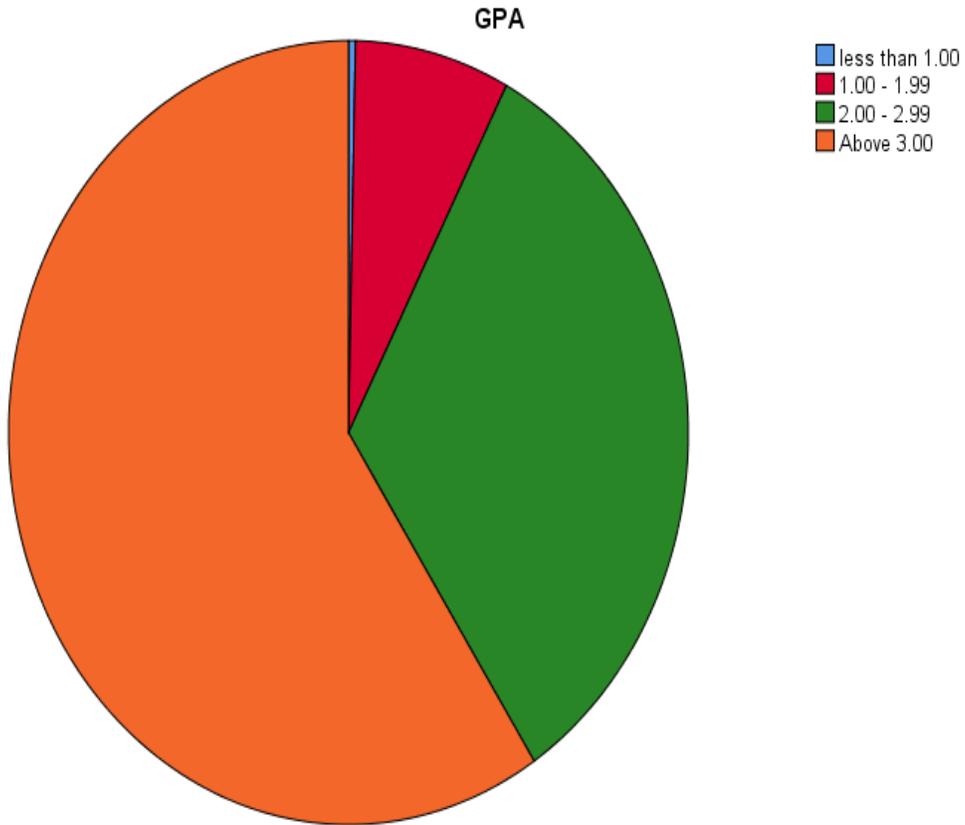
| | | | | | | | |
|---------------------------|-----|---|--|--|--|--|--|
| | | أواجه صعوبة في تحقيق التوازن الصحيح بين مسؤوليات الكلية ومسؤوليات العمل و / أو الأسرة. | | | | | |
| | 2.9 | I find it hard to adapt from the school to the university systems أواجه صعوبة في التكيف والانتقال من التعليم المدرسي الى التعليم الجامعي | | | | | |
| Variable 3: Motivation | 3.1 | I needed a tutor but did not know how to register in the student support center. بعض الاحيان شعرت بحاجة إلى دروس تقوية ، لكنني لم أكن أعرف كيفية التسجيل في مركز الدعم الطلابي | | | | | |
| | 3.2 | I had little or no motivation to complete assignments or even attend class. لم يكن لدي أي دافع لإكمال الأنشطة الصفية أو حتى حضور المحاضرات. | | | | | |

| | | | | | | | |
|--|-----|--|--|--|--|--|--|
| | 3.3 | I was not motivated because I do not know why I am here or what I will do with a college degree. لم يكن لدي دافع لأنني لا أعرف لماذا أنا هنا أو ما الذي سأفعله بعد حصولي على الشهادة الجامعية | | | | | |
| | 3.4 | I do not have a strong academic support system around me لا يوجد لدي دعم أكاديمي قوي من المحيط الخارجي من حولي يساعدني في الاستمرار في الدراسة | | | | | |
| | 3.5 | The academic advisor is always motivated the students to study يقوم المرشد الأكاديمي دائمًا بتحفيز الطلبة للدراسة | | | | | |
| Variable 4: Student's achievements | 4.1 | Proper Academic advising significantly increased the CGPA. الارشاد الأكاديمي المناسب ساهم بشكل كبير في رفع معدلي التراكمي | | | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| | <p>4.2 Faculty members are keen to tell the students about their mistakes and to develop their knowledge and skills</p> <p>يحرص أعضاء هيئة التدريس على توفير التغذية الراجعة للطلاب حول نقاط ضعفهم وكيفية تطوير معارفهم ومهاراتهم</p> | | | | | |
| | <p>4.3 Students are provided with grades in a timely fashion</p> <p>يتم توفير الدرجات للطلبة فور انتهاء كل اختبار أو مشروع في الوقت المناسب</p> | | | | | |
| | <p>4.4 I Know the importance of the GPA and the way to calculate it.</p> <p>لدي دراية كافية بأهمية المعدل التراكمي وطريقة احتسابه.</p> | | | | | |
| | <p>4.5 Faculty members treat students gently and respectfully to increase the student's achievements.</p> <p>أعضاء هيئة التدريس يعاملون الطلاب بلطف واحترام لتحقيق نتائج عالية</p> | | | | | |

Appendix III

Charts and Statistics



Pie Chart of Sample Distribution According to GPA

Descriptive Statistics of Academic Factors

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--|-----|---------|---------|--------|----------------|
| AF1. My academic advisor provides me with the right information that I need | 300 | 1 | 5 | 3.51 | 1.046 |
| AF2. My academic advisor helps me in understanding the study plan correctly | 300 | 1 | 5 | 3.54 | 1.113 |
| AF3. The information about objectives, requirements, reference books relating to the courses are available | 300 | 1 | 5 | 3.41 | .992 |
| AF4. The grades are clear since the start of each semester. | 300 | 1 | 5 | 3.74 | 1.024 |
| AF5. Students unfamiliar with important institution policies or procedures. | 300 | 1 | 5 | 3.18 | 1.019 |
| Academic Factor (1- 5) | 300 | 1.00 | 5.00 | 3.4760 | .66006 |
| Valid N (listwise) | 300 | | | | |

Descriptive Statistics of Academic Factors

| The question on the variable | Measure | Strongly Disagree | Disagree | Natural | Agree | Strongly Agree | Mean | Results |
|---|------------|-------------------|----------|---------|-------|----------------|------|---------|
| AF1 | Frequency | 20 | 27 | 71 | 143 | 39 | 3.51 | Agree |
| | Percentage | 6.7 | 9.0 | 23.7 | 47.7 | 13.0 | | |
| AF2 | Frequency | 22 | 31 | 62 | 134 | 51 | 3.54 | Agree |
| | Percentage | 7.3 | 10.3 | 21.7 | 44.7 | 17.0 | | |
| AF3 | Frequency | 17 | 33 | 88 | 135 | 27 | 3.41 | Agree |
| | Percentage | 5.7 | 11.0 | 29.3 | 45.0 | 9.0 | | |
| AF4 | Frequency | 12 | 27 | 52 | 144 | 65 | 3.74 | Agree |
| | Percentage | 4.0 | 9.0 | 17.3 | 48.0 | 21.7 | | |
| AF5 | Frequency | 14 | 60 | 115 | 80 | 31 | 3.18 | Natural |
| | Percentage | 4.7 | 20.0 | 38.3 | 26.7 | 10.3 | | |
| The result of Variable 1 (Academic Factors) | | | | | | | 3.48 | Agree |

Descriptive Statistics of Personal Factors

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--|----------|----------------|----------------|-------------|-----------------------|
| PF1. I did not understand what the instructor was talking about. | 300 | 1 | 5 | 2.87 | 1.062 |
| PF2. English is my second language and I had problems studying/understanding my lecturers. | 300 | 1 | 5 | 3.02 | 1.103 |
| PF3. I missed too many classes. | 300 | 1 | 5 | 1.61 | .868 |
| PF4. I experienced personal problems that interfered with my ability to concentrate and complete my work/or study effectively. | 300 | 1 | 5 | 2.58 | 1.223 |
| PF5. I am not coping well with my chosen major. | 300 | 1 | 5 | 2.25 | 1.223 |
| PF6. I spend too much time on extra-curricular activities | 300 | 1 | 5 | 2.72 | 1.249 |

| | | | | | |
|---|-----|------|------|--------|--------|
| PF7. I am not achieving the right balance between College responsibilities and work and/or family responsibilities. | 300 | 1 | 5 | 2.96 | 1.132 |
| PF8. I find it hard to adapt from the school to the university systems | 300 | 1 | 5 | 2.55 | 1.125 |
| Personal Factors (1-8) | 300 | 1.00 | 5.00 | 2.5716 | .61339 |
| Valid N (listwise) | 300 | | | | |

Descriptive Statistics of Personal Factors

| The questions on the variable | Measure | | | | | | Mean | Results |
|-------------------------------|------------|-------------------|----------|---------|-------|----------------|------|-------------------|
| | | Strongly Disagree | Disagree | Natural | Agree | Strongly Agree | | |
| PF1. | Frequency | 27 | 92 | 102 | 68 | 19 | 2.87 | Natural |
| | Percentage | 8.8 | 29.9 | 33.2 | 22.1 | 6.2 | | |
| PF2. | Frequency | 26 | 77 | 95 | 84 | 26 | 3.02 | Natural |
| | Percentage | 8.4 | 25.0 | 30.8 | 27.3 | 8.4 | | |
| PF3. | Frequency | 175 | 93 | 21 | 17 | 2 | 1.61 | Strongly Disagree |
| | Percentage | 56.8 | 30.2 | 6.8 | 5.5 | 0.6 | | |

| | | | | | | | | |
|---|------------|------|------|------|------|------|------|----------|
| PF 4 | Frequency | 72 | 93 | 64 | 57 | 22 | 2.58 | Disagree |
| | Percentage | 23.4 | 30.2 | 20.8 | 18.5 | 7.1 | | |
| PF 5 | Frequency | 106 | 99 | 41 | 42 | 18 | 2.25 | Disagree |
| | Percentage | 34.4 | 32.1 | 13.3 | 13.6 | 5.8 | | |
| PF 6 | Frequency | 63 | 73 | 92 | 40 | 36 | 2.72 | Natural |
| | Percentage | 20.5 | 23.7 | 29.9 | 13.0 | 11.7 | | |
| PF 7 | Frequency | 36 | 68 | 102 | 73 | 26 | 2.96 | Natural |
| | Percentage | 11.7 | 22.1 | 33.1 | 23.7 | 8.4 | | |
| PF 8 | Frequency | 75 | 106 | 85 | 40 | 20 | 2.55 | Disagree |
| | Percentage | 18.5 | 34.4 | 27.6 | 13.0 | 6.5 | | |
| The result of Variable 2 (Personal Factors) | | | | | | | 2.57 | Disagree |

Descriptive Statistics of Students' Motivation

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--|----------|----------------|----------------|-------------|-----------------------|
| M1. I needed a tutor but did not know how to register in the student support center | 300 | 1 | 5 | 2.79 | 1.229 |
| M2. I had little or no motivation to complete assignments or even attend class. | 300 | 1 | 5 | 2.25 | 1.064 |
| M3. I was not motivated because I do not know why I am here or what I will do with a college degree. | 300 | 1 | 5 | 1.97 | 1.127 |
| M4. I do not have a strong academic support system around me | 300 | 1 | 5 | 2.75 | 1.254 |
| Motivations (1-4) | 300 | 1.00 | 5.00 | 2.4400 | .76267 |
| Valid N (listwise) | 300 | | | | |

Descriptive Statistics of Students' Motivations

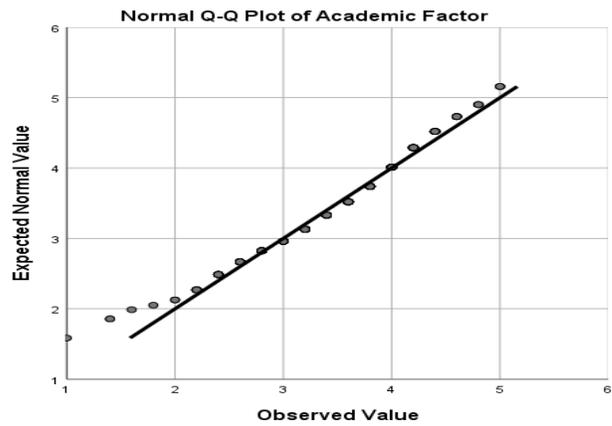
| The questions on the variable | Measure | Strongly Disagree | Disagree | Natural | Agree | Strongly Agree | Mean | Results |
|--|------------|-------------------|----------|---------|-------|----------------|------|----------|
| M1 | Frequency | 48 | 91 | 66 | 66 | 29 | 2.59 | Disagree |
| | Percentage | 16.0 | 30.3 | 22.0 | 22.0 | 9.7 | | |
| M2 | Frequency | 82 | 113 | 58 | 44 | 6 | 2.25 | Disagree |
| | Percentage | 27.3 | 37.7 | 19.5 | 13.7 | 2.0 | | |
| M3 | Frequency | 131 | 99 | 32 | 25 | 13 | 1.97 | Disagree |
| | Percentage | 43.7 | 33.0 | 10.7 | 8.3 | 4.3 | | |
| M4 | Frequency | 53 | 93 | 60 | 64 | 30 | 2.59 | Disagree |
| | Percentage | 17.7 | 31.0 | 20.0 | 21.3 | 10.0 | | |
| The result of Variable 3 (Students' Motivations) | | | | | | | 2.44 | Disagree |

Descriptive Statistics of Students' achievements

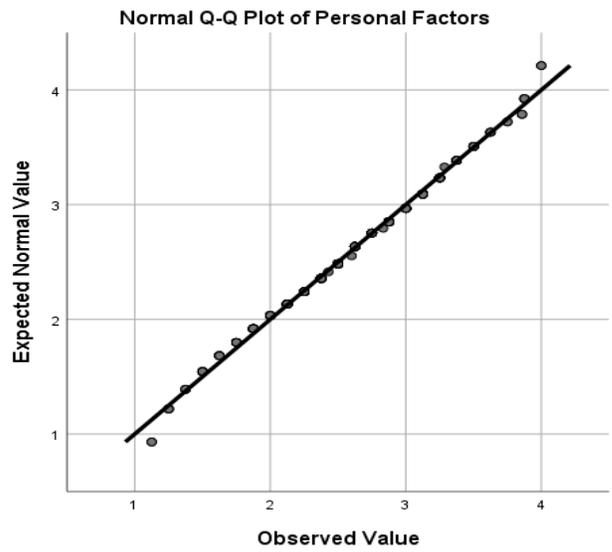
| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|----------|----------------|----------------|-------------|-----------------------|
| SA1. Proper Academic advising significantly increased the CGPA. | 300 | 1 | 5 | 2.88 | 1.136 |
| SA2. Faculty members are keen to tell the students about their mistakes and to develop their knowledge and skills | 300 | 1 | 5 | 3.00 | 1.120 |
| SA3. Students are provided with grades in a timely fashion | 300 | 1 | 5 | 3.00 | 1.117 |
| SA4. I know the importance of the GPA and the way to calculate it. | 300 | 1 | 5 | 3.35 | 1.291 |
| SA5. Faculty members treat students gently and respectfully to increase the students' achievements | 300 | 1 | 5 | 3.45 | 1.131 |
| Students Achievements (1-5) | 300 | 1.00 | 5.00 | 3.1360 | .75059 |
| Valid N (listwise) | 300 | | | | |

Descriptive Statistics of Student's achievements

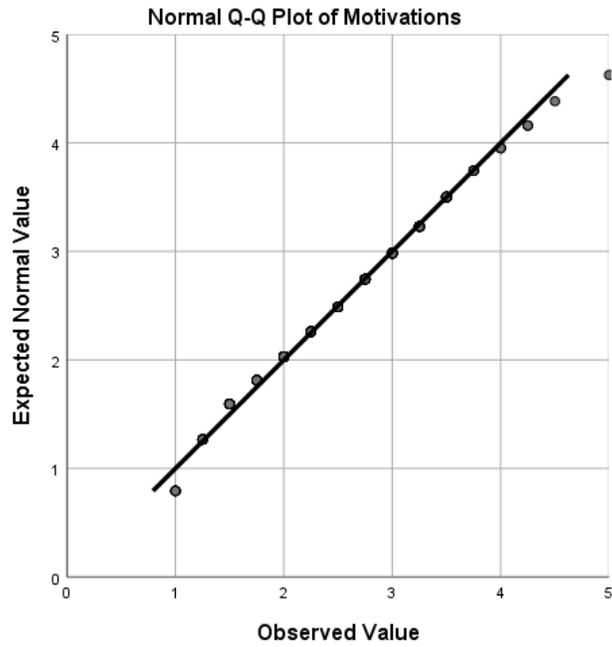
| The questions on the variable | Measure | | | | | | Mean | Results |
|--|------------|----------|---------|-------|----------------|------|------|---------|
| | | Disagree | Natural | Agree | Strongly Agree | | | |
| SA1 | Frequency | 36 | 82 | 87 | 72 | 23 | 2.88 | Natural |
| | Percentage | 12.0 | 27.3 | 29.0 | 24.0 | 7.7 | | |
| SA2 | Frequency | 35 | 62 | 93 | 89 | 21 | 3.00 | Natural |
| | Percentage | 11.7 | 20.7 | 31.0 | 29.7 | 7.0 | | |
| SA3 | Frequency | 34 | 67 | 80 | 102 | 17 | 3.43 | Agree |
| | Percentage | 11.3 | 22.3 | 26.7 | 34.0 | 5.7 | | |
| SA4 | Frequency | 39 | 39 | 58 | 105 | 59 | 3.35 | Agree |
| | Percentage | 13.0 | 13.0 | 19.3 | 35.0 | 19.7 | | |
| SA5 | Frequency | 22 | 33 | 89 | 101 | 55 | 3.45 | Agree |
| | Percentage | 7.3 | 11.0 | 29.7 | 33.7 | 18.3 | | |
| The result of Variable 4 (Students Achievements) | | | | | | | 3.22 | Natural |



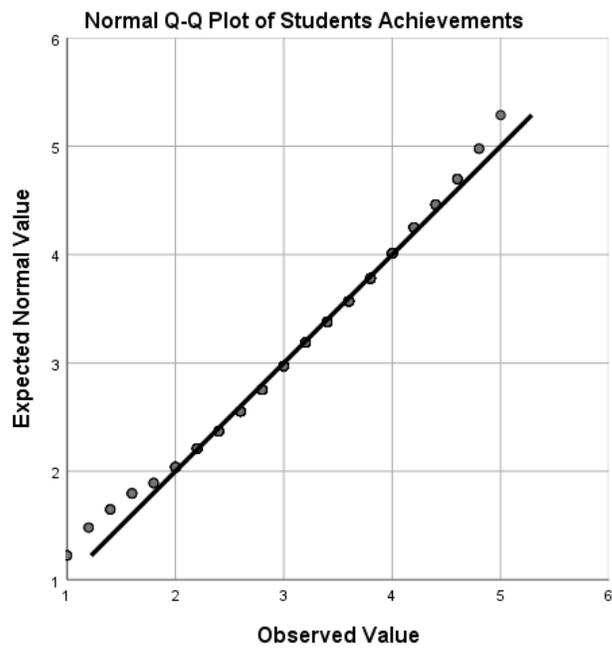
Q-Q plots of Academic factor



Q-Q plots of Personal factor



Q-Q plots of Students' motivations



Q-Q plots of students' achievements

Appendix IV.
Normality test

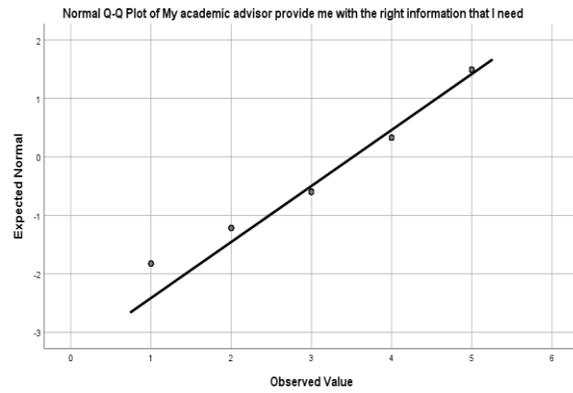
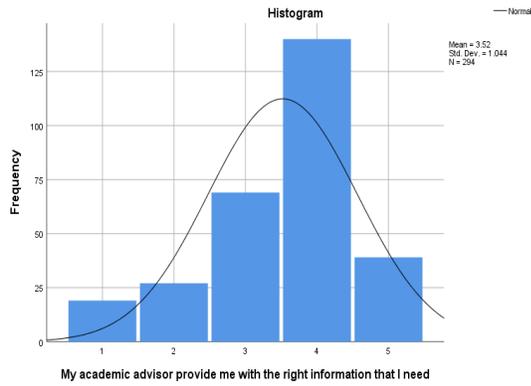
| Variable | Factor | Std. Deviation | Kolmogorov | Shapiro-Wilk | Skewness | | | | Kurtosis | | | | Finding |
|-----------------|--------|----------------|------------|--------------|----------|-----------|-------|-------------------|----------|-----------|-------|--------------|----------------------|
| | | | | | z-values | Std-Error | ske | Distribution | z-values | Std-Error | Kur | Distribution | |
| Academic Factor | 1.1 | 1.044 | 0.000 | 0.000 | -.806 | 0.142 | -5.6 | Moderately skewed | .225 | 0.283 | 0.79 | platykurtic | normally distributed |
| | 1.2 | 1.116 | 0.000 | 0.000 | -.791 | 0.142 | -5.57 | Moderately skewed | -.018 | 0.283 | -0.06 | Platykurtic | normally distributed |
| | 1.3 | .961 | 0.000 | 0.000 | -.660 | 0.142 | -4.64 | Moderately skewed | .159 | 0.283 | 0.56 | Platykurtic | normally distributed |

| | | | | | | | | | | | | | |
|-----------------|-----|-------|-------|-------|-------|-------|-------|--------------------|-------|-------|-------|-------------|----------------------|
| | 1.4 | .990 | 0.000 | 0.000 | -.854 | 0.142 | -6.01 | Moderately skewed | .442 | 0.283 | 1.56 | Platykurtic | normally distributed |
| | 1.5 | 1.014 | 0.000 | 0.000 | -.029 | 0.142 | -0.20 | Fairly symmetrical | -.451 | 0.283 | -1.59 | Platykurtic | normally distributed |
| Personal Factor | 2.1 | 1.061 | 0.000 | 0.000 | .147 | 0.142 | 1.03 | Fairly symmetrical | -.647 | 0.283 | -2.28 | Platykurtic | normally distributed |
| | 2.2 | 1.102 | 0.000 | 0.000 | -.012 | 0.142 | -0.08 | Fairly symmetrical | -.746 | 0.283 | -2.63 | Platykurtic | normally distributed |
| | 2.3 | .873 | 0.000 | 0.000 | 1.474 | 0.142 | 10.38 | Highly skewed | 1.624 | 0.283 | 5.73 | Leptokurtic | normally distributed |
| | 2.4 | 1.220 | 0.000 | 0.000 | .363 | 0.142 | 2.55 | Fairly symmetrical | -.880 | 0.283 | -3.10 | platykurtic | normally distributed |
| | 2.5 | 1.209 | 0.000 | 0.000 | .737 | 0.142 | 5.19 | Moderately skewed | -.522 | 0.283 | -1.84 | Platykurtic | normally distributed |

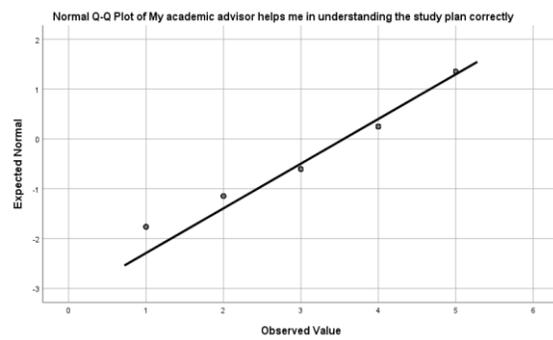
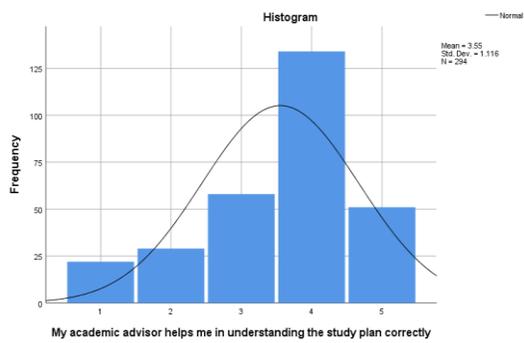
| | | | | | | | | | | | | | |
|----------------------|-----|-------|-------|-------|-------|-------|-------|--------------------|--------|-------|-------|-------------|----------------------|
| | 2.6 | 1.244 | 0.000 | 0.000 | .298 | 0.142 | 2.09 | Fairly symmetrical | -.789 | 0.283 | -2.78 | Platykurtic | normally distributed |
| | 2.7 | 1.133 | 0.000 | 0.000 | -.013 | 0.142 | -0.09 | Fairly symmetrical | -.728 | 0.283 | -2.57 | Platykurtic | normally distributed |
| | 2.8 | 1.113 | 0.000 | 0.000 | .446 | 0.142 | 3.14 | Fairly symmetrical | -.470 | 0.283 | -1.66 | Platykurtic | normally distributed |
| Students' Motivation | 3.1 | 1.230 | 0.000 | 0.000 | .216 | 0.142 | 1.52 | Fairly symmetrical | -.984 | 0.283 | -3.47 | Platykurtic | normally distributed |
| | 3.2 | 1.062 | 0.000 | 0.000 | .570 | 0.142 | 4.01 | Moderately skewed | -.502 | 0.283 | -1.77 | Platykurtic | normally distributed |
| | 3.3 | 1.126 | 0.000 | 0.000 | 1.164 | 0.142 | 8.19 | Highly skewed | .561 | 0.283 | 1.98 | Platykurtic | normally distributed |
| | 3.4 | 1.256 | 0.000 | 0.000 | .270 | 0.142 | 1.90 | Fairly symmetrical | -1.016 | 0.283 | -3.59 | Platykurtic | normally distributed |

| | | | | | | | | | | | | | |
|-----------------------|-----|-------|-------|-------|-------|-------|-------|--------------------|-------|-------|-------|-------------|----------------------|
| Students Achievements | 4.1 | 1.140 | 0.000 | 0.000 | .048 | 0.142 | 0.33 | Fairly symmetrical | -.838 | 0.283 | -2.96 | Platykurtic | normally distributed |
| | 4.2 | 1.119 | 0.000 | 0.000 | -.211 | 0.142 | -1.48 | Fairly symmetrical | -.743 | 0.283 | -2.62 | platykurtic | normally distributed |
| | 4.3 | 1.110 | 0.000 | 0.000 | -.290 | 0.142 | -2.04 | Fairly symmetrical | -.836 | 0.283 | -2.95 | Platykurtic | normally distributed |
| | 4.4 | 1.272 | 0.000 | 0.000 | -.526 | 0.142 | -3.70 | Moderately skewed | -.772 | 0.283 | -2.72 | Platykurtic | normally distributed |
| | 4.5 | 1.114 | 0.000 | 0.000 | -.485 | 0.142 | -3.41 | Fairly symmetrical | -.359 | 0.283 | -1.26 | Platykurtic | normally distributed |

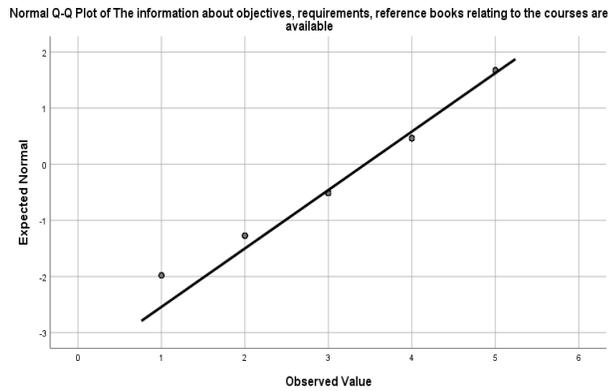
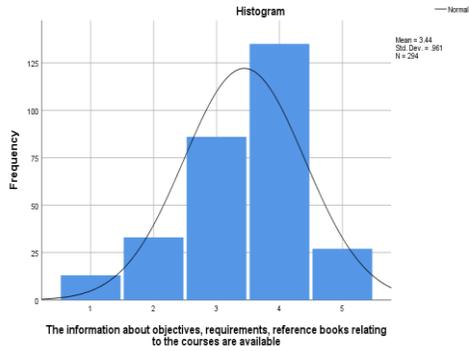
My academic advisor provide me with the correct information that I need



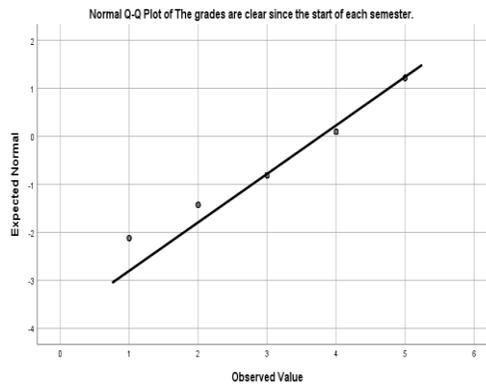
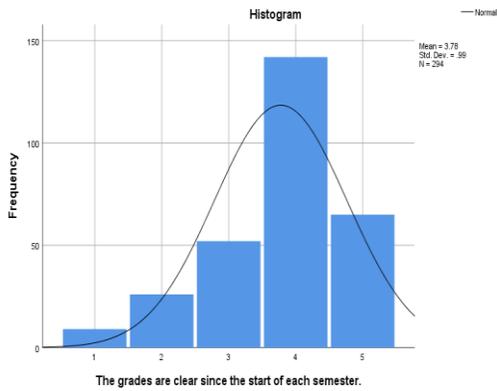
My academic advisor helps me in understanding the study plan correctly



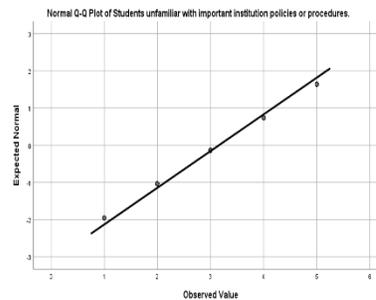
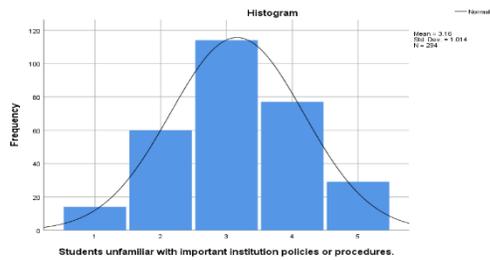
The information about objectives, requirements, reference books relating to the courses are available



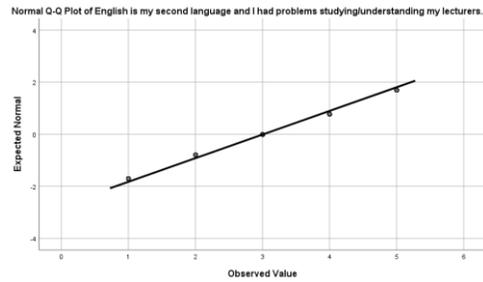
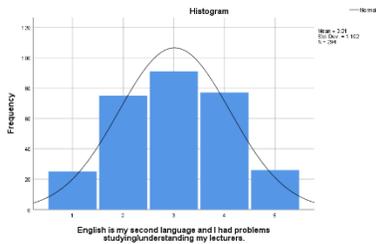
The grades are clear since the start of each semester.



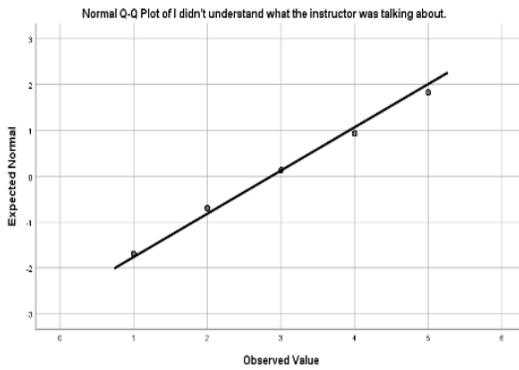
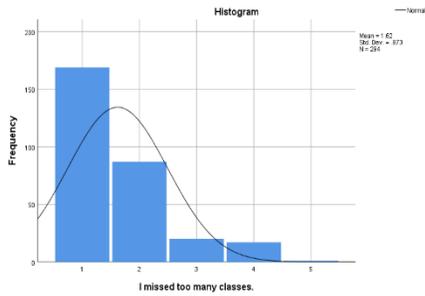
Students unfamiliar with important institution policies or procedures.



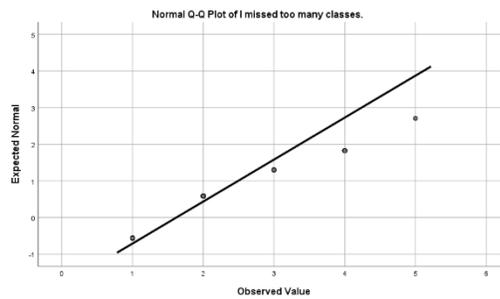
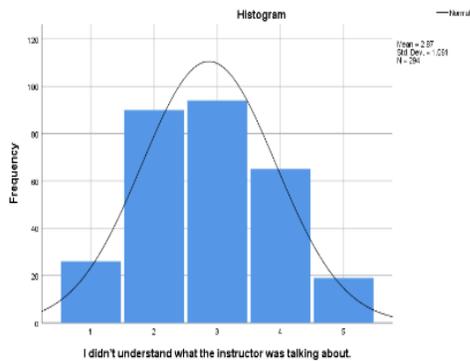
I did not understand what the instructor was talking about.



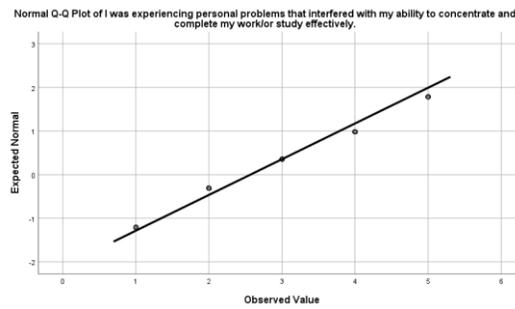
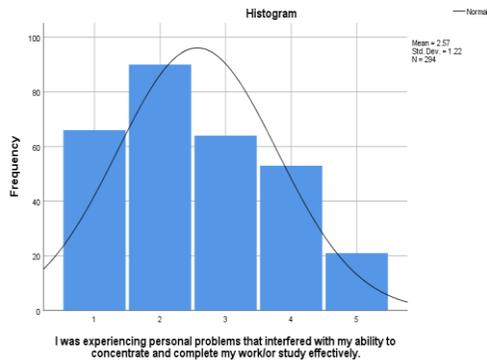
English is my second language and I had problems studying/understanding my lecturers.



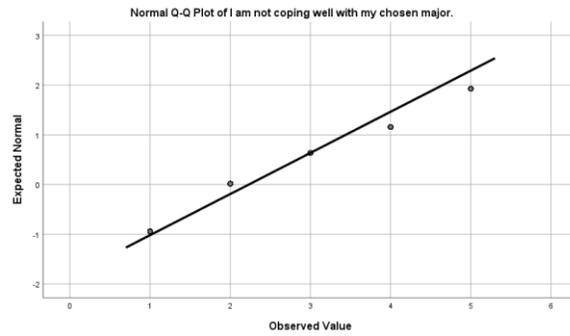
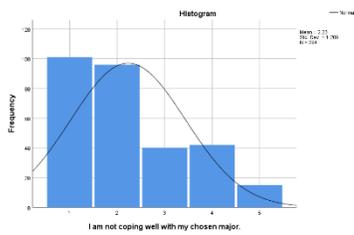
I missed too many classes.



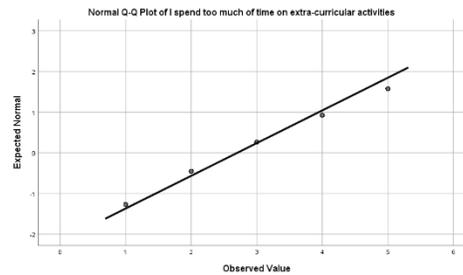
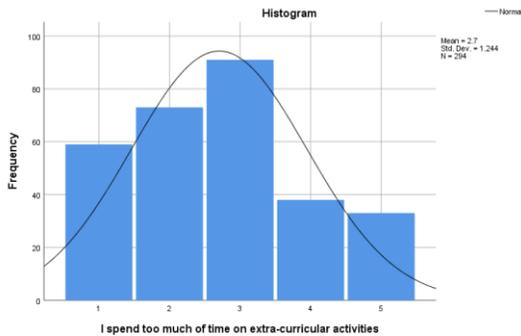
I experienced personal problems that interfered with my ability to concentrate and complete my work/or study effectively.



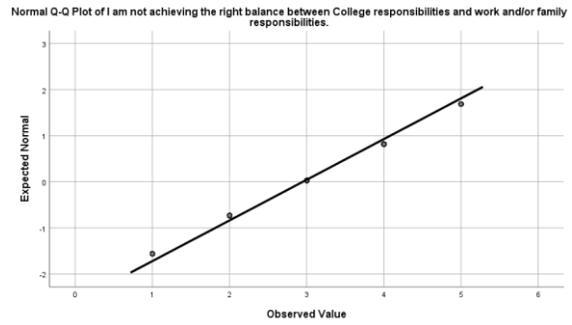
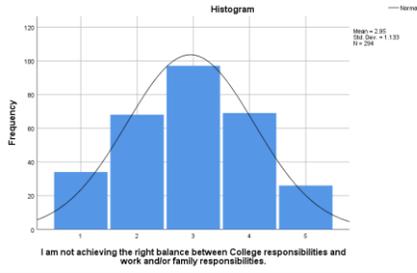
I am not coping well with my chosen major.



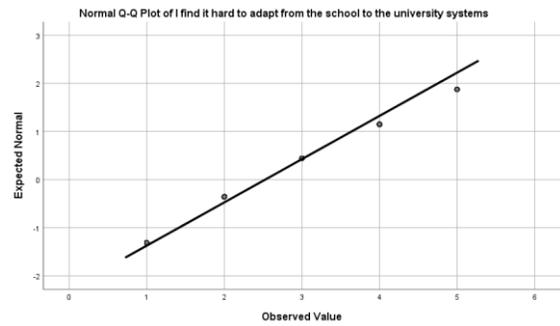
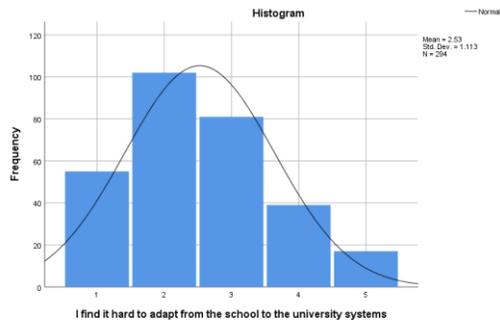
I spend too much time on extra-curricular activities



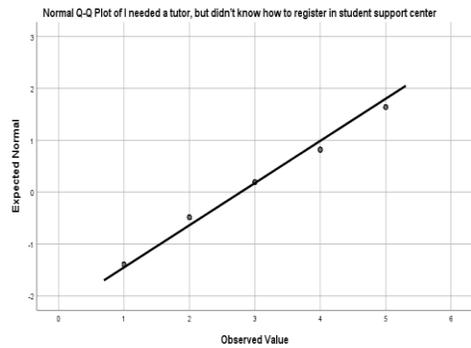
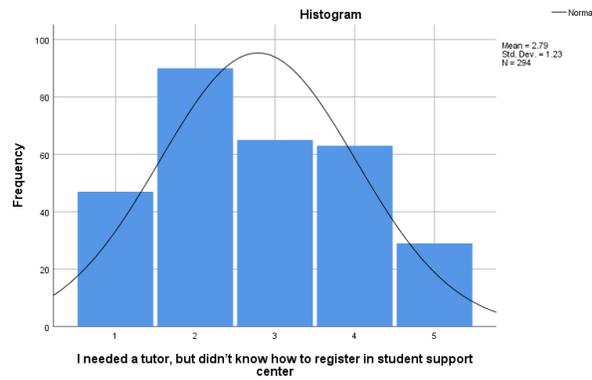
I am not achieving the right balance between College responsibilities and work and family responsibilities.



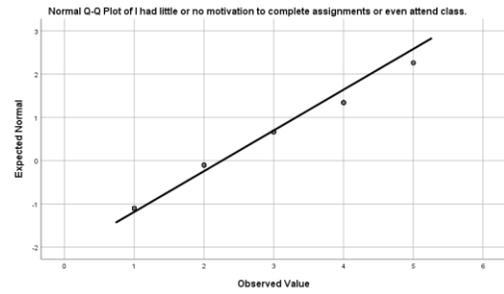
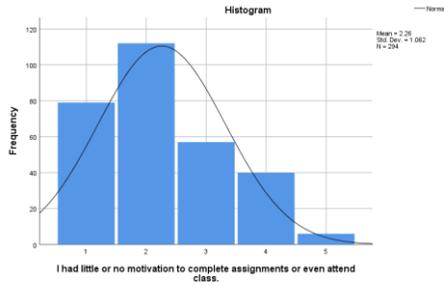
I find it hard to adapt from the school to the university systems



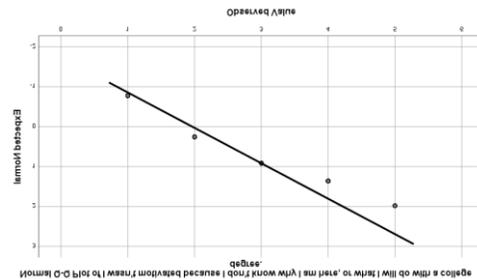
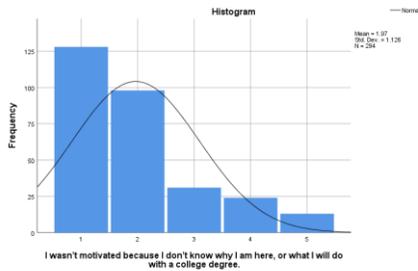
I needed a tutor but did not know how to register in the student support center



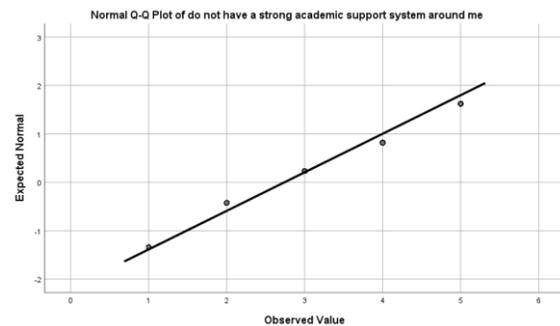
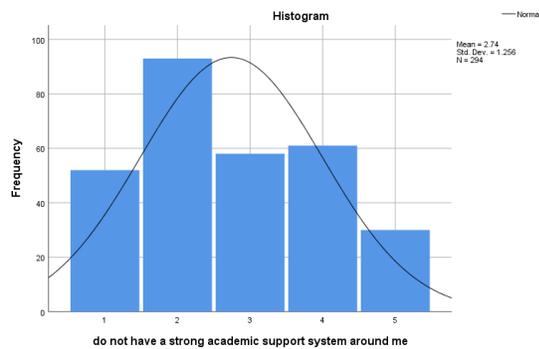
I had little or no motivation to complete assignments or even attend class.



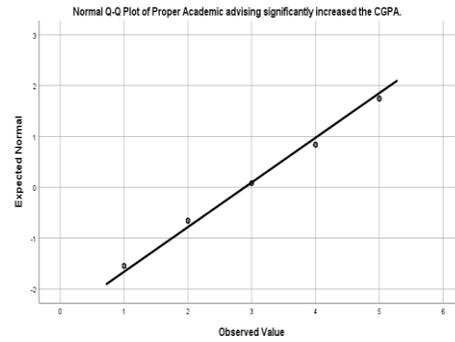
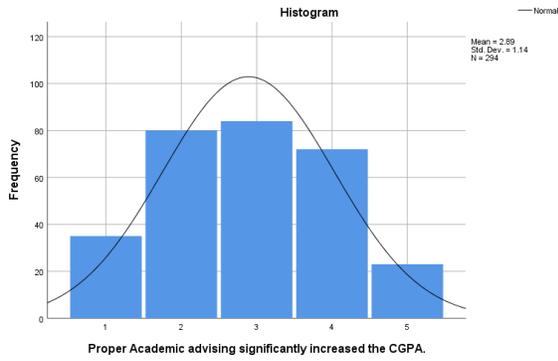
I was not motivated because I do not know why I am here or what I will do with a college degree.



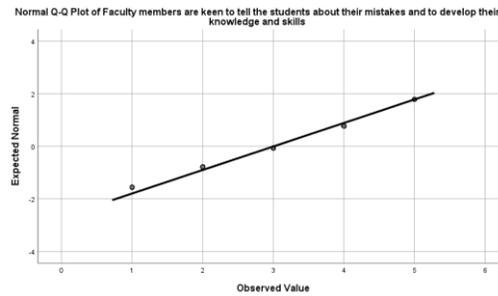
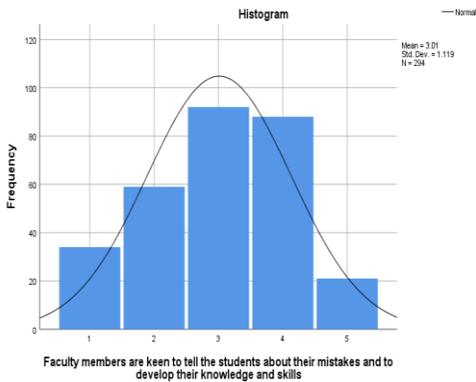
I do not have a strong academic support system around me



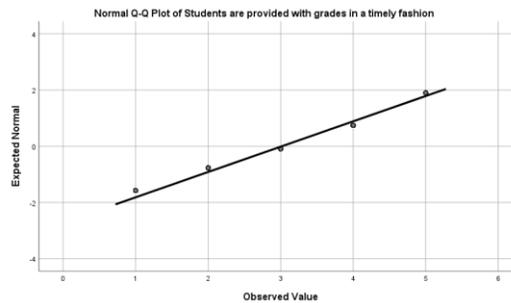
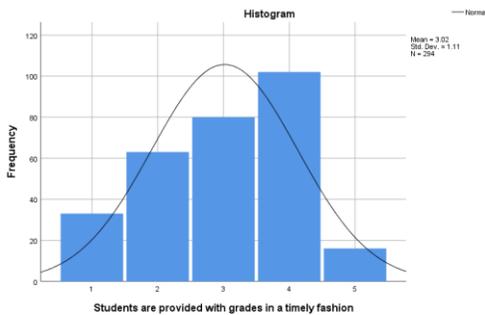
Proper Academic advising significantly increased the CGPA.



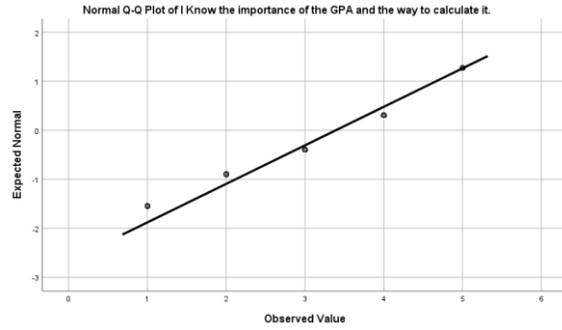
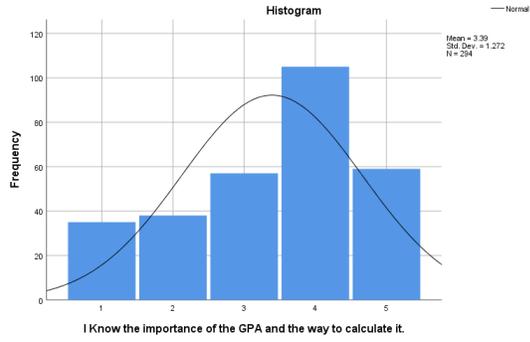
Faculty members are keen to tell the students about their mistakes and to develop their knowledge and skills



Students are provided with grades in a timely fashion



I know the importance of the GPA and the way to calculate it.



Faculty members treat students gently and respectfully to increase the students' achievements

