

THE RELATIONSHIP BETWEEN ENVIRONMENTAL FACTORS, LEARNING STYLE AND SELF-MANAGEMENT TOWARDS ACADEMIC PERFORMANCE OF ACCOUNTING STUDENTS: A CASE OF UNITEN

Mohd Asri Mohd Ali
College of Business and Accounting
Universiti Tenaga Nasional, 26700 Muadzam Shah Pahang, Malaysia
Email: asri@uniten.edu.my , Tel: 09- 4552020 ext (3171)

Mohd Danial Afiq Bin Khamar Tazilah
Faculty of Business & Finance
Universiti Tunku Abdul Rahman (UTAR)
Jalan Universiti Bandar Barat
31900 Kampar, Perak.
Email: afiqk@utar.edu.my

Muhammad Fahmi Ahmad(AC089033)
Nur Syahirah Adnan (AC088232)
Nur Haidar Che Awang (AC088335)
Bachelor of Accounting (HONS.)
College of Business Management and Accounting Universiti Tenaga Nasional.

ABSTRACT

The purpose of this study is to investigate the relationship between environmental factor that highlighted on peer to peer interaction and learning places' environment, learning style which focuses on group discussion and self-learning, and self-managements towards academic performance of the students. The population was the students in taking Bachelor of Accountancy in UNITEN. The sample which is one hundred and fifty nine respondents which cover only in UNITEN Sultan Haji Ahmad Shah's Campus, at Muadzam Shah, Pahang. Competitive environment gave impact on competitiveness among the student in academic performance. Many researchers have examined the factor of learning style toward academic performance, but not focus on self-learning and group discussion factor that might impact the academic performance. Furthermore, this study is the combination survey which previous researchers did separate all of the factors. The data was collected by using a survey questionnaire. The findings of the review strongly support the efficiency of the environmental factor, learning style and self-management towards academic performances that show significantly positive effect. In the future, the student can improve productivity and skills in improving their academic performance.

Keyword: Learning style, Academic performance.

Introduction

The term university specifically describes an institution that provides a graduate and professional education in addition to four-year or post-secondary education. University is an institution that is expected to produce high quality graduates that will become the workforce of the country in distant future. Higher education system now and then still in need of thorough research of factor affecting the academic performance in making sure the institution can produce the best human capital (Garkaz, Banimahd, & Esmaceli, 2011). A learning style is a student's consistent way of responding to and using stimuli in the context of learning. (W.Keefe, 1979) Defines learning styles as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment." (L.Stewart & A.Felicetti, 1992) Defined learning styles as those "educational conditions under which a student is most likely to learn."

Problem statement

School, colleges and universities have no worth without student. Students are most essential asset for any educational institute. The social and economic development of the country is directly linked with student academic performance. The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali, et al., 2009). Student academic performance measurement has received considerable attention in previous research, it is challenging aspects of academic literature, and science student performance are affected due to social, psychological, economic, environmental and personal factors. These factors strongly influence on the student performance, but these factors vary from person to person and country to country. Competitiveness among students depends upon the competitive environment, are more likely to perform at higher academic levels at the level of postgraduate education. Indeed, culture alone explains 32% of academic performance (Baumann & Hamin, 2011). On the other hand the peer groups, learning environment and personal interests have also control upon the competitiveness in the educational sphere.

According to (Bhattacharya, 2009) methods to develop in predicting the effect of various assignment policies using peer effects estimated under conditionally random assignment. However, these approaches impose strong assumptions on the data generating process. For example, (Bhattacharya, 2009) limit their attention to cases where peer types are binary, so the distribution of peer characteristics in a group is fully characterized by the mean. (Lugo, 2011) Employs a slightly different strategy by using the random assignment of students to classrooms to estimate the asymmetric impact of peer heterogeneity in wealth and finds that poor students perform better when their classmates are wealthier, but not vice versa.

This research is only bound in Universiti Tenaga Nasional (UNITEN) and not appropriate to be generalise in other universities. Before this, most of researchers did separate research between environmental factors, self-management and learning style. Therefore, this study is a combination of survey in different perception of academic performance of accounting student. We measure the student academic performance through several ways like mid semester examination, assessment on contribution or carry mark, previous semester examination, performed in core subject and performed in optional subject.

Significance of the study

This study can contribute to the knowledge of accounting education where the research will provide adequate evidence to the lecturers and students itself in adapting responsibility in factors relations discussed in this study. These findings will be beneficial to accounting educators, lecturers to comprehend the impact of those variables on student's academic performance. Moreover, this research will help university in generating graduates students and most important, potential employees with high qualities standards in the future. Lastly, this study will help future study to gain more understanding on how student's environmental factors, self-management and learning styles can lead to better performances in their university life.

Literature Review

Academic Performance

Academic performance is affected by a number of factors including admission points, social economic status and school background. (Geiser & Santelices, 2007) Argue that admission points which are a reflection of the previous performance influence future academic performance. The (Universities Admission Centre, 2006) reports that tertiary institutions in Austria have found that a selection rank based on a student's overall academic achievement is the best single predictor of tertiary success for most tertiary courses. The researcher agrees with the scholars that admission points affect academic performance at university and that is why according to the (Universities and Other Tertiary Institutions Act, 2001), the basis for entry to university is admission points which are derived from A' level points, Diploma points and mature age points. In a scope of higher education, student depends on university ability to provide them with the best available programs as pathway to their future success so that they will develop best skill and knowledge during their working life (Waggoner & Goldman, 2005). It was the student attitude towards their study being the one criterion that makes the difference in their academic performance at university level where there has been positive relationship between the variables (Bakar, Tarmizi, Mahyuddin, Elias, Luan, & Ayub, 2010).

Environmental Factors

The measures of college quality and college districts are always looking for ways to improve their performance. (Gibbison & Murthy, 2003) argue that college location might be an important factor in determining the student performance. Lack of safety and security, poor sanitation, lack of accommodation, lack of facilities etc., create fear and discomfort for the student may resulting in poor learning and performance (Mulama, 2008). Based on peer effects have been widely studied in the economics literature due to the perceived importance Peers play in workplace, educational, and behavioural outcomes. Previous studies in the economics Literatures have focused almost exclusively on the identification of peer effects and have only hinted at the potential policy implications of the results (Carrell, Sacerdote, & West, 2012). Peer influence on behaviour gradually becomes more dominant. (Harris, 2009) had stated that peer groups have an even stronger influence than that of parents, although that extreme position has been refuted by other researchers (Berk, 2005). Peer-to-peer interactions, a major stimulant within the college environment, build the support base for success at the collegiate level. The potential impact of the peer environment multiplies with the increasing multitude of roles a student might play when interacting with others who reside and study in the same setting. These roles include roommate, classmate, boyfriend/girlfriend, study partner, competitor, and so on (Astin, 1968). Because of the close proximity of college buildings and the small communities developed within campus residence halls, peer-to-peer interactions have the greatest influence, positive or negative, on students in the college environment. The variety of students and the frequency of contact among them whether in class, at social events, while walking through residence.

Learning Style

Learning style or skills used in study defined as how student deal with their study approaches through perception towards their surrounding and how they can adapt to the task given into producing good end result (Richardson, 2011). Student mostly applies suitable strategies to acquire new material knowledge which help them further understand the topic and these strategies proved to be effective during their learning (Chen, 2009). According to (Fuente & Cardelle-Elawar, 2009), student study planning and strategy have been the best option for top scorers' student to study because the effectiveness. In the other hand, studies from (Indreica, Cazan, & Truta, 2011) showed that time wasting have been the most defining difference that makes student struggle before the final exam student struggle before the final exam. Previous research indicates that students who develop strong academic and self-learning or self-efficacy beliefs are better able to manage their learning and to resist the temptations and social pressures to engage in behaviours, such as delinquency, that can undermine their academic achievements. As a result, students with strong self-learning beliefs are more likely to successfully complete their education and be better equipped for a range of occupational options in today's competitive society (Bandura, Barbaranelli, Caprara, & Pastorelli, Multifaceted Impact of Self-Efficacy Beliefs on Academic Functioning, 1996). Conversely, it has been found that students who have a low sense of

self-learning and academic self-learning are more likely to engage in problem behaviours such as delinquency, dropping out of school, and school failure (Bandura, Barbaranelli, Caprara, & Pastorelli, Self Efficacy beliefs as Shapers of Childrens Aspirations and Career Trajectories, 2001) jeopardizing their chances at academic success and subsequent employment prospects. Hence, good learning skills are very much a main concern in order to avoid student performance to decrease even more.

Self-Management

(Grave, 2010) had performed a study that found other ways to reach that high level of academic performance. He investigated student time management and distribution patterns, and their influence on undergraduates' grades. His findings showed that attending class, finishing high school with a high GPA, and participating in social sciences or engineering sciences lead to higher grades. (Kelly, 2004) had also proposed the theory that efficient use of time is directly associated with increased academic performance and achievement. Although all of these studies seem to point to the benefits of using study time wisely to increase GPA and academic performance, it is necessary to also address some more negative influences on time utilization, such as multitasking and distractions. A study done by (Junco & R.Cotten, 2012) examines the effect that multitasking has on college GPA's. With the increasing availability of social media, such as Facebook and text messaging, more students have engaged in multitasking as a way to manage their lives. By analysing the results of a web survey they had conducted, (Junco & R.Cotten, 2012) found that these technologies have been an interruption because students spend much time using them while doing schoolwork, thereby fractioning their concentration and limiting absorption of new material. This has led to a decrease in students' academic performance and overall GPA. Good study habits include many different skills which are time management, self-discipline, concentration, memorization, organization, and effort. Good practices of time management can be central to academic success (George, Dixon, Stansal, Gelb, & Pheri, 2008) and strategies aimed at improving the effective use of time are often recommended as an aid to enhance the achievement of students (Misra & McKean, 2000). (George, Dixon, Stansal, Gelb, & Pheri, 2008) had found that time management significantly predicted academic success. Therefore, this study has been carried out for the purpose to examine the relationship between time management, memorize and note-taking with self-management.

Hypothesis Development

The potential for peers to affect individual achievement is central to many important policy issues in elementary and secondary education, including the impacts of school choice programs, ability tracking within schools, "mainstreaming" of special education students, and racial and economic desegregation. Vouchers, charter schools and other school choice programs may benefit those who remain in traditional public schools by engendering competition that leads to improvements in school quality, but may also harm those left behind by diminishing the quality of their classmates (Burk & Sass, 2008).

H1: There is a significant relationship between peer-to-peer interactions with academic performances.

Several researchers indicate that bad facilities and accommodation will not receive a great deal of attention by students to attend the class. Therefore, the school facilities are important to provide an appropriate environment for learning process (Vandiver, 2011). However, (Bowers & Urlick, 2011) found that there is no direct effect of facilities on student's performance, but it does not mean that the facilities and the academic performance of the students are not related. This because the past literature reviewed that the adequate facilities is consider necessary for the students on their performance. Apart of that, condition of the school building had a sizeable and measurable influence upon the achievement of students. There was a growing research literature that had held the belief that there was a relationship between student achievement and the conditions condition of school buildings (Hunter, 2006).

H2: There is a significant relationship between learning's places environment with academic performances.

Both of the learning styles have their own strength (Kolb & Kolb, 2005). Cooperative learning involve positively interdependence of the student which could increase the accountability of the members in group, which the cooperative learning force the students to work in team and participate in order to solve the problem in group together (Smith, 2010). Students usually lack in social skills because they do not familiar with activity in group. Students have to participate in the group formation process to increase the effectiveness of the students and could structure student's interaction with the group members (Shimazoe & Aldrich, 2010).

H3: There is a significant relationship between group discussions with academic performances.

The learning styles of students should influence the assessment and the teaching of students. Assessment works as a continuum. Aiding students with their individual interests and ways of thinking lies is at one end of the learning chain. At the other end of the learning chain lies the more standardized ways of knowing and doing things that society has deemed as important. In the middle of the chain are individualized ways of understanding and expressing knowledge (Kolb & Kolb, 2005). The experiential learning theory assumes that the way people learn is in different ways (Jaskari, 2013). At the first point is how individual choose the way to process the information during learning session. It is whether students want to watch or do and at the same time think or feel. This determines the individual learning and it involves the way of student's feeling, thinking, acting and reflecting (Ackerman & Hu, 2011).

H4: There is a significant relationship between self-learning with academic performances.

(House, 2000) stated that the scale used to measure academic performance is self-management which (DeFreitas & Rinn, 2013) self-management is an effective evaluation that can influence actual academic performance of the students. Self-regulatory is important factor that help students to guide their behaviour over time and context as a preparation for their examination (Quan-Haase, 2012). Furthermore, the students that have good time management skills also have good self-management too. Nowadays, students less spend time in academically, but more spend time on socializing both in online and offline such as facebook and text message (Junco & R.Cotten, 2012). In the other hand, (Dodge & Derwin, 2008) stated that individual that has higher time used efficiency; also produce better in their grade point average.

H5: There is a significant relationship between self-management with academic performances.

Research Methodology

The population target of this study is the final year student taking a Bachelor in Accountancy (Honors) degree students in Universiti Tenaga Nasional (UNITEN) in Kampus Sultan Haji Ahmad Shah, Muadzam Shah, Pahang. We choose UNITEN as we want to identify different factors from previous study that possible affect the academic performance among final year student taking a Bachelor in Accountancy (Honors) degree in UNITEN. Sampling is needed when conducting a research, because it could be costly to study the entire population and it will be often time consuming to contact the entire population. The sample size of our study consists of 159 of final year accounting student in UNITEN. We choose 159 sample size because the total final year students of Bachelor in Accountancy in UNITEN are 270 students, refer to the random sample size typical table from (Sekaran & Bougie, 2010) is shown the sample size is 159. The way data of this study collect is through primary data where the uses of questionnaires have been put into consideration the information regarding the factors variables that affect the accounting student performance during their study. The questionnaires divided into two parts, which is part A and part B which covered by five section. The respondents were asked to indicate their opinion pertaining to the statement along the likert scale of “1” to “5”, whereby “1” indicates strongly disagree, “2” indicates disagree, “3” indicates neutral, “4” indicates agree and “5” indicates strongly agree. Approach taken is where the team members will enter into the class and give briefing about the instruction to complete the questionnaires. Then, the questionnaires will hand out to the students in class, and the respondent will give about five to ten minutes to complete the questionnaire. Lastly, the questionnaires will be collect after the respondent completed the questionnaire. A total of 200 questionnaires have been distributed to final year student of accountancy in UNITEN. But, we are only able to collect back a total of 175 questionnaires. From the 175 questionnaires received, there are 11 respondent not completed the question. We recorded the result based on identified sample size. Besides, there are also has some procedure to get the total final year student of Accountancy in UNITEN. First, we had requested a permission letter (Letter of Introduction) in order for us to get the information from the university. This is because the information are considers as private information and they will only disclosed it when we enclosed the permission letter to the person in charge. After we got the permission letter, we met UNITEN’s Officer, which is the assistant manager at Registrar’s Office in UNITEN. She only gave the total student at UNITEN with their taken credit hours instead of giving specific information to us. Based on the information given, we sorted the total of accounting student that had been taken one hundred and fourteenth credit hours and above. We assumed that the accounting student that had taken one hundred and fourteenth credit hours and above as final year student that taking accountancy at UNITEN.

Measurement of variable

The questionnaire includes five sections and it is subbed under variables used for the study, and the questionnaire was developed in English. The structures of questionnaire consist of 46 questions, and it has been specified into two parts in five sections. Part A which is the first sections of the questionnaires to obtain information from respondents in terms of respondent’s background such as gender, age, race, current CGPA, residence area, past academic qualification, whether an active student in program organized by UNITEN or not, current Scorun point and hours per week on average that student spend for studying. All items will be measure using descriptive analysis.

Part B which is covered by section two until section five of the questionnaires. The second sections of the questionnaires is use to examine the relationship between environmental factor and student performance. The environmental factor relating to peer-to-peer interaction factor and learning place environment may lead to the academic performance. The third section of the questionnaires highlighted the main focus on learning style preferred whether group discussion or self-learning which can influence their performance. Next section consist of the how they manage their self which leading to their academic performance. The last part is measuring the academic performance of the students. All the question used a five-point Likert scale in which 1 indicated “strongly disagree”, 2 indicated “disagree”, 3 indicated “neutral”, 4 indicated “agree” 5 indicated “strongly agree”. Regression analysis was used to analyses the data.

Table 1: Descriptive analysis of the respondents

Demographic	Category	Frequency	Percentage (%)
Gender	Male	57	35.8%
	Female	102	64.2%
Race	Malay	104	65.4%
	Chinese	3	1.9%
	Indian	52	32.7%
	Others	0	0.0%

Age (Years)	21	15	9.4%
	22	96	60.4%
	23	36	22.6%
	24 and above	12	7.5%
Current CGPA	3.50-4.00	54	34.0%
	3.00-3.49	59	37.1%
	2.50-2.99	30	18.9%
	2.49 and below	16	10.1%
Residence Area	Urban	70	44.0%
	Rural	89	56.0%
	Others	0	0.0%
Past Academic Qualification	Foundation	77	31.4%
	Matriculation	35	22.0%
	STPM	35	22.0%
	Diploma	12	24.5%
Do you active in student program organized by UNITEN?	Yes	125	78.6%
	No	34	21.4%
Current Scorun Point	30 and below	51	32.1%
	31-60	61	38.4%
	61-90	31	19.5%
	91 and above	16	10.1%
How many hours per week on average do you spend studying?	10 hours and below	42	26.4%
	11-20 hours	34	21.4%
	21-30 hours	35	22.0%
	31 hours and above	48	30.2%

Reliability Results

The reliability test measures the internal consistency and stability of the multi-item scales. It indicates the extent in which the measurement across the item in the instrument bias. Cronbach’s Alpha is a reliability coefficient that reflects how the items in a set are positively correlated to one another. Cronbach’s Alpha is computed in terms of an average inter correlation among the items measuring that concept. The closer Cronbach’s Alpha is to 1, the higher the internal consistency reliability (Sekaran & Bougie, 2010). As to test the reliability of the questionnaire, the Cronbach’s Alpha test has been used and it showed that the questionnaire was reliable with a score of 0.895. Since reliability more than 0.8 consider to be good based on (Mohsen & Reg, 2011), this study indicates that the environmental factors, learning style, self-management and academic performance items are in acceptable level. Table 2 showed the results for the reliability test.

Table 2: Reliability Statistic

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.895	.894	37

Normality Results

Table 3: Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PTP	.207	159	.000	.900	159	.000
LPE	.219	159	.000	.884	159	.000
GD	.313	159	.000	.733	159	.000
SL	.358	159	.000	.508	159	.000
SM	.098	159	.001	.952	159	.000
AP	.316	159	.000	.619	159	.000

a. Lilliefors Significance Correction

Based on the result obtained from the Table 3 above, the normality results of the study reveals that the Kolmogorov-Smirnov values are all less than 0.05 since the first four variable shows significance value 0.000 and one of the variables shows 0.001 significance values. Since the variables are not normally distributed or the relationship between the variables is not linear like our results of this normality test, we use the Spearman rank correlation method.

Correlation Analysis

Spearman’s Rho Correlation Coefficient was used to computed and evaluate the relationship between independent variables which are environmental factors, learning style and self-management with the dependent variable which is academic performance. We use this type of correlation because the data that have been distributed are not normally distributed. The entire hypothesis of this study indicates that they have a positive relationship with academic performance. The correlation was show in Table 4 below.

Table 4: Spearman’s Rho (Correlations)

	Academic Performance (Correlation Coefficient)	Sig. (2-tailed)	N
Peer to peer Interaction	.649**	0.00	159
Learning Place Environment	.696**	0.00	159
Group Discussion	.734**	0.00	159
Self-Learning	.806**	0.00	159
Self-Management	.591**	0.00	159

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

Hypothesis Testing

According to the five hypothesis that has been developed, it shows that all hypothesis have a significant positive effects towards the academic performance.

H1: There is a significant relationship between peer-to-peer interactions with academic performances

The first section was to answer the hypothesis whether peer to peer interaction has significant relationship on academic performance of UNITEN’s final year accounting students. Table 4.5.1 revealed that peer to peer interaction has positive significance relationship with dependent variables, academic performance ($r = 0.649$, $N = 159$, $p = 0.000$). The results were supported by (Bhattacharya, 2009) have theorized that individuals could be sorted into peer groups to maximize productivity. Thus, the hypothesis was accepted since there is significance relationship between the two variables.

H2: There is a significant relationship between learning’s places environment with academic performances.

The relationship between learning place environment and academic performance has been tested. The result that have gained show that there is a positive relationship between this two variable ($r=0.696$, $n=159$, $p=0.000$). The learning place’s facilities are important to provide an appropriate environment for learning process (Vandiver, 2011). According to (Chan, 1996), students responded to good and poor learning environments by expressing positive and negative attitudes. With a positive attitude towards their learning environment, students learned with high motivation and undoubtedly were able to demonstrate better performance. When educators disregard the improvement of learning environment, they ignored the physical difficulties of learning (Chan, 1996). Since it has been prove that learning place environment have significance relationship with academic performance, the second hypothesis is accepted.

H3: There is a significant relationship between group discussions with academic performances.

The relationship between group discussion and academic performance has been examined. The result shows that there is a positive relationship between the two variables ($r=0.734$, $n=159$, $p=0.000$). The relationship is positive with strong relationship. Based primarily on his own empirical research, students usually lack in social skills because they do not familiar with activity in group. Students have to participate in the group formation process to increase the effectiveness of the students and could

structure student's interaction with the group members (Shimazoe & Aldrich, 2010). (Borg, 1965) had claimed that ability grouping had a slight positive effect on the achievement of high achievers. With the support from the previous author, our third hypothesis also is accepted.

H4: There is a significant relationship between self-learning with academic performances.

There is a positively strong and significant relationship between self-learning and academic performance, the self-learning has shown that there is a positive relationship between the two variable ($r=0.806$, $n=159$, $p=0.000$). (House, 2000) stated that the scale used to measure academic performance is self-management which (DeFreitas & Rinn, 2013) self-management is an effective evaluation that can influence actual academic performance of the students. Self-regulatory is important factor that help students to guide their behaviour over time and context as a preparation for their examination (Quan-Haase, 2012). Based on (Bandura, Barbaranelli, Caprara, & Pastorelli, Multifaceted Impact of Self-Efficacy Beliefs on Academic Functioning, 1996), students with strong self-efficacy or self-learning beliefs are more likely to successfully complete their education and be better equipped for a range of occupational options in today's competitive society. Thus, this hypothesis was accepted since there is significance relationship between the two variables.

H5: There is a significant relationship between self-management with academic performances.

The relationship between self-management and academic performance has been tested. The result shows that there is a positive relationship between the two variables ($r=0.591$, $n=159$, $p=0.000$). (Kelly, 2004) had proposed the theory that efficient use of time is directly associated with increased academic performance and achievement. An article by (Brint & M. Cantwell, 2006), for example, makes note of previous studies having already found that extra study time increases students' academic performance. The more deeply information is processed during note taking; the greater the encoding benefits (DiVesta & Gray, 1973). Good study habits include many different skills which are time management, self-discipline, concentration, memorization, organization, and effort. Good practices of time management can be central to academic success (George, Dixon, Stansal, Gelb, & Pheri, 2008). With all the support from the previous author, our fifth hypothesis also has been accepted.

Discussion And Conclusion

This study was conducted to explore the important factors that affect the students' academic performance. Research was conducted in University Tenaga Nasional (UNITEN). Five hypotheses are making in the study to check the effect of independent variables on dependent variables. By using appropriate statistical package it is found that peer to peer interaction, learning place environment, group discussion, self-learning and self-management are the factors that affect the student performance. All hypotheses are accepted in our study. First hypothesis which is environmental factor consists of peer to peer interaction and learning place environment. Peer to peer interaction indicated influence student behaviour and builds the support base for success at the university level. Besides that, location of university in rural area and facilities provide by university plays an important role for success student in academic which help the student in learning process. Second, learning style which comprise of group discussion and self-learning. Group discussion provides an opportunity for student to explore points of view, formulate and reconsider their ideas and understandings. It also helps the student to generate more ideas in a group. On the other hand, self-learning is how the student able to managed their learning. It show the main important affect for student towards academic performance which is often spend more time for study and revise will be achieve in academic. Lastly is self-management which related to time management, memorise and note taking. It show that, self-management closely related towards how student manage their time in order to prepare in timely manner, recall all thing that have been taught and organise main idea to details meaningful. All of things that stated have relationship towards success in academic performance of student.

Limitation

There is high possibility that the information collected from the respondent might be inaccurate. Some of the factors might be that the respondents overlooked at the requirement of the questionnaire and there is a chance that the respondents answers the question without understand them. There are also high chances that the respondents do not pay enough attention while completing the questionnaire. Our respondents comprise the students from difference prior education background which means that they will have differed experience in UNITEN. Foundation students who completed their previous study in UNITEN will have years of experience compared to diploma student from other universities which only registered in UNITEN 1 to 2 years after the foundation students.

Recommendations

Base on the study findings and the conclusions, researcher derived the following recommendations:
University Tenaga Nasional should encourage and organise more program that can help student develop positive behaviour of peer interaction. For example organise event like leadership program, motivation and other. Future researcher could strengthen this study by having another two samples, such as positive impact and negative impact from peer to peer interaction towards academic performance. This is because, the result shows that there is a significant relationship between peer to peer interactions. However, we only focus from the positive impact which is can influence positively in academic performance of the students. (Howard, 2004) states that student learn about what is acceptable in their social group by "reading" their friends' reactions on how they act, what they wear, and what they say. The peer will influence each other by words and actions in their group, which either encourages or discourages certain behaviours and attitudes. A peer-labelling process may be lead to the construction of positive identities for some students but negative identities for others.

The student performance should be improve if University Tenaga Nasional provides proper leaning facilities to the students and also improve the environment of the University. For example, provide more room discussion in library and change old white board in classroom. Other than that, UNITEN can improve or upgrading the facilities and accommodation in order to improve the academic performance of the students. Besides, the educational process also can improve at the same time by improving the

facilities especially when upgrading the latest technology that can use in learning process. Educators and students must have adequate facilities that provide an amenities atmosphere for both teaching and learning process. The government also should provide needed fund that can support the educational effort in improving the facilities such as build new facilities and others.

University Tenaga Nasional should implement more group assignment in order to improve communication skill and leadership. It is more effective when the lecturer randomly pick up the group member and form the group. Apart of that it will avoid sleeping partner or dependent on person or friend. Students have to involve more in group discussion in order to improve the performance of the academic. The group members will help each other in relating to solve the academic matters. Besides, the student can improve the communication skills when interacted with their group members that may help student increase their confidence level. So, they do not have problem when they have any presentation or interview session. The lecturers also should provide more activity class that need to discuss in group. Furthermore, the student can create new friendship while discussing their course material.

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