

Factors Influencing Academic Performance of English Literature Students

Susana Widyastuti¹, Erna Andriyanti², Ari Nurhayati³

Universitas Negeri Yogyakarta, Indonesia^{1,2,3}

Email: Susana_widyastuti@uny.ac.id

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Abstract. Student success is one of key goals of higher education, thus necessary steps are taken to identify how it can be achieved. However, students vary in their ability and performance in completing their studies with various factors attributing to these variations. This study offers identification of the factors within the context of English language program. Examining students' perception, it attempts to reveal ways in which personal, internal, and external factors and different stages of study may interact to influence student's academic performance. The primary data was a Google Form Questionnaire to 217 students (n=217) of the English literature study program in a state university in Yogyakarta. Through descriptive statistics, the Likert Rating Scale data were analyzed using R. Qualitative data underwent reduction, categorization, and representation using R Qualitative Data Analysis (RQDA). Findings reveal that the Confirmatory Factor Analysis (CFA) satisfied the goodness of fit criterion. The linear regression analysis using the variables from the CFA model revealed that University Learning Facilities, Liking one's study program, Courses meeting students' expectations, and Student's Interest in the courses explained 51.31% of the variation ($R\text{-squared}=0.513$) in Students' Academic Performance. However, lecturers negatively impact students' success, alongside factors like mental health. Further research through in-depth interviews with alumni could establish a more supportive academic system.

Keywords: CFA, EFA, student's academic performance, motivation factors, obstructing factors

<https://ojs.unm.ac.id/eralingua>



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INTRODUCTION

Students entering the English Literature study program come from a wide range of social backgrounds and academic abilities and bring with them a great variety of expectations and needs. Those who are admitted to the program have met entry requirements and passed the selection test, thus they are generally assumed to be capable of completing the course. However, our observation on the academic data from the faculty in the last five years has shown that there is no guarantee that these students perform well during their studies and eventually satisfy the requirements for graduation. This proves that entrance examinations cannot be claimed as predictors of students' academic success (Abouchdid, 2010; Cologon, 1997). The factors that influence students' performance can be more complex once they start their studies (Fraser & Killen, 2003; Hepworth, Littlepage, & Hancock, 2018; Lotkowski, Robbins, & Noeth, 2004; Steenkamp, Baard, & Frick, 2009).

Explanations have been proposed by scholars from various perspectives to explicate why students perform differently with some being successful while others have been unsuccessful in their studies. The success factors have been proposed, including those belonging to the psychological, social, economic, and academic dimensions and arising from the students themselves, the institution, and the family. While, institution and family play an important role to support students' success (Braxton & McClendon, 2001), students are the main actors who should possess interest and commitment, self-discipline, motivation, effort, effective time management and learning approach, appropriate goals setting, commitment of study, self-efficacy (e.g. Ayala & Manzano, 2018; Cologon, 1997; Lotkowski et al., 2004; van Rooij, Jansen, & van de Griff, 2018). Some other studies (e.g. Fraser & Killen, 2003; Ishitani & DesJardins, 2002; Tinto, 1975) highlight the failure side and point to the culprit such as low commitment, wrong choice of course, lack of motivation, lack of family support, and monitoring. In a broad context, generalization can be relevant to measure students' performance and to see how students across disciplines achieve perform academically. However, if we seek to have a better understanding of why one may pass in a certain department but fail in the other, we need to consider how the characteristics of the study program, including the content and expected outcomes of the curriculum can influence the performance of students.

Previous research has shown how people may have diverse perception about a student's academic journey and thus may cause bias. In this study we particularly seek to capture the issue from students' perspectives. It is worth noting that teachers and students may have different perceptions and expectations concerning which factors determine academic success (see Fraser & Killen, 2003; Hassel & Ridout, 2018; Killen, 1994; Steenkamp et al., 2009). Understanding students' perceptions is central because students' perceptions of what can lead to their success have a strong influence on their attitudes and action, stronger than the influence of the things themselves (Fraser & Killen, 2003). Research has advocated positive correlations between perception and academic performance, for example, Viviers, De Villiers, & van der Merwe (2022) in their study on how the

perception of self, or self-efficacy beliefs, correlate with academic success; and [Burger and Naude \(2020\)](#) explore how students perceive academic success, particularly by relating it to self-concepts, motivation, and academic behaviors. Having said this, students' perceptions can either help or hinder academic progress, for instance, if students believe that submitting assignments on time contributes to success, they will probably do their best to be punctual in submitting their assignments. Nevertheless, if students believe that success can be achieved without submitting assignments on time, they will probably not submit their assignments on time.

This study aims to reveal the factors that influence students' academic performance and to explain any correlation between those factors, particularly within the context of the English literature program. We propose that a better understanding of student's academic performance will be achieved when relating it to the learning processes, the processes which should be seen as a complex whole where multiple aspects and phases are taken into consideration. During the process, various aspects are also involved, not only the students themselves but also the learning environment and their families.

This is to say that, first, while existing research looks at the issue from a certain perspective, which of course deserves its merit, we believe that using multiple measures, used in combination, can give richer explanation than each of the measures. To do so, we combine personal aspect (students' perception of themselves) and academic aspect (their perception of their academic performance as well as the curriculum content and delivery in the program). Second, we believe that the academic context within which English is used as the instructional language can have a powerful influence on students' academic achievement, thus we take into account how the curriculum and English competence may affect their performance. Third, we take choices of non-academic activities seriously, by assuming that cases like taking part time job during study may ruin the whole academic journey.

Making Sense of academic success

Students' academic performance has long been perceived with its two opposite ends: success and failure. The notion of 'success' (in contrast to failure) in tertiary studies is debatable as people have different understandings and ways of measuring it. While several significant studies (see [Cologon, 1997](#)) have been carried out to explore methodologies for the measurement of student success, universities apply different regulations about the requirements students must satisfy to be deemed successful and to be granted a degree upon completion. A set of indicators of academic performance are set by universities to ensure that students have accomplished the expected outcomes before graduating.

The general indicators or proof of achievement used by universities are Grade Point Average (GPA), attained number of credits (ECTS), and the time spent completing the course. While GPA serves as a valid basis for assessing students' achievement as it provides a reference point demonstrating students' outcomes during the study, ECTS and study length indicate how far and quickly students have achieved and completed their studies. The higher a student's GPA and the more

ECTS a student has accomplished, the less time spent by a student, and the more it is likely that a student is to graduate from college (Ishitani, 2006; Ishitani & DesJardins, 2002). GPA, ECTS, and study length are interlinked and can be investigated about any aspect of university life, for example how it can be measured against data about extra-curricular involvement of students (Buckley & Lee, 2021), non-academic factors, academic confidence, and motivation (Lotkowski et al., 2004). In addition to GPA and ECTS, van Rooij et al. (2018) consider the intention to persist, manifested through various aspects like self-motivation and academic self-efficacy, as key aspects determining students' ability to adjust and perform academically. In addition to these are self-regulated study behavior and satisfaction with degree program they chose. However, GPA has been criticized for its weaknesses in terms of its use and validity as well as its ignorance towards the value of the learning experience (Lipnevich, Guskey, Murano, & Smith, 2020; Milton, Pollio, & Eison, 1986). The controversies around the use of GPA are caused by, inter alia, the fact that different institutions have different processes, perceptions, and beliefs about scoring systems in determining GPA (Lipnevich et al., 2020).

In another spectrum, success is measured based on how much students experience various benefits which are intangible and may accrues to a student during the educational process, such as experiences cultural exchange (Poort, Jansen, & Hofman, 2019), achievement of personal goals (Covington, 2000), mastering life skills (Burger & Naude, 2020), and opportunities beyond the curriculum such as personal development (Cologon, 1997). In addition to this is how students can make meaning of their studies for the betterment of their life and how the studies have helped them get their dream job (Al-Ansi, 2021). These studies claim that success is not just about achievement, and, in a more extreme way of thinking, success means happiness (Cologon, 1997) and feel satisfied (Burger & Naude, 2020). Although these insights can lead to a richer and more thoughtful understanding, they are not easy to measure and rely heavily on students' perceptions, beliefs, and motivation.

This study points to the approaches to the measurement of student achievement through the lens of GPA, ECTS, and completion times (course duration against minimum) and relates them to the factors that influence them. Completion times only apply to those who have graduated to see how the study length correlates with how well they have performed during their studies and the factors that influence the study length. These three dimensions reflect both achievement and progress as they can become the basis for measurement of whether they are high or low-achieving students and whether they can finish in good time. In this respect, people measure success only from definite aspects like grades and pass rates. Questions may then arise about whether students' achievement sufficiently reflect their ability to understand and develop their life skills. The answer would lie in how assessment is taken in each subject, which has so far been regarded as the most effective way to measure the achievement of learning goals embedded in the curriculum.

Illuminating the factors of academic success

Different explanations have been offered to illuminate what is behind the dark and bright sides of students' academic performance from various disciplines, yet some of them are beyond the coverage of this study. Work by [Braxton & McClendon \(2001\)](#), for instance, highlights the role of institutions by recommending a long list of institutional practices that can support social integration and students' academic retention, such as administrative practices, enrolment management, and faculty support. However, this is not part of this study.

Various components have been proposed by researchers including 1) students' background, 2) students' characteristics, 3) curriculum content and delivery, and 4) family support. Students' background is usually used when researchers investigate student success against demographic data like gender ([Alghamdi, Karpinski, Lepp, & Barkley, 2020](#); [Marta et al., 2020](#)), social and cultural background of students ([Ishitani & DesJardins, 2002](#)). In terms of economic status, for example, [Ishitani and DesJardins \(2002\)](#) highlight how financial support can be helpful for reducing dropout rates. Studies have also demonstrated that working students may have some issues in completing their study ([Darolia, 2014](#); [Nonis & Hudson, 2006](#)).

Regarding students' characteristics, research highlights the important role of diverse facets of academic mindset and behaviors which should be developed personally by students to succeed. Reinforcing these attitudes can facilitate improved academic outcomes, and, conversely, undermining them can disrupt students' academic progress. In studies, these good behaviors are to be built in terms of motivation ([Covington, 2000](#); [Lotkowski et al., 2004](#); [Robbins et al., 2003](#)); commitment, self-discipline, and effort ([Killen, 1994](#)); self-efficacy ([Burger & Naude, 2020](#); [Viviers et al., 2022](#)), as well as persistence and perseverance ([Ayala & Manzano, 2018](#); [Basith, Rosmayadi, Triani, & Fitri, 2020](#); [Tinto, 1997](#)). In terms of self-efficacy, for example, it is interesting to find that the higher the self-efficacy students have, the more they are ready with solutions when they face problems and the bigger efforts and motivation they have until they feel satisfied and successful. Students also need to have an interest in the course; develop good study habits ([Tus, 2020](#)); become self-regulatory learners ([Basith et al., 2020](#); [Robbins et al., 2003](#); [Zimmerman, 1990](#)); and develop effective time management and learning approach. When it comes to skills, some skills are important not only to help students complete their study well, but also to prepare students before commencing the program, namely time management, learning skills, self-monitoring, technology proficiency, and research skills ([Mah and Ifenthaler, 2017](#)). These skills demonstrate which is particularly crucial. Investigating each of these personal characteristics deserves its merit and has its strength in its own right. The effect of the thesis writing process on students' completion ([Agné & Mörkenstam, 2018](#)). How completion relates to some physical issues like disabilities ([Carroll, Pattison, Muller, & Sutton, 2020](#)) and psychological issues ([Saunders-Scott, Braley, & Stennes-Spidahl, 2018](#)).

In terms of curriculum content and delivery, literature has also suggested predictors like curriculum content ([Häussler & Hoffmann, 2000](#); [McGaffrey et al.,](#)

2001) and teaching strategies (Al-Qahtani & Higgins, 2013; Alghamdi et al., 2020; Ng, 2018). Wijngaards-de Meij and Merx (2018) argue that curriculum, and its development and alignment, are key for achieving learning objectives. However, in higher education the implementation can be more complex and too practical. The common problems around the relevance of the curriculum content and how it may align with the global development and needs (why students should learn this) and on the other the appropriateness of the teaching strategies. Thus, it is important to make sure that the curriculum alignment can support the constructive coherence between teaching, learning, and assessment.

Particular attention is also paid to the impact of family background variables, like parent's level of education and family income and the availability of family support on the achievement of good grades at colleges. Research has advocated the positive impact of income and occupation as well as family support on the educational attainment of students (Guimarães & Sampaio, 2013; Cheng, Ickes, & Verhofstadt, 2012). In a nutshell, it is acceptable to say that family has a big role and influence on a child's success.

In the English literature study program, most subjects are taught in English and use English textbooks, and only a few general courses are taught in Indonesian. Studies have reported the correlation between academic success in various courses using English as the medium of instruction in non-English speaking countries (see a comprehensive review by McKinley & Rose, 2022). Kamaşak, Sahan, and Rose (2021) report significant challenges faced by students in Turkey concerning the use of English in various disciplines, particularly in writing and speaking tasks. Taking the context of Japan, Rose, Curle, Aizawa, & Thompson (2020) investigates the factors that drive success in courses taught in English. Their goal is to identify the correlations between some aspects like language proficiency, motivation, and academic skills. Similarly, language proficiency is also highlighted as a key determinant of student success by Xie and Curle (2022) and Aizawa, Rose, Thompson, and Curle (2020), complementing other aspects like perception, motivation, content knowledge, and the classroom learning environment. In a nutshell, research needs to pay attention to the positive role of English language competence in shaping students' competence in English major programs (Berman & Cheng, 2001)

Among a wide range of factors that have been used to comprehend how students vary in the processes of learning and completing their studies, we focus on the constructs that highlight personal and academic factors. We use multiple measures in order to generate richer results and explanations. In addition, we consider the language issue, which is relevant to explaining the role and characteristics of the study program, as a crucial determining factor of students' performance.

Research Methods

This is mixed-method research, with a parallel design as data were collected simultaneously without lapses in time (Schoonenboom & Johnson, 2017). The study subjects were 217 (n=217) students of English literature study program, enrolled from 2014 – 2018, who filled out our Google Form Questionnaire. The survey (see

Table 1) was developed to encompass students' backgrounds, which was useful to gather information about the students, and their perception of academic and personal aspects that might influence their academic performance. Our personal experience and observation when teaching helped us construct the questions for each aspect, adding more insights into what we had learned from other studies. The survey also allowed students to write about their experiences during their study in the open-ended section. Their narratives gave rich insights into what they thought of as the success and failure aspects in their study. The survey was first triangulated by a validator and then went through a pilot study. Necessary changes were made, and an ethics clearance was obtained before the survey was administered.

Table 1: Variables and Summary of the questionnaire

Part	Questions	Questions	
Students' background			
1	Academic background	Whether English literature is the program they want, English proficiency score, their student/graduation status, student leave, length of thesis writing.	7
2	Students' side activities	Activities they undertook during study: work, business, activities like seminars/competition/workshop, internship, international students' exchange.	8
Students' perception towards academic and personal aspects of their study			
3	Academic factors	Pre-study: Students' perceptions of English literature and their English language competence before starting their study. During study: Students' perceptions of curriculum, lecturers, learning process, learning facilities, and the use of English as the instructional language. During thesis writing: Students' perceptions of supervision, topic, and writing commitment, GPA	22
4	Personal factors	Students' perceptions of personal aspects like motivation, time management, social life, priority management, health, psychology, emotional health, family condition	8
5	Open-ended questions	Things that motivate them to finish their study and things that hinder them from completing their study.	2
Total			47

As for the analysis, descriptive statistics were deployed to analyse the quantitative data collected through the Likert Rating Scale part of the Google Forms questionnaire; the R program was utilized. The patterns leading to the interpretation of the qualitative data started with data reduction, data categorization, and representation (Setiawan, 2022). The qualitative data were analyzed using a Portable Windows Version of R Qualitative Data Analysis (RQDA).

The following are guiding questions that the researchers sought to answer:

- 1) How to model the relationships among variables influencing students' academic performance?
- 2) Which variables contribute most to explaining the student's academic performance?
- 3) What are the academic and personal factors influencing the student's academic performance?

FINDING AND DISCUSSION

Quantitative Data

The results that are noteworthy at this level are those from the Exploratory Factor Analysis. If we are in a query of variables that are linked to students' academic performance, this analysis was the beginning of this study. The following is a Scree Plot from R Program:

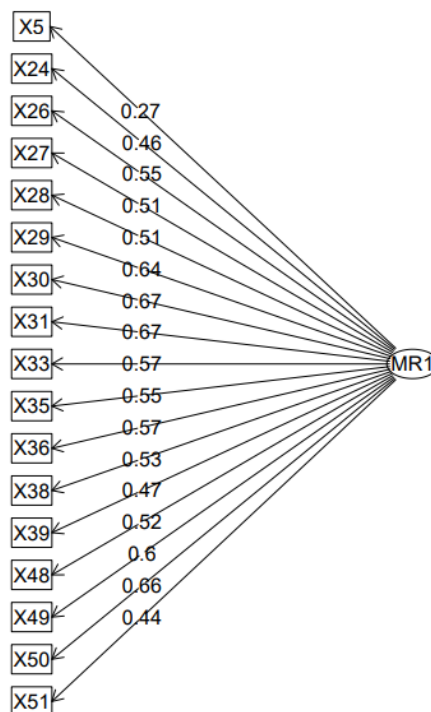


Figure 1: Factor Analysis Scree Plot

The factor analysis Scree Plot shows the number of variables that were included in the Exploratory Factor Analysis Model. The bigger the loading factor coefficient, the stronger the relationship between the indicator and the main Factor

MR1. But if the loading factor is close to 1, there is a high likelihood of the presence of collinearity.

After excluding loading factors < 0.25 , the following variables were found to be linked to the main factor MR1 (Student's Academic Performance, SAP). Table 1 below indicates the variable name and the loading factors with the MR1 Factor. It should be noted that only variables with ≥ 0.4 loading coefficients are recorded below:

Table 2: Variables and Loading Factor Coefficients

No	Variable Name	Loading Factors
1	Grand Point Average-GPA	X5 (0.27)
2	Pre-Study- PS	X24 (0.46)
3	Student's Interest in the Classes-SIC	X26 (0.55)
4	Course Meeting Expectation -CME	X27 (0.510)
5	Lecturer-L	X28 (0.51)
6	Lecturer's good teaching Method -LM	X29 (0.64)
7	Lecturer's Good Communication-LGC	X30 (0.67)
8	Lecturer-Students Good Communication- LSGC	X31 (0.67)
9	University Learning Facility-ULF	X33 (0.57)
10	Easiness in English Language Use-EELU	X35 (0.55)
11	Liking the Study Program-LSP	X36 (0.57)
12	Able to Learn through English -ALTE	X38 (0.53)
13	Can Communicate in English-CCE	X39 (0.47)
14	Being in Good Health	X48 (0.52)
15	Steady Psychological Conditions-SPC	X49 (0.60)
16	Emotion Management-EM	X50 (0.66)
17	Harmony with Family-HF	X51 (0.44)

With these loading factors, we are able to identify the variables that are strongly related to the students' academic performance. All those variables are candidates to a further analysis that seeks to confirm the EFA results, that is, the Confirmatory Factor Analysis (CFA). However, when all the variables above with bigger loading factor coefficients were included in the CFA model, there was no goodness of fit for most models tested: the data did not fit the model at all. However, using some variables, the following model was found to be fit:

```
> model_sap <- '
+ GPA =~ X5
+ PS =~ X24
+ ISP =~ X26+X27+X36
+ L =~ X28 + X29 + X30 + X31
+ ULF =~ X33
+ ELA =~ X35 + X38 + X39
+ H =~ X48 + X49
+ EM =~ X50
+ HF =~ X51
```

+ '

Whereby GPA=Grand Point Average; PS=Pre-Study; ISP=Interesting Study Program; L=Lecturer, ULF=University Learning Facilities; ELA=English Language Ability; H=Health, EM=Emotion Management, and HF= Harmony with Family

To test the fitness of that CFA model, the common evaluation methods include the Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR). In our case, the CFA goodness of fit index values is theoretically evidenced as Table 4 indicates it:

Table 4: CFA Goodness of fit

No	Index	Value
1	CFI	0.95
2	TLI	0.91
3	RMSEA	0.06
4	SRMR	0.04
5	AIC	8875.62
6	BIC	9129.11

Table 4 indicates great Good Fit Statistics as the Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI) are >0.90 respectively while the Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR) are <0.08 respectively. These values indicate high goodness of fit for this CFA model.

At this level, the researchers have managed to confirm statistically the variables which are significantly related to a student's academic performance. Now, linear regression analysis can be carried out to determine the variable that has a great contribution to explaining the Student's Academic Performance (SAP) variation. After testing different combinations and the amount of the dependent variables' variation explained, this regression model run in the R program yielded noteworthy results:

```
# Regression Analysis
```

```
Model <- lm
```

```
(X5+X35+X38+X39+X24+X26+X27+X28+X29+X30+X31+X33+X36+X48+X49+X50+X51,  
data = data)
```

```
summary (model)
```

```
> # 4. Summary of Analysis
```

Table 5: Regression Coefficients:

Variables	Estimate	Std. Error	t value	Pr(> t)
(intercept)	7.325817	0.358079	20.459	< 2e-16 ***
X24	0.001572	0.057466	-0.027	0.97818
X26	0.291826	0.067427	4.328	1.62e-05 ***
X27	0.540310	0.052928	10.208	< 2e-16 ***

X28	0.235891	0.082056	2.875	0.00411 **
X29	0.118962	0.079345	1.499	0.13404
X30	0.335577	0.082264	-4.079	4.79e-05 ***
X31	0.136924	0.072496	1.889	0.05915
X33	0.300656	0.059092	5.088	4.16e-07 ***
X36	0.808493	0.060205	13.429	< 2e-16 ***
X48	-0.123252	0.054120	-2.277	0.02293 *
X49	0.043309	0.071127	0.609	0.54270
X50	0.235390	0.084610	2.782	0.00548 **
X51	-0.105425	0.046731	-2.256	0.02424 *

Signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

From Table 5 R output above, we can derive the following information:

The regression equation:

$$SAP = 7.326 + (-0.002 * X24) + (0.292 * X26) + (0.540 * X27) + (0.236 * X28) + (0.119 * X29) + (-0.336 * X30) + (0.137 * X31) + (0.301 * X33) + (0.808 * X36) + (-0.123 * X48) + (0.043 * X49) + (0.235 * X50) + (-0.105 * X51)$$

Whereby: SAP wraps in three variables: Grand Point Average-GPA, Easiness in English Language Use-EELU, and Can Communicate in English-CCE: these are indicators of an English Literature study program Student's Academic Performance. They are some of the criteria that can be used to judge such a student's academic merits or demerits.

The independent variables that contribute in explaining the amount of variation in SAP include

X24: Pre-study; X26=Student's Interest in the Classes-SIC, X27=Course Meeting Expectation -CME, X28=Lecturer-L, X29=Lecturer's good teaching Method -LM, X30=Lecturer's Good Communication-LGC, X31=Lecturer-Students Good Communication- LSGC, X33=University Learning Facility-ULF, X36=Liking the Study Program-LSP, X48=Being in Good Health, X49=Steady Psychological Conditions-SP, X50=Emotion Management-EM, and X52=Harmony with Family-HF.

Among the independent variables aforementioned and based on the t-values of each in the regression output above, those mostly contributing in explaining the variation in the dependent variables: X36 with an absolute t-value of 13.429 (it explains SAP at a level of 13.4% of the amount of variation; it is highly influencing in this case. The second variable after X36 is X27, with the t-value equal to 10.20, that is, 10.20%, and X33 (t-value = 5.088), that is, 5.08%).

The overall amount of the dependent variables variation that is explained

Through the regression summary output, the Multiple R-squared (R^2) is 0.4436, the Adjusted $R^2=0.438$. The latter is considered stable and then more accurate as it considers the number of predictors in the model. So, overall 43.8% of the amount of variance in SAP can be explained by the independent variables that are in the regression model. The remaining among is explained by other unknown factors. That is why the qualitative data analysis sheds more right on other frontiers

unbroken by findings derived from the quantitative data or uncovering additional Students' Academic performance.

Qualitative data

Under this subheading, the authors list findings from the qualitative data. These are obtained from the open section of the questionnaire. Data were condensed, reduced, and represented using R for Qualitative data. Under this subsection, there is information related to factors that affect negatively and /or positively the students' academic performance.

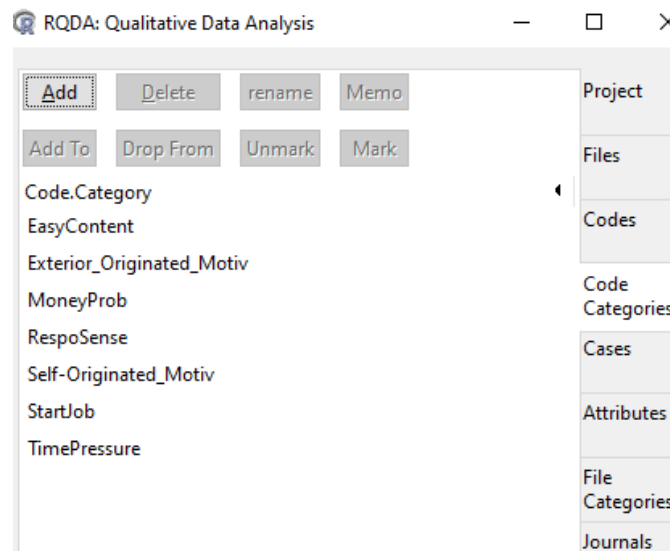


Figure 2: Motivating Factors in Explaining SAP

Most of the factors have been directed to the undergraduate thesis as indicated by the code categories or themes in [Figure 2](#). As the thematic analysis illustrates, the easy-to-understand research topic, some exterior-originated motivation, self-originated motivation, money problems, responsibility sense, time pressure, and eagerness to start a job or career were found to be other factors that explained the variation in the Student's Academic Performance (SAP).

It is crucial to mention that each category or theme has sub-themes. For instance, within the theme of exterior-originated motivation, there were:

- Motivation from friends;
- Lecturers' motivation;
- Making parents proud;
- Obligated by parents to graduate earlier;
- Observing successful students/people;
- Smooth parents' motivation and;
- Positive students' competition to finish first

This R qualitative data analysis output illustrates more:

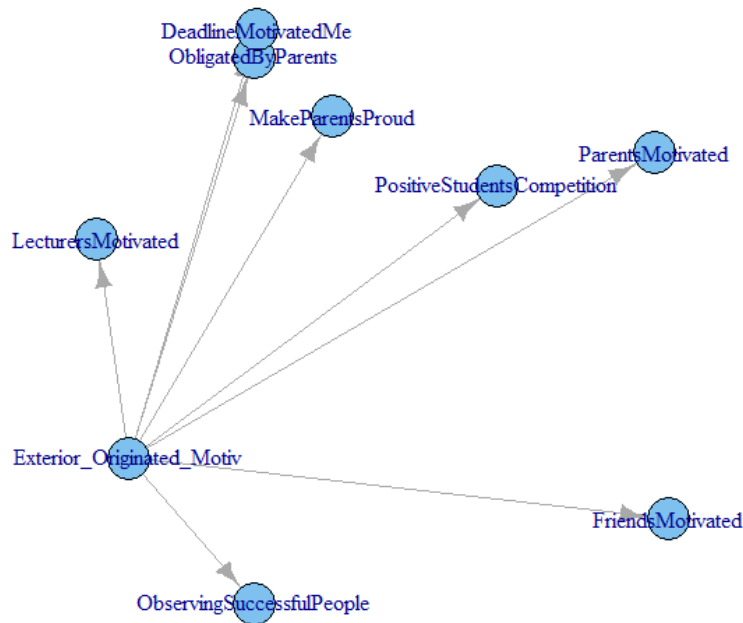


Figure 3: Sample Code Category for Intrinsic Motivation

Equally, some obstacles or facts affected negatively the Student's Academic Performance. These were grouped into seven themes or categories:

- Demotivation;
- Family issues;
- Lack of skills required to work on the thesis;
- Lack of support;
- Mental Health
- Non-conducive Environment;
- Lack of Time management skills

These seven issues were reported to have affected negatively the student's success. Mental health was surprisingly weighing more than others as some of these quotes and [Figure 4](#) indicate: "Excessive accumulation of negative emotions
"I lacked enthusiasm in class because there were other conditions such as being 'upset'"

"Personal problems that are quite draining the mind"

"Too much thinking 'what if...'"

"..my mental condition which was not good at that time"

What is more, lecturers also made it hard for students' optimal academic achievement. There were instances that the lecturer component's weight was recurrent among the obstacles hampering students. Instances like:

"[I had] Difficulty communicating with the lecturer"

"..here are lecturers who enter the class only to tell stories, but when the exam questions are very difficult even though they have never taught properly"

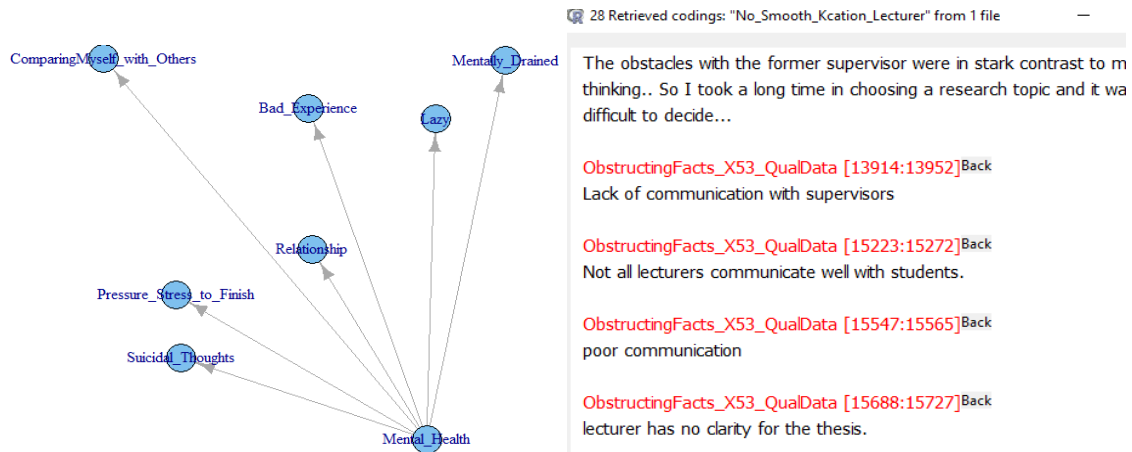


Figure 4: Mental Health and Lecturer as Key SAP Obstacles

“lecturers who are sometimes busy or difficult to contact”

“lack of encouragement and enthusiasm from the supervisor...”

The occurrence count in the R Qualitative Data Analysis (RQDA) returned an occurrence of 28 on the “lecturer component” as it is illustrated in Figure 4.

Discussion

When modelling the relationships among variables influencing students' academic performance using a CFA model, several variables were considered, including study period, student's interest in the classes, lecturer, university learning facilities, English language ability, health, and emotion management. The CFA model demonstrated good fit statistics with values indicating a high level of goodness of fit. Those values corroborate Hair et al. (2012) categorization as the Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI) were both above 0.90, while the Root Mean Square Error of Approximation (RMSEA) and Standardized Root Mean Square Residual (SRMR) were below 0.08; they indicate good fitness of the model. This answers research question No 1 worded as “How to model the relationships among variables influencing the student’s academic performance?” The variables that were included in the fit model are:

- Grand Point Average
- Pre-Study
- Interesting Study Program;
- Lecturer;
- University Learning Facilities;
- English Language Ability;
- (Students’) Health; and
- Emotion Management
- Harmony with Family

What is more, in this study, the variables that contribute most to explaining students' academic performance, as indicated by Students' Academic Performance (SAP), are X36 (Liking concentration or study program) with a coefficient of 13.40, X33 (university learning facilities) with a coefficient of 10.20 (Course Meeting student's expectation) with a coefficient of 0.57300, and X26 (Student's interest in

the classes) with a coefficient of 10.20 (Pimdee et al., 2023). These variables have relatively larger coefficients, suggesting a stronger impact on SAP and a significant contribution to explaining the variation in the dependent variable. This information answers research question No 2 formulated as “Which variables contribute most to explaining the student’s academic performance.”

As far as answering research question No 3 (Personal, Internal, and External Factors) is concerned, some comments can be made. First, personal factors that positively influenced students' academic performance include time management skills, liking the study program, university learning facilities, course meeting student's expectations, and student interest in the classes, which is close to Dembo, & Seli's (2008) findings. However, negative factors such as demotivation and mental health conditions were also found to affect negatively students' academic performance.

Meanwhile, the academic factors which affected students' academic performance include the lecturer's communication with students, the lecturer's teaching methods, the undergraduate thesis, and related supervision, as well as learning through English. The lecturer as a factor was mentioned as both an obstacle to real academic performance and a motivator: depending on students' experience, that component weighted negatively on the student's academic performance; which corroborates Kamaşak and Sahan's (2023) findings.

However, more personal or some external factors mainly revolved around students' support systems, including support from parents, lecturers, and peers. Positive competition between students to graduate among the first was also found to influence academic performance, which rhymes with Wan & Lanthier's (2003); Kutsyuruba, Klinger, & Hussain's (2015) and Trevino & DeFreitas's (2014) findings. Additionally, financial factors played a role, with fear of paying tuition fees again having a positive weight, while students being stuck due to missed tuition fees acted as an obstacle to academic success.

CONCLUSION

In conclusion, this study investigated factors influencing students' academic performance in an English literature program, revealing the importance of personal, internal, pre-academic, academic, and external factors. Key findings include the fact that the variables in the fit CFA model helped explain 43.8% of the variation in Students' Academic Performance (SAP). Those with a significant positive influence on students' academic performance were liking concentration, university learning facilities, and students' interest in the classes. Conversely, the other amount of variation in the dependent variables, although not exhaustively, was qualitatively explained: the lecturer, psychological factors like mental health, and other exterior-originated factors influenced negatively the students' academic performance. These insights contribute to a better understanding of student success in higher education.

As a recommendation, exclusively qualitative research should supplement this study in terms of conducting in-depth interviews with English literature study program alumni. The latter may have information that can lead to implementing a

new system, lecturing methods, lecturers' communication manners or protocol with students or counselling support for students.

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