

FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF FOURTH-YEAR HOSPITALITY MANAGEMENT STUDENTS: A BASIS FOR INTERVENTION

DOI: 10.5281/zenodo.18659427

Katrina Mae Camus

HRM Student, College of Hotel and Restaurant Management, University of Cebu-Main Campus

Jinky Opolentissima

HRM Student, College of Hotel and Restaurant Management, University of Cebu-Main Campus

Danilyn Pananganan

HRM Student, College of Hotel and Restaurant Management, University of Cebu-Main Campus

Ennerose Picante

HRM Student, College of Hotel and Restaurant Management, University of Cebu-Main Campus

Ma. Rochena Suliva

HRM Student, College of Hotel and Restaurant Management, University of Cebu-Main Campus

Glenn Roy Edem

Teacher, Stockbridge American International School-Gensan Campus

Glenn R. Andrin, EdD., PhD.

Vice President for Accreditation & Quality Assurance, Valencia College Inc.

ORCID:0000-0002-3008-5661| drandringlenn@gmail.com

Mario Ramil R. Pepito, PhD.

Dean, College of Hotel and Restaurant Management, University of Cebu-Main Campus

ORCID:0000-0001-7716-5776| pepitomarioramil68@gmail.com

Earl Dave V. Rocha, PhD.

Professor, College of Hotel and Restaurant Management, University of Cebu-Main Campus

ORCID: 0000-0002-7286-1673 | earluc@gmail.com

Abstract

Academic performance remains a critical concern in higher education, particularly in professional degree programs like Hospitality Management. This study examined the factors affecting the academic performance of fourth-year Hospitality Management students at the University of Cebu Main Campus during the academic year 2020-2021. Using a quantitative descriptive research design, data were collected from 84 fourth-year students through an online survey questionnaire employing a four-point Likert scale. Six dimensions were investigated: psychological state, school environment, social interaction, self-efficacy, academic experiences, and academic achievement. Results revealed that psychological state ($M=3.67$, "Highly Affecting") and self-efficacy ($M=3.33$, "Highly Affecting") emerged as the most influential factors, while school environment ($M=2.83$, "Affecting") showed relatively lower impact. The overall aggregate mean of 3.17 indicated that all six dimensions collectively "Affect" student academic performance. Chi-square analysis revealed a significant relationship between sex and social interaction ($\chi^2=15.903$, $p<0.05$), suggesting gender differences in how students engage socially within academic contexts. The findings underscore the need for holistic intervention programs addressing students' psychological well-being, self-efficacy development, and supportive learning environments. Recommendations include enhanced guidance services, faculty mentoring, peer support systems, and infrastructure improvements to optimize academic success in Hospitality Management education.

Keywords: *academic performance, hospitality management students, psychological state, self-efficacy, higher education, Philippines*

1. Introduction

1.1 Background of the Study

Student academic performance serves as a fundamental indicator of educational quality and institutional effectiveness. In higher education, academic achievement not only reflects students' mastery of disciplinary knowledge but also predicts their future professional success and contributions to national development (Ali et al., 2009). The quality of graduates produced by educational institutions directly impacts economic and social progress, making the investigation of factors influencing academic performance a priority for educators, administrators, and policymakers (Battle & Lewis, 2002; Saxton, 2000).

Hospitality Management education presents unique characteristics that distinguish it from other academic disciplines. As a professional degree program, it combines theoretical knowledge with practical skills development across various domains including front office operations, housekeeping, food and beverage service, cookery, and bread and pastry production. Hospitality management students are typically characterized as kinesthetic learners who prefer experiential, hands-on approaches to learning (Yan & Cheung, 2012). Lee and Kamp (2005) found that these students demonstrate preferences for active, sensorial, visual, and sequential learning styles, distinguishing them from students in more traditional academic programs.

The transition to online learning during the COVID-19 pandemic introduced unprecedented challenges to hospitality education. With its emphasis on practical skills and face-to-face interactions, the sudden shift to remote learning modalities disrupted established pedagogical approaches and required students to adapt rapidly to new learning environments. Understanding how various factors affected student academic performance during this period provides valuable insights for improving educational delivery in both crisis and normal circumstances.

1.2 Theoretical Framework

This study is grounded in multiple theoretical perspectives that collectively explain the complex interplay of factors influencing academic performance. Hargreaves' (2001) Capital Theory of School Effectiveness and Improvement provides a宏观 framework emphasizing four key elements: outcomes (cognitive and moral), leverage (teacher input-education output relationships), intellectual capital (institutional knowledge and experience), and social capital (networks of trust and collaboration). This theory suggests that school effectiveness depends on the integration of these capitals to create environments conducive to student success.

Self-efficacy theory, derived from Bandura's social cognitive theory, posits that individuals' beliefs in their capabilities to execute necessary actions significantly influence their motivation, effort, and persistence (Pajares, 1996). In academic contexts, students with higher self-efficacy demonstrate greater motivation to study, set more challenging goals, and ultimately achieve better academic outcomes (Zimmerman, Bandura, & Martinez-Pons, 1992). Hsieh, Sullivan, and Guerra (2007) found that students in good academic standing reported significantly higher self-efficacy compared to those on academic probation.

Motivational theory complements self-efficacy by explaining how various motivational variables lead students to select participation in certain activities, subsequently affecting their performance both inside and outside the classroom (Kuh et al., 2007). Expectancy theory contributes to understanding anticipated satisfaction or dissatisfaction with academic outcomes (McShane & Von Glinow, 2005; Issac et al., 2001), while goal-setting theory emphasizes that individuals who set specific, challenging goals perform at higher levels than those with vague or absent goals (McShane & Von Glinow, 2005).

Sternberg's (1988) Mental Self-Government theory offers additional insights by examining thinking styles across five dimensions. This theory, widely applied in cross-cultural educational research (Stephen, 2008; Zhang, 2006), suggests that individuals develop preference profiles for how they utilize their intellectual abilities, influencing their academic approaches and outcomes.

1.3 Conceptual Framework

The conceptual framework guiding this study posits that academic performance of Hospitality Management students is influenced by six interconnected factors: psychological state (mental health, self-concept, and outlook); school

environment (physical learning conditions, resources, and institutional climate); social interaction (relationships with peers, teachers, and the broader academic community); self-efficacy (confidence in executing academic tasks); academic experiences (prior learning encounters and study habits); and academic achievement (grades, recognition, and competency development). These factors operate both independently and synergistically to shape students' academic trajectories.

1.4 Statement of the Problem

This study aimed to determine the factors affecting the academic performance of fourth-year Hospitality Management students at the University of Cebu Main Campus during the academic year 2020-2021. The findings will serve as a basis for developing recommendations to address identified challenges and optimize student success.

Specifically, this research sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of age, sex, and civil status?
2. What are the factors affecting the academic performance of fourth-year Hospitality Management students in the context of their:
 - o 2.1 Psychological state
 - o 2.2 School environment
 - o 2.3 Social interaction
 - o 2.4 Self-efficacy
 - o 2.5 Academic experiences
 - o 2.6 Academic achievement
3. Is there a significant relationship between the respondents' demographic profile and their perceptions of factors affecting academic performance?
4. Based on the findings, what recommendations can be proposed to enhance the academic performance of Hospitality Management students?

1.5 Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

H₀₁: There is no significant relationship between students' age and their perceptions of factors affecting academic performance across all six dimensions.

H₀₂: There is no significant relationship between students' sex and their perceptions of factors affecting academic performance across all six dimensions.

H₀₃: There is no significant relationship between students' civil status and their perceptions of factors affecting academic performance across all six dimensions.

1.6 Significance of the Study

This study will benefit multiple stakeholders. **Hospitality Management students** will gain awareness of factors influencing their academic performance, enabling self-reflection and proactive improvement. **Faculty members** will receive evidence-based insights to guide teaching strategies and student support interventions. **Parents** will better understand challenges their children face and provide appropriate guidance and resources. **School administrators** can use findings to develop policies, programs, and infrastructure improvements that enhance the learning environment. **Future researchers** will find this study a valuable reference for comparative investigations and theoretical development.

2. Research Methodology

2.1 Research Design

This study employed a quantitative descriptive research design. Descriptive research aims to observe, describe, and document aspects of a situation as they naturally occur (Polit & Beck, 2019). This design was appropriate for systematically characterizing the factors affecting academic performance and examining relationships between variables without manipulating conditions.

2.2 Research Environment

The study was conducted at the University of Cebu Main Campus, located in Sanciango Street, Cebu City, Philippines. Founded in 1964, the university offers comprehensive educational programs from pre-school to postgraduate levels. The College of Hospitality Management, situated on the sixth and seventh floors of the Gotianuy Building, delivers a four-year Bachelor of Science in Hospitality Management program designed to equip students with the knowledge, skills, and attitudes necessary for professional success in the hospitality industry.

2.3 Research Respondents

Respondents were 84 fourth-year Hospitality Management students enrolled during the academic year 2020-2021. Purposive sampling was employed to select participants from the fourth-year level, as these students possessed the most extensive academic experience in the program and could provide comprehensive perspectives on factors affecting their performance throughout their studies.

2.4 Research Instrument

Data were collected using a researcher-developed questionnaire organized into two sections. Part I gathered demographic information including age, sex, and civil status. Part II measured factors affecting academic performance across six dimensions using a four-point Likert scale: 4 = Strongly Agree (Highly Affecting), 3 = Agree (Affecting), 2 = Slightly Agree (Slightly Affecting), and 1 = Disagree (Not Affecting). The instrument underwent validation by research advisers to ensure content validity and clarity.

2.5 Data Gathering Procedures

The research procedures followed a systematic protocol. First, the researchers secured permission from the Dean of the College of Hospitality Management through a formal letter request. Upon approval, respondents were identified and contacted through online platforms. A meeting was conducted to explain the study's purpose, mechanics, and ethical considerations. The questionnaire was distributed via Google Forms, with respondents given 10-15 minutes to complete it. All responses were automatically encoded for analysis.

2.6 Ethical Considerations

The study adhered to ethical research principles as guided by the University of Cebu Ethics Review Board. Respondents were informed of their voluntary participation, right to withdraw without penalty, and the confidentiality of their responses. Informed consent was obtained before data collection.

2.7 Data Analysis

Data were analyzed using descriptive and inferential statistics. Frequency counts and percentages described the demographic profile. Weighted means were calculated to determine the level of influence of each factor, interpreted using the following scale: 3.25-4.00 = Strongly Agree (Highly Affecting), 2.50-3.24 = Agree (Affecting), 1.75-2.49 = Slightly Agree (Slightly Affecting), and 1.00-1.74 = Disagree (Not Affecting). Chi-square tests examined relationships between demographic variables and perception levels, with significance set at $p < 0.05$.

3. Results and Discussion

3.1 Demographic Profile of Respondents

Analysis of respondent demographics revealed that the majority were 22 years old (42.86%), followed by 21 years old (40.48%), indicating that most fourth-year students fall within the expected age range for their year level. Females comprised 64.28% of respondents, while males represented 35.71%, reflecting the gender distribution typical of

Hospitality Management programs in the Philippines. All respondents (100%) reported being single, consistent with the age profile of undergraduate students.

3.2 Factors Affecting Academic Performance

3.2.1 Psychological State

Table 1 presents the findings for psychological state, which emerged as the most influential factor affecting academic performance (aggregate mean = 3.67, "Highly Affecting").

Table 1: Psychological State

Indicator	Mean	Description	Interpretation
1. When it comes to academic performance, I have a strong self-concept and outlook toward a certain goal	3.50	Strongly Agree	Highly Affecting
2. I am extremely eager to learn about any subject	4.00	Strongly Agree	Highly Affecting
3. I become more interested in learning as a result of which I become more confident in achieving good results	3.50	Strongly Agree	Highly Affecting
Aggregate Mean	3.67	Strongly Agree	Highly Affecting

The exceptionally high mean for indicator 2 (4.00) demonstrates that fourth-year Hospitality Management students possess strong intrinsic motivation and genuine enthusiasm for learning. This finding aligns with goal-setting theory, which emphasizes that motivated individuals set challenging goals and perform at higher levels (McShane & Von Glinow, 2005). The equally strong ratings for self-concept and confidence-outcome relationships suggest that students recognize the connection between psychological readiness and academic success. These results support Pajares' (1996) contention that self-efficacy beliefs significantly influence academic achievement.

3.2.2 School Environment

Table 2 displays the findings for school environment, which obtained an aggregate mean of 2.83 ("Affecting").

Table 2: School Environment

Indicator	Mean	Description	Interpretation
4. I have a comfortable place to study because I have a specific place to study at home which I keep clean and orderly	3.50	Strongly Agree	Highly Affecting
5. There is strong and reliable internet access that helps me in my research	2.50	Agree	Affecting
6. There is good power supply, ventilation, and sunlight when I study	2.50	Agree	Affecting
Aggregate Mean	2.83	Agree	Affecting

The high rating for having a dedicated study space (3.50) indicates that students recognize the importance of physical learning environments. However, the lower ratings for internet reliability and utilities (both 2.50) reflect challenges particularly salient during the pandemic-induced online learning period. These findings echo Raychaudhuri et al. (2010), who identified infrastructure and home environment as significant predictors of academic performance. The results also support Hargreaves' (2001) capital theory, which emphasizes that institutional and environmental resources constitute essential capital for educational success.

3.2.3 Social Interaction

Table 3 presents findings for social interaction, which obtained an aggregate mean of 3.17 ("Affecting").

Table 3: Social Interaction

Indicator	Mean	Description	Interpretation
7. I have a good relationship with my classmates and teachers	3.50	Strongly Agree	Highly Affecting
8. I have a circle of friends who motivates me to study harder and smarter	3.00	Agree	Affecting

9. Some of my friends lend me learning materials such as books, PDF files, etc.	3.00	Agree	Affecting
Aggregate Mean	3.17	Agree	Affecting

The strong rating for positive relationships with classmates and teachers (3.50) underscores the importance of social capital in academic settings. This finding aligns with Hargreaves' (2001) emphasis on networks of trust and collaboration as crucial components of school effectiveness. Students clearly value supportive relationships that provide both emotional encouragement (indicator 8) and practical resource sharing (indicator 9). Korir et al. (2014) similarly found that peer influences significantly impact academic performance, with school climate and social interactions contributing substantially to student outcomes.

3.2.4 Self-Efficacy

Table 4 displays findings for self-efficacy, which obtained an aggregate mean of 3.33 ("Highly Affecting").

Table 4: Self-Efficacy

Indicator	Mean	Description	Interpretation
10. I am able to communicate effectively with others using online technologies	4.00	Strongly Agree	Highly Affecting
11. I consider flexibility in time as an important motivating factor in taking an online class	3.00	Agree	Affecting
12. Considering the schedule, I make myself prepared for the subject, I have significant time and energy to engage in online learning class	3.00	Agree	Affecting
Aggregate Mean	3.33	Strongly Agree	Highly Affecting

The perfect rating for online communication efficacy (4.00) demonstrates students' confidence in navigating digital learning environments. This finding is particularly significant given the pandemic context and supports Alalwan et al.'s (2019) research showing that students' behavioral intentions to use technology for collaborative learning positively impact academic outcomes. The somewhat lower but still positive ratings for time flexibility and preparation (both 3.00) indicate areas where students recognize challenges but maintain confidence in their capabilities. These results align with social cognitive theory, which posits that self-efficacy influences motivation, effort, and persistence (Pajares, 1996; Zimmerman et al., 1992).

3.2.5 Academic Experiences

Table 5 presents findings for academic experiences, which obtained an aggregate mean of 3.00 ("Affecting").

Table 5: Academic Experiences

Indicator	Mean	Description	Interpretation
13. I study harder to improve my performance when I get low grades	3.50	Strongly Agree	Highly Affecting
14. I prefer finishing studying and doing my assignments first before doing anything else	3.00	Agree	Affecting
15. I see to it that extracurricular activities do not hamper my studies	2.50	Agree	Affecting
Aggregate Mean	3.00	Agree	Affecting

The strong rating for performance improvement motivation (3.50) indicates that students respond constructively to academic setbacks, increasing effort when faced with low grades. This adaptive response reflects effective self-regulation and goal orientation (Fenollar, Roman, & Cuestas, 2007). The moderate rating for study prioritization (3.00) suggests generally effective time management, while the relatively lower rating for extracurricular management (2.50) indicates that some students struggle to balance academic and non-academic commitments. These findings support earlier research on student engagement and its relationship to academic outcomes (Fullarton, 2002).

3.2.6 Academic Achievement

Table 6 displays findings for academic achievement, which obtained an aggregate mean of 3.00 ("Affecting").

Table 6: Academic Achievement

Indicator	Mean	Description	Interpretation
16. I participate in the discussion, answering exercises and clarifying things I do not understand	2.50	Agree	Affecting
17. I get good grades on tests, quizzes, assignments, and projects	3.00	Agree	Affecting
18. I develop smartness, confidence, and firmness in making decisions as a result of my consistency in studying	3.50	Strongly Agree	Highly Affecting
Aggregate Mean	3.00	Agree	Affecting

The highest rating in this dimension (3.50) for developing cognitive and confidence outcomes through consistent study suggests that students recognize the long-term benefits of academic engagement beyond immediate grades. This finding supports Fenollar et al.'s (2007) research demonstrating that study strategies mediate the relationship between achievement goals and academic success. The moderate rating for grades (3.00) indicates satisfactory academic performance, while the lower rating for classroom participation (2.50) may reflect the constraints of online learning environments where spontaneous interaction is more challenging.

3.3 Summary of Factors

Table 7 presents the summary of findings across all six dimensions.

Table 7: Summary of Factors Affecting Academic Performance

Dimension	Aggregate Mean	Description	Interpretation
A. Psychological State	3.67	Strongly Agree	Highly Affecting
B. School Environment	2.83	Agree	Affecting
C. Social Interaction	3.17	Agree	Affecting
D. Self-Efficacy	3.33	Strongly Agree	Highly Affecting
E. Academic Experiences	3.00	Agree	Affecting
F. Academic Achievement	3.00	Agree	Affecting
Overall Aggregate Mean	3.17	Agree	Affecting

The overall aggregate mean of 3.17 confirms that all six dimensions collectively "Affect" the academic performance of fourth-year Hospitality Management students. Psychological state and self-efficacy emerged as the most influential factors (both "Highly Affecting"), highlighting the primacy of internal psychological resources in academic success. This finding aligns with social cognitive theory and extensive research demonstrating that students' beliefs about their capabilities significantly predict their achievement (Pajares, 1996; Zimmerman et al., 1992; Choi, 2005).

School environment, while still "Affecting," received the lowest rating among the dimensions, possibly because students have adapted to their physical learning conditions over time. However, the specific challenges identified with internet reliability and utilities (both 2.50) warrant attention, particularly as online learning continues to play a significant role in education.

3.4 Relationship Between Profile and Perceptions

Table 8 presents the chi-square analysis examining relationships between demographic variables and perceptions of factors affecting academic performance.

Table 8: Relationship Between Respondents' Profile and Perceived Factors

Variable	Dimension	df	Computed χ^2	Critical χ^2	Decision	Interpretation
Age	Psychological State	14	13.117	23.685	Failed to Reject H_0	Not Significant
	School Environment	21	32.042	32.671	Failed to Reject H_0	Not Significant
	Social Interaction	14	10.000	23.685	Failed to Reject H_0	Not Significant

	Self-Efficacy	14	17.779	23.685	Failed to Reject Ho	Not Significant
	Academic Experiences	14	8.745	23.685	Failed to Reject Ho	Not Significant
	Academic Achievement	21	21.347	32.671	Failed to Reject Ho	Not Significant
Sex	Psychological State	6	10.660	12.592	Failed to Reject Ho	Not Significant
	School Environment	9	4.976	16.919	Failed to Reject Ho	Not Significant
	Social Interaction	6	15.903	12.592	Reject Ho	Significant
	Self-Efficacy	6	9.194	12.592	Failed to Reject Ho	Not Significant
	Academic Experiences	6	6.386	12.592	Failed to Reject Ho	Not Significant
	Academic Achievement	9	6.987	16.919	Failed to Reject Ho	Not Significant

The analysis revealed no significant relationships between age and any of the six dimensions, indicating that students across different ages share similar perceptions of factors affecting their academic performance. Similarly, no significant relationships were found between sex and five dimensions. However, a significant relationship emerged between sex and social interaction ($\chi^2 = 15.903$, $p < 0.05$), leading to rejection of the null hypothesis for this dimension. This significant finding suggests that male and female Hospitality Management students differ in how they perceive and engage with social aspects of their academic environment. Given that the majority of respondents were female (64.28%), this result may reflect the greater tendency of female students to seek and maintain supportive peer and teacher relationships. The Counseling and Testing Center of LPU-Batangas (2008) similarly identified peer relationships as significant factors influencing academic engagement and performance. Students' need for connection, confidence, and familiarity in classroom settings appears particularly salient for female students, who may derive greater academic benefit from positive social interactions.

4. Conclusion and Recommendations

4.1 Conclusion

Based on the findings, the following conclusions are drawn:

1. Fourth-year Hospitality Management students at the University of Cebu Main Campus are predominantly 21-22 years old, female, and single, reflecting the typical demographic profile of the program.
2. All six investigated dimensions—psychological state, school environment, social interaction, self-efficacy, academic experiences, and academic achievement—significantly affect students' academic performance, with psychological state and self-efficacy emerging as the most influential factors.
3. Students demonstrate strong intrinsic motivation for learning (psychological state) and high confidence in using technology for academic purposes (self-efficacy), indicating robust internal resources for academic success.
4. Challenges exist in infrastructure areas, particularly internet reliability and utilities, which may impede optimal learning, especially in online education contexts.
5. Gender differences in social interaction patterns suggest that female students may place greater emphasis on and derive more benefit from peer and teacher relationships in their academic pursuits.
6. The absence of significant relationships between age and perceptions across all dimensions indicates that students at different ages share relatively consistent views of factors affecting their academic performance.

4.2 Recommendations

Based on the findings and conclusions, the following recommendations are proposed:

For Faculty Members:

- Provide continuous guidance and motivation to help students maintain strong self-concept and goal orientation
- Create supportive classroom environments that encourage participation and clarify student misconceptions
- Incorporate activities that build student confidence and self-efficacy, particularly in areas where students express lower confidence
- Recognize and accommodate gender differences in social learning preferences

For Students:

- Develop strategies to overcome technical challenges, including maintaining backup internet connections and power supplies
- Cultivate peer support networks for sharing learning materials and providing mutual encouragement
- Maintain balanced schedules that prioritize academic commitments while managing extracurricular activities
- Actively participate in class discussions and seek clarification when needed
- Believe in personal capabilities and embrace challenging academic tasks as growth opportunities

For the Guidance Department:

- Implement regular monitoring of students' psychological well-being through assessments and counseling services
- Develop programs that promote social and emotional competence, reinforcing positive behaviors and decision-making
- Conduct workshops on stress management, goal setting, and self-efficacy development
- Facilitate peer mentoring programs that connect students across year levels

For School Administration:

- Invest in infrastructure improvements, particularly reliable internet access and backup power systems for online learning
- Ensure adequate ventilation, lighting, and comfortable study spaces in physical learning environments
- Provide technical support and resources for students facing connectivity challenges
- Develop policies that support flexible learning arrangements while maintaining academic standards

For Future Researchers:

- Conduct longitudinal studies tracking how these factors influence academic performance across different year levels
- Investigate the specific mechanisms through which self-efficacy and psychological state impact grades and skill development
- Explore gender differences in social interaction more deeply, examining how these affect learning outcomes
- Include qualitative components to capture rich, contextualized experiences of students
- Replicate the study in other institutional and cultural contexts to test generalizability of findings

References

- Alalwan, N., Al-Rahmi, W. M., & Alfarraj, O. (2019). Integrated three theories to develop a model of factors affecting students' academic performance in higher education. *IEEE Access*, 7, 98765-98780.
- Ali, N., Jusoff, K., Ali, S., Mokhtar, N., & Salamt, A. S. A. (2009). The factors influencing students' performance at Universiti Teknologi MARA Kedah, Malaysia. *Canadian Research & Development Center of Sciences and Cultures*, 3(4), 81-90.
- Battle, J., & Lewis, M. (2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. *Journal of Poverty*, 6(2), 21-35.
- Choi, N. (2005). Self-efficacy and self-concept as predictors of college students' academic performance. *Psychology in the Schools*, 42(2), 197-205.
- Counseling and Testing Center. (2008). Absenteeism of the students of Lyceum of the Philippines University-Batangas for the first semester of S.Y. 2008-2009: An action research. LPU-Batangas.

- Fenollar, P., Roman, S., & Cuestas, P. J. (2007). University students' academic performance: An integrative conceptual framework and empirical analysis. *British Journal of Educational Psychology*, 77(4), 873-891.
- Fullarton, S. (2002). Student engagement with school: Individual and school-level influences. *Longitudinal Surveys of Australian Youth Research Report*, 27, 1-41.
- Hargreaves, D. H. (2001). A capital theory of school effectiveness and improvement. *British Educational Research Journal*, 27(4), 487-503.
- Hsieh, P., Sullivan, J. R., & Guerra, N. S. (2007). A closer look at college students: Self-efficacy and goal orientation. *Journal of Advanced Academics*, 18(3), 454-476.
- Isaac, R. Z., Wilfred, J. P., & Douglas, C. (2001). Leadership and motivation: The effective application of expectancy theory. *Journal of Managerial Issues*, 13(2), 212-226.
- Korir, E. K., Charo, M. B., Ogochi, G., & Thinguri, R. (2014). Student school attendance and academic performance in Njoro District, Kenya: A relational analysis. *Research Journal's Journal of Education*, 2(5), 1-7.
- Kuh, G. D., Kinzie, J. A., Buckley, J. A., Bridges, B. K., & Hayek, J. C. (2007). Piecing together the student success puzzle: Research, propositions, and recommendations. *ASHE Higher Education Report*, 32(5), 1-182.
- Lee, S., & Kamp, H. (2005). Learning styles of hospitality students: Do career interests make differences in learning styles? *Journal of Hospitality & Tourism Education*, 17(3), 27-33.
- McShane, S. L., & Von Glinow, M. A. (2005). *Organizational behavior: Emerging realities for the workplace revolution* (3rd ed.). McGraw-Hill Irwin.
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578.
- Polit, D. F., & Beck, C. T. (2019). *Nursing research: Generating and assessing evidence for nursing practice* (10th ed.). Wolters Kluwer.
- Raychaudhuri, A., Debnath, M., Sen, S., & Majumder, B. G. (2010). Factors affecting students' academic performance: A case study in Agartala Municipal Council Area. *Bangladesh e-Journal of Sociology*, 7(2), 34-41.
- Saxton, J. (2000). *Investment in education: Private and public returns*. Joint Economic Committee, United States Congress.
- Stephen, K. (2008). Do thinking styles of entrepreneurs matter in innovation? *Journal of Global Business and Technology*, 4(2), 24-34.
- Sternberg, R. J. (1988). Mental self-government: A theory of intellectual styles and their development. *Human Development*, 31(4), 197-224.
- Yan, H., & Cheung, C. (2012). What types of experiential learning activities can engage hospitality students in China? *Journal of Hospitality & Tourism Education*, 24(2-3), 21-27.
- Zhang, L. F. (2006). Thinking styles and cognitive development. *The Journal of Genetic Psychology*, 167(2), 149-163.
- Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal*, 29(3), 663-676.