

STUDENTS' INDIVIDUAL MOTIVES AND ACADEMIC PERFORMANCES IN HIGHER EDUCATION

Yohan¹

Abstract: *This article is a narrative study which investigated student's individual motives to be engaged in a higher education, and then to know their difficulties in academic demands in higher education programs and how they cope with the difficulties. Besides, this study also scrutinized the gaps on their academic attitudes towards their academic performances during they were engaged in a college stay. Unstructured-interview was conducted to two classes which were purposively grouped by research based that consisted of 20 students in each group in the forms of focused-group discussion and a deep-interview was given to 10 students. The researcher also used observation for particular occurrences. The findings showed that most of students' purposes to be engaged in a college stay were simply common in nature; becoming better individuals, creating pride and happiness for their parents, the pursuit of knowledge for some skills and interests, and improving jobs and financial careers. And then, their difficulties in college life correspond to financial, social-campus life, educational, and personal constrains. Besides, their gaps in academic performances consisted of inappropriate way of behaving and respecting their lecturers, procrastination, wasting time, critical thinking disability, exams unpreparedness, lack of self-motivation drives, comprehension disability, academic anxiety, time management, academic tasks negligence, and burden requirements in student organization. In conclusion, deeply and broadly reformulating their missions for studying in higher education, employing their own approaches to academic communication and using other alternative strategies for the constraints should be their primary concern in achieving a better academic success.*

Keywords: *Individual Motives, Academic Performance, Academic difficulties, college life, and personal academic approaches to the constraints*

A. Introduction

The Excellent students will obviously attempt to grasp the huge value of, not only intellectual, financial and individual objectives, but also have fantastic mental-emotional characterized for global purposes in a higher education engagement entirely for further societal involvements. In addition, by studying at a college or university, they are not only required to intensify their learning power in some particular subjects but they are as well as urged to optimize their constructive and consistent academic performances to close the gaps. Thus, personal approaches, individual strategies and idiosyncratic planned management

¹ Dosen Jurusan Tadris Bahasa Inggris STAIN Syaikh Abdurrahman Siddik Bangka Belitung

should be their primary concern to prepare to help them significantly succeed their academic completion.

It was found that many students at the State College for Islamic Studies of Syaikh Abdurrahman Siddik Bangka Belitung thought if they were involved to study at this college, they assumed they would only discuss a number of subjects and how to pass the exams. Besides, they only developed their interests for pursuing specific skills by completing their academic requirements, as a result they could be well-placed to specialise further. For example, if they took a major of language education studies, on completing their studies, they would be qualified to seek employment as a teacher, translator, interpreter, editor, or other job careers.

Regarding the issue above, once they accomplished their study from a higher education program, especially in undergraduate studies, they could be employed to do the jobs correspond to their previous major. This goal could be likely their main purpose why they studied in a college or university. But, to achieve their academic accomplishment, students' know if intellectual authority is not the only entity as their foremost investment. But as stated by Bernard, the so-called 'a mental power development also should be actively generated (Bernard, 2003:50). By doing so, their mental emotional strengths can be concurrently developed to achieve the balanced goals.

Students' academic performance and accomplishment during they were involved in higher education mostly affected by their individual motives. The diverse students' individual motives to be involved in higher education created different academic strategies and performances (Dembo, 2004). And then when they got some difficulties for their study accomplishment, their academic alterable attitudes could change in fluctuating condition. These phenomena can be further indicated from their attitudes when teaching and learning process internally occurred in classroom and the indicators can be found as follows: there were some students with low capability in comprehending the materials, introvert students, students with low self-enthusiasm and confidence, students with low memory retention capability, activity density of students organization, incomplete individual assignments, classroom absence, laziness, bad mood,

sleepiness, anxiety, and individual health problems. Besides, their individual problems that they experienced non-academically outside the campus caused by financial problems, home-living or dormitory intricacies, social compliances, and other individual overwhelms. In consequent, such those problems could trouble their consistent academic performances and then opened their gaps to inconsistently reach their academic success during they were engaged in a college stay.² As a result, they frequently got difficulty to employ their best approaches to deal with such the problems above.

Throughout the issues above, *“Students’ Thoughtful Motives and their Academic Difficulties Accomplishment towards their Performance Gaps in Higher Education Program at the State College for Islamic Studies of Syaikh Abdurrahman Siddik Bangka Belitung”* was an interesting topic to study. Thus, the purposes of this study were to investigate student’s individual thoughtful motives, students’ gaps on academic performances and students’ difficulties in relation to their academic demands during they were engaged in college stay.

B. Literature Review

Commonly, we can find two kinds of students almost in every higher education both students who own better academic performance and those who do not. Correspondingly, attitude is the standpoints between students who have the will to strive for their academic excellence and those who do not (Kafele, 2013:14). These gaps might be influenced by their prior mind-set about the primary missions why they must be academically and non-academically involved in various activities in higher education. In supporting students academic

² Understanding problems can be a challenge, particularly when students, first present themselves. So, how students respond to the problems is what really matters. Before they can begin to solve a problem, they first have to recognize and accept its existence. Sometimes they need to stop and take stock, to examine their behaviour and their deepest feelings in order to discover where they are and what’s happening in their lives. Meaningful questions bring the problem into sharper focus. Their power to solve problems is limited only by the strength of their belief that they can. The power of their mind is that they tends towards creating what they believes. As stated by McFarlan, B. & Yellowlees. *Are You Good Enough? 15 Way to Build a Confident Mind-Set*. Great Britain. Capstone Publishing Limited (a Wiley Company). 2006. p.131-156

success, the supportive climate, culture, relationship, compassion, environment, and relevance in instruction should be wisely controlled (Kafele, 2013:14).

Unhelpful academic climate, culture, relationship, compassion, and environment can cause uncomfortable atmosphere for students during they were in a college stay. Besides, an irrelevance in instruction can make an academic dissatisfaction. In contrary, warmth compassion can personally help them create caring relationship to build positive attitudes (Yohan, 2003:34-35).³ Therefore, developing the right culture and social relationship should be improved to protect them from suffering individual academic anxiety and failure, and to help them achieve their goals after they get out of their college.

What should students get out of college? Derek Bok stated that students should aim for eight things during their university stay. They are learning to communicate, learning to think, building character, preparing for citizenship, preparing for living with diversity, preparing for a global social life, acquiring broader interests, and preparing for a career (Derek Bok in Robert, 2010: 6-7). In short, students purpose go studying in a college or university does not only how to improve their job and financial career but also how to improve their mental quality, intellectual power and spiritual strengths in global outlook. These beliefs should be wisely comprehended and digested by all students.

Every single person that is involved in a higher education program is not only led to pursue the development of job and financial careers but also to achieve their mental quality, spiritual power and intellectual authority. But to achieve these things, students would find some difficulties. Student's academic difficulties can be in a various types. The appearances of the difficulties that commonly come up could be educational, financial, social, and personal entities. Therefore, "increasing self-awareness in dealing with the difficulties initially makes students feel uncomfortable, but it is the gateway to change and reach personal growth" (McFarlan, B. and Yellowlees : 2006:136). Due to the urgency of these things, no change and personal growth in academic involvement

³ See Greiner, K, & Westbrook, T. S.K, *Academic Service Quality and Instructional Quality. The Journal of the First-Year Experience and Students in Transition*. Iowa College & Drake University. Fall 2002, Volume 14, Number 2, pdf. 2002. p.7-30

without the effort of self-awareness in helping help them solve their academic problems.

Dealing with college students' difficulties in accomplishing their studies, Blerkom attempts to academically highlight four essential points to suggest students in attaining their academic success. All students should be active and strategic learners. Besides, they must be fully motivated to learn and they have to get their own learning style during in a college stay (Van Blerkom: 2008:1-26). Hopefully, the failure of their academic completions could be minimized.

In different point of views, they should personally know their individuals and their self-assessments. These are easily navigable model to help them master their college experience by focusing on the following achievable individual learning strategies academically and non-academically. Thus, they have to deeply know themselves as an academic individuals, constructively clarify their academic values, excellently develop their academic competence, consistently manage their academic life, largely expand their academic resources, and then definitely build their bright future (Santrock & Halonen, 2010:xi-xxxv). Thus, Santrock and Halonen suggest students to socially make some connections, master communication skills and build relationships. And then they should personally be a great time manager, diversify learning style, and expand thinking skills. Besides, they must take it in: notes and reading, enhance study skills and memory, succeed on tests, express one-self, take charge of physical and mental health, and be a great money manager (Santrock & Halonen, 2010:1-381). In these advices, some the requirements above are truly needed by the students as one of academic fulfilments.

A part from some statements above, in different point of view, Van Gundy draws a more attention on the students' creativity in protecting their academic failures. Because of there's nothing mysterious about creativity; it's just a matter of applying the right attitudes and technology in a climate receptive to creative thinking and new ideas (Van Gundy, 2005: 3-30). Evidently, students should have their own creative strategies in solving their academic difficulties that can be possibly assisted by current technology aids. Besides, regarding to solve their

financial problem, they can deal with sponsorship of the scholarship to support their study funds.

C. Findings and Discussion

This section presents and discusses students' opinion, feelings, attitudes, knowledge, and their beliefs on the issues of their individual academic missions, individual strategies to cope with their academic gaps and or difficulties in academic context and their inconsistent attitudes towards their academic accomplishment in higher education programs.

The data of this study were thoroughly collected by qualitative approach. Thus, unstructured-interview was conducted to two groups of interviewee which were purposively grouped by research based on some criteria that consisted of 20 students in each group in the forms of focused-group discussion and deep-interview conducted to 10 students of English education major of the State College for Islamic Studies (STAIN) Syaikh Abdurrahman Siddik Bangka Belitung for those who were involved in academic year 2015/2016. Subsequently, regarding the data triangulation, the researcher used observation for interpreting some common phenomena that occurred among them, and documentation as additional information as can be seen in the subsequent discussion.

a. Student's Individual Thoughtful Motives

Regarding students' missions to study in this college, some of them said that they wanted to improve their knowledge and specific skills to assist them improve their better individual quality for brightening their future. Regarding the statement above, the following statements could be considerable reviews:

Statement 1:

“... because of our main goals to study in this college are to achieve our dreams and to reach our life quality for our success in the future. Therefore, we must study hard with some subjects in our major to master some skills and develop certain knowledge ...”

Statement 2:

“... Our purposes to study in this college are to improve our knowledge and then finally we can become a teacher to make money ...”

From the statement above, we can see that the students' main purposes to be engaged in higher education were to improve their knowledge and prepare for their job career. In addition, a number of them shyly said that their motivation to be engaged in a college life was to make money. Because, they then stated that they wanted to prepare for jobs career as a way in improving their financial capacity.⁴ Broadly, they dream to be involved in a higher education was to become one of the higher graduates and then becoming a better individual in the future to help them get better financial career. All such motives above could hopefully facilitate them to get better jobs for better earnings as can be perceived in the following statement:

“Our main purpose to be involved in a college life is to get a degree from higher education. Toward academic achievement, we hope we can get a good job in the future and then we can make money for ourselves.”

The motives as discussed above were most of students' purposes. Obtaining a degree from higher education was the reason why they had to be involved in a college stay that is to prepare them for careers development. In short, they want to be a knowledgeable person that could elevate their job and financial careers in the future.

There were also some female students who had gender characteristic motives to become a career woman as can be perceived in the following statement:

“... In addition, we want to be a career woman that can facilitate us in making money in our future's life without fully depending on our husband if we will have got married some days later. In addition, we should become an independent woman financially. We do not want to let our life dominated

⁴ Psychologists have been trying to explain why some people work hard at a task while others choose not to do so. Many believe that motivation is the determining factor. Motivation can be described as something that energizes, directs, and sustains behaviour toward a particular goal. See Van Blerkom, D.L. *Taking Charge of Your Learning: A Guide to College Success*. United State of America. Thomson Wadsworth, A Part of the Thomson Corporation. 2008. p.5

and bound by other persons. We want to be free and happy in our future.”

From all of the goals that the students had, their final destination to be involved in higher education program is to obtain a better job career and as a result they can produce better financial capacity. Besides, due to becoming a scholar is a principle, so becoming a college or university graduation would make them become an admirable ones. It means that they could grasp a personal prestige among other people around their life in their community as can be perceived from the following statements:

“... In common sense of our village among the people there, the knowledgeable persons and in particular for those who have higher degree graduates would be very respected by the villagers. And then if we do not have high degree of education, their under-estimation would truly annoy us. Thus, this is the reason why we have to continue our study to higher education.”

Some students said that they wanted to become ‘a better individual’ among other villagers in their village and they could endorse the honourable of their family status. In addition, they wanted to raise their parents’ happiness throughout their involvement in a higher education program until their academic accomplishment would be fully obtained and then finally become an awarded scholar. This is the reason why they had to be engaged in a college stay as can be seen from the following narration:

“Our first goal to study in a college is to create happiness for our family, especially for our parents; our mom and dad. We want to make them be happy. Besides, we want to be a good graduate because we want our young brothers and sisters are able to follow our steps to be success. Our family encouragement is the main factor why we should continue our study to higher education level. Thus, we must become better individuals in the future.”

A few students argued why they should engage themselves in college stay that was to dedicate their knowledge and skills to society by giving better services as can be perceived in the following argument:

“As college students, we are required to study hard. All of our knowledge should be wisely and sincerely dedicated to our society by giving them full of sincere services. Because the purpose of studying in higher education for us is not only to find a job or looking for the prestigious title or degree, but to be

actively involved in our society services could be honourable and meaningful strive ...”

From the findings above, it is obviously understood that most students did not have deeper goals and broader missions why they must be engaged in a college stay as stated by Derek Bok (in Robert, 2010: 6-7), namely improving thinking ability, building individual characters, preparing for better citizenship, preparing for living with diversity in a global community, and preparing for a social life in global community. Only a small number of them consider that they were involved in a college program is to improve their communication skill. Thus, the writer concludes that the students’ thoughtful motives to be engaged in college stay—although there was a very few distinctions for some certain students—were simply common in nature like a great number of students in many colleges and universities.

b. Students’ Gaps on Academic Performances

In the case of learning on campus which is momentarily considered very boring for some students, few of them felt regret having major that they have chosen. Then their ability in managing their time among different lectures for different subjects, academic tasks and burden activities of student organization, frequently made them truant from class attendance. Consequently, their grades might reduce drastically. On the other hand, their parents’ require them to obtain good grades in every semester to be relied on obtaining a better job after they graduated from higher education.

Students’ attitude gaps varied from person to person. Some students were indicated to have the same attitude, the so-called *‘happy-go-lucky.’* This attitude could be caused by their previous life experiences before joining this college that became the particular way of behaving among their community which is internally derived from their home family members or externally come from their friends’ influence. This manner could affect their mind-set, such as the way they respected their lecturers, procrastinating their works accomplishment, squandered their time to detriment activities, unenthusiastic for searching learning sources in library, being idle to

improve their critical thinking, careless in time management, exams unpreparedness; mid-test and final-test, lack of academic motivation and self-confidence, comprehension disability, and learning anxiety.

Regarding the issues above, there were some factors that could significantly affect such students' attitudes and behaviours, they are, climate and culture, relationship and compassion, environment, and relevance in instructions (Kafele, 2013:4). These factors could make them to work hard with their academic performances. Regarding the constraints above, the researcher found they seemed to be fully disrespectful to their lecturers' presence.

Other findings showed that some of them were not fairly expressive. They could not openly express their idea in the session of class discussions. "This might be caused by their anxiety. They were fully anxious to convey they idea."⁵ Consequently, they passively discuss in classroom. It is reasonable mental health condition experienced by many college students because "anxiety problems frequently encourage students' negative thinking, unpleasant bodily sensations and anxious predictions that are very common to occur. The more extreme features of anxiety, but still quite common ones, are panic attacks and excessive worrying."⁶ Consequently, they could not use the momentum of question and answer sessions given by their lecturers in classroom. As well, they frequently misunderstood to their lecturers' explanation about the subject matters because of some factors

⁵ Most college students experience some degree of social anxiety on occasion. However, many suffer chronic anxiety across social situations coupled with a strong fear of negative evaluation. In addition to impaired occupational and social functioning, severe social anxiety or social phobia can carry profound consequences for college students, see Sailer, A. and Hazlett-Stevens, H. *Social Anxiety in the College Student Population: The Role of Anxiety Sensitivity* in Ayres, B. & Bristow, M [ed.]. *Anxiety in College Students*. New York. Nova Science Publishers, Inc. 2009. p.45.

⁶ Anxiety is a learned response to external or internal stimuli. Anxiety problems, such as negative thinking, unpleasant bodily sensations and anxious predictions are very common. Most of students know how distressing and uncomfortable these can become. More extreme features of anxiety, but still quite common ones, are panic attacks and excessive worrying. Intense and prolonged anxiety is the main element of most anxiety disorders, which can severely interfere with the everyday life and mood of individuals. As stated by Gkika, S. *Helping Anxious People* in Grant, A. [Ed]. *Mental Health in Practice; Cognitive Behavioural Interventions for Mental Health Practitioners*. Great Britain, United Kingdom. Learning Matters Ltd. 2010. p.26

such as class atmosphere and personal mood states. Consequently, they did not fully understand to the lectures.

In some particular situations, they seemed to be anxious in waiting and seeing for their lecturers in campus either for academic advice consultation, proposal and thesis supervision or any other kinds of academic interactions.⁷ As a result, they could not mentally achieve the optimal outcomes during they interacted to their lecturers. Thus, they did not effectively use the opportunities for academic advice to their academic supervisors.

They were also weary about involving in certain subject matters. They argued that they did not fully find what they wanted. The lecturers, in particular, strictly delivered the materials of the courses without any improvisations. Besides, some of them felt anxious to the subject matters given by their lecturers because their previous knowledge and skill background did not fit together with the major that they took in higher education program of this college.⁸ This unequal interest could make them in hard situation in which they had to optimize their adaptation to new learning and being hard to strive for the will.

c. **Blocking the Gaps of Students' Academic Performances**

In this discussion, the researcher elaborates students' academic obstructions which were commonly encountered during in higher education involvement into four aspects and how they coped with. They were educational, social, financial and personal entities in particular.

⁷ In health anxiety, challenging cognitive distortions and misinterpretations as well as metacognitions (worrying about worrying) – for example, 'If I continue worrying like this, I will go mad' – can be very useful. Health anxiety-specific meta-worries can mainly be about the loss of control over hypochondriac worries. It means that students have to be constantly to repeatedly do such repeated acts again and again. See Gkika, S. *Helping Anxious People* in Grant, A. [Ed]. *Mental Health in Practice: ...* 2010. p.42.

⁸ Anxiety sensitivity–fear of anxiety–related sensations due to perceived consequences of physical, mental, or social harm–might play an important role in the development of social anxiety (Hazen et al., 1995). As excerpted by Sailer, A. and Hazlett-Stevens, H. *Social Anxiety in the College Student Population: The Role of Anxiety Sensitivity* in Ayres, B. & Bristow, M [ed.]. *Anxiety in College Students*. New York. Nova Science Publishers, Inc. 2009. p.45.

1. Students' Educational difficulties

In this discussion, the researcher elaborates five main points to discuss. These points of discussion can be very principle for students in supporting their academic success, they are speaking ability in classroom, ability in academic writing, foreign language acquisition, concern ability in focusing their mind on the subject matters, and then the last is their well-managed adaptation ability in irregular time scheduling assigned by their lecturer.

It is acknowledged that speaking ability is the prerequisite for every single person who studies in a college or university. Speaking ability can considerably increase students' achievements or make them fail for achieving their academic success. Without sufficient speaking ability, students cannot produce better achievements nor improve their communication skills. Thus, students have to consider it as their main concern that must be regularly improved to be better. And then to achieve this, an intensive speaking practice should be continuously done. To solve this problem, their personal strategy was forcing themselves to speak while practicing their speaking ability autonomously at their home and dorm. In addition, they involved themselves into foreign language courses and or joining Arabic and English Clubs.

The acquisition of speaking ability should be supported by writing skill that should be constantly developed, because it was hard to find students that can succeed their academic works without having writing ability. It means that there were not any kinds of lectures run in classroom without personal note-taking and paper writing. Because, the more they write, the better their obtainable academic achievement will be. Throughout writing activity, students' academic capability can be measured as one of the standard criteria for lecturing evaluation to examine their achievements. And then because of there is no any optional strategies, their approach to such problem was attempting to write and write.

Another gap encountered by the students was in the term of reading habit. The findings of this study showed that a number of them did not have high frequency in reading habit. For them, reading activity was important but being hard to achieve. They really wanted to access lots of information to support their reading achievements but they frequently got lazy to do so. Their argument for this constraint was because they lacked reading sources to be made as references. Besides, because of reading sources was dominantly offered in foreign languages, they access could be limited and this would make them in favour.

Beyond the difficulties as stated above, reviewing the lesson at home and concentration ability on focusing their mind on the subject matters would also became their primary obstructions. They stated that reviewing the lessons at home or dorm could be a hard thing to do because much time they had to spend, and it was a boring activity to undertake. Thus, doing other pleasures might be comfortable for them than to do such activity as mentioned above.

Another problem was their readiness to well-managed adaptation ability in irregular time schedules of certain subjects which were changeably assigned by their lecturer in the form of making up class. They seemed to be impressively shock because there were some lecturers changed their learning time that had been previously scheduled by the college into the terms of making up classes. And then for such this problem, they stated that they just obeyed and then followed their lecturers' decisions. But dealing with some cooperative lecturers, students strategically made some agreements.

Regarding the discussion above, the researcher can conclude that all of students should consistently disclose their attitude gaps by fulfilling their academic demands through resetting their minds and actions. Thus, encouraging them to achieve better academic success in higher education programs by maximizing their thinking ability to become critical thinkers should be their primary concern because becoming a critical thinker is certainly a must for every single college student (See Browne & Keely,

2007; Ennis in Mason, 1992; and Mason [Ed.], 2008). Because this skill as one of the main principles in succeeding their study process during they were in a college stay. And, it would hopefully help them minimize their redundant learning failures.

2. Students' Difficulties in Social-Campus Life

Regarding the students' social difficulties of relationship and compassion in connecting to friends and lecturers, they admitted that to behave with their friends was a hard thing to do because each of them had diverse individual characters and social backgrounds as can be seen from a the following statement:

“I am not a communicative person. I think to be an extrovert person is a hard thing for me. Because of this problem, I got difficulty to make friends to all of my campus mates, even to my classmates, and I do not know why. Thus, I just mingled with some of them that met my criteria, and of course, those who were previously closed to me.”

On the subject of dealing with their lecturers, they believe that their academic grades could be significantly influenced by personal behaviours and attitudes to their lecturers but they were precisely the hardest ones to do because the characters and attitudes of every single lecturer could vary from person to person. See the following statement:

“... I was really distressed anytime I met some lecturers. I didn't know why. In my mind, those lecturers were quite uncomfortable. Anyway, although many friends said that they were relatively kind, but I have different point of view. They did not meet my expectations. But, what can I do? Staying away from them might be better for me because my anxiety might increase anytime I met and talked to them. Uh ...”

The unique characters of their lecturers frequently placed them in dilemma position. In their perspective, they really wanted to get closer—for particular persons for specific purposes—their lecturers but they were not easy to come up, particularly to confidentially approach to them. Only few of them were openly ‘cooperated,’ whereas some others were not, they kept their images exclusively. They stated only few of their

lecturers could be familiar and open-minded, whereas some others were strictly formal. Because of this 'formality,' students got difficulty how to behave appropriately. In one side the students had to mingle closely to their lecturers but in another side they had to politely behave because their positive manners might become an additional criterion for grading their academic achievements for certain subjects.

In overcoming such problem above, some students stated that they could not bear for closing to their lecturers towards their own approaches, such as improving the frequencies of communicative interactions inside or outside the campus, expressing their best abilities by becoming an active presenter or interactive speaker and submitting their optimal academic works. But for some other students, letting the situation went up slowly in nature made them in comfortable zone. It means that they did not want to fully effort to approach to their lecturers and they let this situation for a long time until the lecturers themselves approached to them.

3. Students' Financial Difficulties

Dealing with financial problem, they argued that they had high motivation to study but sometimes they got difficulty to pay for and photocopy reference books because they lacked financial aids. Besides, some of them also got difficulty in paying for the tuition for every semester enrolment. Dealing with such difficulties as mentioned above, some students were urged by the two situations wherein they had to concurrently accomplish their study in their college and also make money by employing themselves in some working places, commonly in weekend. Consequently, they could not spend their time for self-refreshed to any kinds of pleasures on Sunday and Monday because they had to do part-time works.

In handling such the problems above, they ought to work beyond the lecturing schedules in various kinds of works. And then when they were asked about the chance for pursuing the scholarship, they stated

this opportunity was too competitive and hard to achieve. And some of them did not have high confidence to competitively participate because they got fear of failure in succeeding scholarship. In short, a great number of students had to overcome their financial problems by themselves without being assisted by external aids.

4. Students' Personal difficulties

The findings that the researcher focuses on this discussion is their difficulties to change their prior attitudes, i.e. to manage their time, learning strategies, procrastination, personal physical and non-physical health care, and bad mind-set.

In the principle of personal mind-set, students got difficulty to change their prior thoughts and attitudes. Although internally they worked hard with personal improvement but their attempts to their academic successful were frequently troubled by their friends. Thus, their attitudes can be recovered in some opportunities but uncover in other times. Consequently, some of them could not pass the subject matters because they postponed fulfilling one of the academic requirements. And for such problems, there were not any strategies that they applied. They just said that they tried to study seriously.

Another Students' prior attitude which could disclose inconsistent academic gap was their own learning strategies. They were likely got difficulty to change the way of their learning. Their prior learning strategies before joining higher education meaningfully influenced them. And then most of them thought that their college teachers (lecturers) might not be quite different from their junior or senior high school teachers.⁹ However, they then were frequently driven to make mistakes.

⁹ What is the difference between university and school? The difference is that those who teach in universities are also engaged in research, and it is this that makes them such rewarding places to study in. Schoolteachers are not expected to research, nor are they given the time to do so. University lecturers by contrast teach students over 18, that is to say individuals who are adults, and who are at university from their own choice (not because they are compelled to by law), having secured an A level passes showing that they have attained a certain level of competence (or, if they are mature students who have not obtained such formal certificates of attainment, are by definition highly

Due to individual constrains, they did not apply for specific strategies how to cope with the difficulties that they encountered.

Regarding the constraints above, personal moods such as feeling stressed due to hard subjects and the density of individual assignments frequently made them in hard situation to fully succeed their study or vice versa. And then students' strategies in handling the difficulties as identified in findings above, some of them joined sport activities to make their mind become fresh and students religious organizations in controlling their academic motivation, enthusiasm, and self-confidence.

D. Conclusion and Suggestion

Students' thoughtful motives to be engaged in a college stay—although few distinctions for some certain students—were simply customary in nature, including becoming a better individual that enable them to achieve future's success, creating happiness for their parents by becoming one of higher degree graduates, to be knowledgeable person, skills and interests improvement, and developing job and financial careers. These common goals could be closely familiar with their minds proportionate to the sense of common society. Thus, the writer concludes most of students did not have deeper goals and global missions why they must be fully engaged in a college stay unless on what have been mentioned above.

Due to almost every student has to autonomously serve themselves for various activities during in a college stay, this frequently burdened them with overloading works. This was very reasonable because they should fully strive for their self-services academically and non-academically without their parents' helps and other relative supports, particularly in their dorms. Consequently, some academic gaps might reveal in various forms in their college life.

In the case of teaching and learning activities at campus which was momentarily considered very boring by some students, campus environment

motivated). For the lecturers that means that to a large extent they can teach on their own terms, without having to worry about discipline, and without having to simplify greatly. See Bernard, G.W. *Studying at University*; ... 2003. p.13-14.

were not fully conducive—to some constraints—to learning and developing themselves made them stressed and overwhelmed. Their difficulty in managing their time among different lectures for different subjects, academic tasks and the requirements of activities of the organisation could make them truant from class attendance and consequently their value might down-grade drastically. For this reason, they should considerably employ their own approaches to solve their academic constraints and obstacles that can possibly meet their expectations.

Regarding the conclusion above, the students should be consciously aware to their thoughtful motives, consistent attitudes and personal academic approaches to their involvement in academic completion. Additionally, the partakers of the college, more specifically emphasized on the role and responsibility, lecturers should essentially socialize and promote the importance of students' integrated academic missions and promote them to be leading characterised individuals for long-term goals in order they can comfortably pass every stage of their academic demands effectively and efficiently.

Eventually, the researcher is fully aware that this study might be far from satisfying anybody for those who are focusing on such this research. Therefore, the researcher entirely admits for the constraints. In addition, for other researchers who are interested in conducting such this research issue, it is fully expected in order to conduct for more specific related issue in deeper inquiries. Besides, some useful suggestions are fully demanded for the future improvement of this study.

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