

## Student Performance and Perceived Effectiveness and Management of CUSTAR 425 (Customs & Tariff) Course

Sheila Marie L. Balde<sup>1</sup>, Ma. Maricar Papina<sup>1</sup>, Aries V. Salvador<sup>1</sup>  
<sup>1</sup>BSCA Student, Asian Institute of Maritime Studies, Pasay City, Philippines

### Article History:

Received: 15 January 2024  
First Decision: 14 February 2024  
Published: 01 April 2024

### Abstract

With the objective to produce efficient workforce, the primordial goal of the Bachelor of Science in Customs Administration (BSCA) educational program is to produce ethical and socially responsible customs broker professionals whose skills and competence conform to, and are compliant with, international standards and best customs practices (CHED, 2017). Prior to putting all the basic and fundamental knowledge of customs into practice, students ought to attend a technical course to review the essential aspects of the customs profession. As such, this course serves as a preparation for students in taking the Customs Broker Licensure Examination (CBLE). At the Asian Institute of Maritime Studies (AIMS), this is covered under the Customs and Tariff (CUSTAR 425) course. There are essential aspects that may affect the performance of students in engaging with this course: learning materials, and effective professors. Right (2018) reiterated that learning materials are crucial to the success of student achievement while the biggest opportunity for faculty members to impact, inspire, and engage students (Koproske, 2016) is by mapping concrete skills and outcomes to the syllabi in order to help their departments systematically measure and improve the learning experiences of their students over time. This led the researchers to examine the performance, effectiveness and management of the Customs and Tariff course (CUSTAR 425) of AIMS. Applying the tenets of descriptive-survey design, the study gathered data from 198 BSCA students of AIMS who were enrolled in CUSTAR 425 during SY 2015-2016 to 2017-2018. Employing total enumeration as sampling technique, all members of the population were measured in terms of their performance (using final grade as data) in CUSTAR 425, as well as their assessment on the effectiveness and management (utilizing a self-made questionnaire) of the above course. With the aid of SPSS (version 23), data were derived using mean (for grades) and average weighted mean (for effectiveness and management). In terms of performance, majority of the students earned "Good" grades (83 to 85) in CUSTAR 425 while the effectiveness of the course was also favorably rated by the respondents specifically on the following indicators: Course Content (M=4.12) and Course Materials (M=3.94). However, though generally perceived that the Course Timeline aspect have helped them in preparing for the exam, a fraction of students however thought otherwise (neutral and/or disagree) as indicated by the slightly low mean of 3.78. Perhaps, two issues can be raised on this part: insufficient time allotted to complete the course; or, time management skill of students. Lastly, yielding a composite mean of 4.20 (Agree), the students generally agreed that the Customs Administration Department has efficiently managed the CUSTAR 425 course. In consideration of the results, it is recommended that the Customs Administration Department shall strategically set reasonable course timeline to facilitate learning and enhance students' knowledge. Perhaps, course topics shall also be revisited and calibrated in order to streamline course contents and make fit with the allotted timeline. Students who are planning to take a licensure examination are also advised to enhance their time management skills and learn to properly schedule their school activities especially extending priority to requirements that need more time and attention. Lastly, AIMS, through the Customs Administration Department, shall maintain the good management of the course as majority of its elements was favorably assessed.

**Keywords:** Student Performance, Course Effectiveness, Course Management, Customs & Tariff, Customs Administration, Asian Institute of Maritime Studies



Copyright © 2024. The Author/s. Published by VMC Analytik Multidisciplinary Journal News Publishing Services. Student Performance and Perceived Effectiveness and Management of CUSTAR 425 (Customs & Tariff) Course © 2024 by Sheila Marie L. Balde, Ma. Maricar Papina, Aries V. Salvador is licensed under **Creative Commons Attribution (CC BY 4.0)**.

## INTRODUCTION

The Asian Institute of Maritime Studies (AIMS) is known to offer maritime educational programs in the Philippines due to its strong foundation when it comes to maritime education. As time passed by, the institution eventually expanded to offer business-related

programs. One of which is the Bachelor of Science in Customs Administration (BSCA). This program prepares and equips students on the practical application of various customs laws, policies and guidelines as implemented by different government agencies in the Philippines who are involved in the import and export activities. The program also covers the

\*This study was awarded "Best Paper" during the "3<sup>rd</sup> Maritime Business Undergraduate Forum" held last February 26, 2021 via Zoom. The forum was organized by the Research Development Office (RDO) of Asian Institute of Maritime Studies, Pasay City.

theoretical foundation and practical concepts in customs and tariff as well as the fundamentals and principles of international trade. With the objective to produce efficient workforce, the primordial goal of the customs administration educational program is to produce ethical and socially responsible customs broker professionals whose skills and competence conform to, and are compliant with, international standards and best customs practices (CHED, 2017).

Prior to putting all the basic and fundamental knowledge of customs into practice, students ought to attend a technical course to review the essential aspects of the customs profession. As such, this course serves as a preparation for BSCA students in taking the Customs Broker Licensure Examination (CBLE). In AIMS, this is covered under the Customs and Tariff (CUSTAR 425) course and usually offered during the second semester of the school year. This is given to assess the students' learning on the major subjects of the program. Patience and dedication are required in completing this course as besides the nitty gritty of tariffs and taxes, it comes with the law that every customs broker shall learn to avoid breaking the customs rules and policies. This law is most useful in classifying imported and exported goods which are subject to duties and taxes. In addition, the law also defines the restrictions and rules on importation and exportation.

There are essential aspects that may affect the performance of students in engaging with this course: learning materials, and effective professors. Right (2018) reiterated that learning materials are crucial to the success of student achievement. That is, the instructional components of lesson planning in teaching depend on the selection of teaching materials. When designed properly, this can support student learning and increase success. Ideally, the teaching materials will be tailored to the content in which they are being used to. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning. On the other hand, in clarifying how individual faculty members can support their institution's student success

goals, the first important activity to consider is teaching. The classroom comprises the biggest opportunity for faculty members to impact, inspire, and engage students (Koproske, 2016), therefore, they shall map concrete skills and outcomes to the syllabi in order to helping their departments systematically measure and improve the learning experiences of their students over time.

The above articulations posit on the idea that courses shall be properly designed in order to achieve its objectives. This led the researchers to examine the performance, effectiveness and management of the Customs and Tariff course (CUSTAR 425) of AIMS. Specific objectives of the study are the following: a) to determine the performance of the BSCA Graduates in CUSTAR 425 during the following school years: 2015-2016, 2016-2017, and 2017-2018; b) to determine how effective is CUSTAR 425 as a preparatory activity for the Customs Broker Licensure Examination (CBLE) as to the aspects of Course Contents, Course Materials, and Course Timeline; and, c) to determine the management of CUSTAR 425 in terms of Seminars conducted, assigned Instructors, and assigned Lecturers.

At 0.05 level of significance, the following hypotheses were tested: a) no significant difference on the effectiveness of CUSTAR 425 when grouped according to students' batch; and, b) no significant difference on the management of CUSTAR 425 when grouped according to students' batch.

On a focused perspective, the study is significantly important to the Customs Administration Department (CAD) of Asian Institute of Maritime Studies (AIMS) as this can serve as a guide in enhancing the CUSTAR 425 course serving as preparatory activity prior to the intake of the CBLE. Through performance analysis of past CBLE examination results and evaluation on the management of the course, the results would serve as basis in establishing actions, such as syllabus planning and development, with regard to areas that need improvement, revision, supplementation, and strengthening. As such, these actions will yield future CBLE takers of AIMS more competitive,

thus, having a higher chance of passing the board exam. Likewise, the study would extend importance to the Commission on Higher Education (CHED) specifically to the Technical Working Group (TWG) of the BSCA curricular program. The results of the study can be included as an incremental data which can contribute in the formation and development of review courses.

## LITERATURES

Below is a collection of literatures that will provide information on the different factors affecting students' performance in the licensure examination, the effectiveness of taking a mock board examination in preparing students to take the board exam, and the importance of good school management which will contribute in the successful examination intake.

### **Policies and Regulations of BSCA Program.**

Republic Act No. 7722, otherwise known as the "Higher Education Act of 1994", stipulates the purpose of rationalizing the undergraduate Customs Administration education in the country with the end view of taking steps with the demands of global competitiveness. Furthermore, the Commission on Higher Education (CHED) Memorandum Order (CMO) No. 11 states that Bachelor of Science in Customs Administration (BSCA) aims to prepare individuals to meet the requirements of professional customs brokers in the Philippines. It seeks to develop Customs Brokers who are competent and knowledgeable in the import and export operations. On the other hand, CMO No. 19, series of 1998, otherwise known as the "Updated Policies, Rules and Guidelines for Business and Management Education" provides that faculty members teaching customs administration courses must be registered customs brokers and holders of masteral degree in Customs Administration or its equivalent unit (25% minimum).

**CUSTAR 425: A Brief Background.** The Customs and Tariff (CUSTAR 425) course is one of the professional courses under the curriculum of the BSCA program of AIMS. This is offered to

evaluate students' knowledge across all professional courses taken from the early years up to the last year of the program. At the end of the course, a mock board examination is administered by the Customs Administration Department. This serves as a simulation for the actual board examination. Any school or organization can conduct a mock board exam without notice or consultation with Professional Regulation Commission (Geemiz, 2011).

The exam is a useful learning activity to help students gain familiarity with the question format as well as the overall board exam procedure. Bullen (2016) figured that a mock test is a practice exam, designed to be as much like the real thing as possible. It has several purposes, some specifically for the student and some for the teacher's benefit as well. One of which is that it gives students good idea of what to expect, and useful practice in time management. For students who are working well, it can be a boost to their confidence. For students who are not working hard, it can be a useful wake-up call and for all students as it can highlight areas that really need more work. For teachers, it gives a clearer picture of how individual students are getting on, and who might need some extra help. It is a good indicator of topics that lots of students haven't really grasped, and that might be worth going over again with the whole class. Moreover, it provides an objective record of student progress. On the other hand, Maderazo and Ercia (2017) said that the mock board examination can be used as a tool for assessing the level of intellectual capacity and preparedness of candidates without any prejudice. It can be used both as a predictive mechanism as well as coaching tool for passing the licensure examination.

In reference to CBLE, the customs broker examination is a valuable way to determine whether an individual has an exhaustive understanding of all import regulations. Being a customs broker, he/she must possess expertise in import and export. Expertise means the knowledge of entry procedure, documentary requirements, and customs valuation, (Delaney, 2010).

**Factors Affecting Board Examination Performance.** According to Khanam, Sahu, Rao, Kar, and Quazi (2017), academic achievement seems to increase when time management skills are well-handled. Prioritization of tasks may make studying less overwhelming and more enjoyable. Academic stress and frustration occur when students feel the pressure of academic commitments, cramming for exams, rushing through homework and getting minimal sleep because of disorganization of time. Time management is quite essential to college students, and it is significantly related to academic performance.

Parr (2015) states that while teachers and curriculum are the backbone of education, school officials say their facilities are the support beams. They say the facilities are no longer just bricks and mortar, but dynamic learning environments. It is believed that in the right learning environment, students will perform better and have higher scores. Researchers recently found that classroom architecture and design significantly affected academic performance.

Shahzadi and Zahoor (2011) found out that the contribution of previous achievement and home environment to the academic performance of students is parallel with decades of research on the importance of these factors for university student's academic performance. Furthermore, results indicated that motivation served as a mediating variable between home background, personal characteristics, and educational attainment.

Azml, Ali, Wong, Kumolosasi, Jamal and Paraidathatu (2014) states that the students' performance can be affected by the following: academic competence, test competence, time management skills, neuroticism, and test anxiety. On the other hand, those who can manage the above factors can perform well in academics. Singh, Malik, and Singh, (2016), on their research on factors affecting academic performance of students, states that students' academic performances can be improved by providing them appropriate learning facilities.

Also, students can do well if they are correctly guided by the teacher and by the parents.

Maganga (2016) also revealed that lack of counselling programs affects students' performance. The weak status of counseling made the student failure to manage time, manage their affairs and misuse time in non-academic activities. Lack of counseling also made students develop poor self-concept and poor confidence about one self and lacked the needed study skill which did not empower them to handle examination matters.

**Relationship between Mock Board and Actual Examination.** Montemayor, Roxas and Panayon (2009) In their study, revealed that the influence of mock board examinations on actual licensure examinations cannot be underestimated. Taking mock board examination is claimed to build student's confidence and serves as a practice in answering the types of questions set in licensure examinations. This implies that results in mock board examination can validly predict performance in licensure examination. School authorities accept the fact that administering mock board examination will increase the students' probability in passing the licensure examination. However, in the study of Manalo et al (2013), where a correlation between the mock board examination and CBLE of LPU-Batangas students, results revealed that there is no significant relationship between mock board examination and CBLE. However, it was revealed that some factors affect the performance of students in the actual licensure examination. One of which is that stock knowledge contributes to the performance in actual licensure examination.

## METHODOLOGY

**Population and Sampling.** Applying the tenets of descriptive-survey design, the study measured the students' performance together with the perceived effectiveness and management of CUSTAR 425. The respondents of the study were 198 BSCA students of AIMS who belong to the following batches: School Year 2015-2016 (75 students); School Year 2016-2017 (63 students); and, School Year 2017-2018 (60 students) and



completed the CUSTAR 425 course. They have likewise undertaken the Customs Brokers Licensure Examination (CBLE) within the above stated years. Employing total enumeration as sampling technique, all members of the population were measured in terms of their performance, and assessment on the effectiveness and management, of CUSTAR 425 course.

**Instrumentation.** A self-made questionnaire was used in yielding the data for the effectiveness and management variables. The instrument was checked and validated by the Thesis Adviser and the Customs Administration Department Head. The first part of the questionnaire sought to determine the effectiveness of CUSTAR 425 in terms of Course Content, Course Materials and Course timeline while the second part aimed at yielding the efficiency of Customs Administration department in managing the course in terms of Seminars, Assigned Instructors, and Assigned Lecturers. A five-point Likert Scale was used to assess the graduates' perception on the above variables. For reference on the scale, please see Table 1 below. Lastly, the instrument undergone reliability test and yielded a 0.872 Cronbach alpha score indicating a good level of reliability and internal consistency.

Table 1  
*Likert Scale used in assessing the effectiveness and management of CUSTAR 425*

| Rating | Scale Range | Interpretation    |
|--------|-------------|-------------------|
| 5      | 4.51 - 5.00 | Strongly Agree    |
| 4      | 3.51 - 4.50 | Agree             |
| 3      | 2.51 - 3.50 | Undecided         |
| 2      | 1.51 - 2.50 | Disagree          |
| 1      | 1.00 - 1.50 | Strongly Disagree |

**Data Source.** To yield the performance data, a request letter was forwarded to the AIMS Registrar's Office to obtain the list of BSCA graduates together with their corresponding grades in CUSTAR 425. A matrix of performance (Table 2) derived from the grading system of AIMS was used to interpret the data. On the other hand, using a self-made questionnaire, a survey was done during the second semester of school year 2019-2020. The survey provided the

necessary data to measure the effectiveness and management of CUSTAR 425. Ethical measures were observed to protect the sanctity of gathered data as well as the personal information of respondents.

Table 2  
*Matrix of Performance for CUSTAR 425*

| Grade Range  | Interpretation |
|--------------|----------------|
| 77 and below | Failed         |
| 78 - 83      | Passed/Fair    |
| 84 - 89      | Good           |
| 90 - 95      | Very Good      |
| 96 - 100     | Excellent      |

**Data Analysis.** Utilizing Statistical Package for Social Sciences (version 23), the raw data undergone statistical treatment to elicit the final results. The performance of students in CUSTAR 425 was derived using mean and standard deviation while average weighted mean was applied to determine the mean ratings for the effectiveness and management variables.

## RESULTS

**Student Performance in CUSTAR 425.** On a mean average result (Table 3), students from batches 2015-2016 and 2017-2018 performed "Good" in the mock licensure examination under CUSTAR 425 course with mean grades of 84.51 and 84.83 respectively while students from batch 2016-2017 gained a "Passed/Fair" performance.

Table 3  
*BSCA Student Performance in CUSTAR 425 (N=198)*

| Batch     | N  | Mean Grade | Interpretation |
|-----------|----|------------|----------------|
| 2015-2016 | 75 | 84.51      | Good           |
| 2016-2017 | 63 | 83.43      | Passed/Fair    |
| 2017-2018 | 60 | 84.83      | Good           |

**Effectiveness of CUSTAR 425 Course.** Students perceived that the Course Content and Course Materials (Table 4) embedded in CUSTAR 425 are effective in preparing them for the Customs Broker Licensure Examination (CBLE) as these indicators earned respective means of 4.12 (Agree) and 3.94 (Agree). The Course Timeline,

on the other hand, earned the lowest mean of 3.78 (Agree). Though generally perceived to have helped them in preparing for the exam, a fraction of students however thought otherwise (neutral and/or disagree) as indicated by the slightly low mean of 3.78.

Table 4  
*Mean Effectiveness of CUSTAR 425 in Preparing Students for the CBLE Exam (N=198)*

| Indicator       | WM   | Interpretation |
|-----------------|------|----------------|
| Course Content  | 4.12 | Agree          |
| Course Material | 3.94 | Agree          |
| Course Timeline | 3.78 | Agree          |
| Composite Mean: | 3.95 | Agree          |

**Management of CUSTAR 425 Course.** Yielding a composite mean of 4.20 (Agree), the students generally agreed that the Customs Administration Department has efficiently managed the CUSTAR 425 course (Table 5) as contributed by the following indicator means: Seminar (4.24); Assigned Instructor (4.26); and, Assigned Lecturer (4.11).

Table 5  
*Mean Management of Customs Administration Department for CUSTAR 425 (N=198)*

| Indicator           | WM   | Interpretation |
|---------------------|------|----------------|
| Seminar             | 4.24 | Agree          |
| Assigned Instructor | 4.26 | Agree          |
| Assigned Lecturer   | 4.11 | Agree          |
| Composite Mean:     | 4.20 | Agree          |

## DISCUSSION

The study measured the performance of BSCA graduates of AIMS in CUSTAR 425 as well as its perceived effectiveness in preparing the graduates in taking the Customs Broker Licensure Examination (CBLE). The perceived management of the Customs Administration Department towards the course was also determined.

Analyzing the performance of the BSCA graduates, where majority earned “Good” grades (83 to 85) in CUSTAR 425, it can be inferred that students across all batches will do good in the Customs Broker Licensure Examination (CBLE) when based from Republic

Act 9280 provision (as cited in Castillo, 2018) which stipulates that an examinee who obtained an average of at least 75%, and with no rating below 60% in any subject, is deemed to have successfully passed the examination. In addition, it may further be assumed that CUSTAR 425 is effective in preparing students in the licensure examination alongside with a good management of the course by the Customs Administration Department.

However, though generally perceived by the students that the CUSTAR 425 course is effective in preparing them for the CBLE, more specifically with respect to Course Content and Course Materials, a fraction of them thought otherwise (neutral and/or disagree) in terms of Course Timeline as indicated by the slightly low mean of 3.78. Perhaps, two issues can be raised on this part: insufficient time allotted to complete the course; or, time management skill of students. Much to the intent of course developers to include salient and necessary topics to maximize the transfer of knowledge, they might have unknowingly considered the insufficiency of time allotted to complete the course. If not addressed, the course objective will not probably be realized. According to Rimmer (2017), most learners go numb when slide after slide is stuffed with text and images and ideas. The volume of content overwhelms their drive to “unpack” key messages buried in all that information. And when learners can’t focus on what’s important, how will they ever apply what teachers are trying to teach them. Students’ time management skill is also another aspect. Azmi, Ali, Wong, Kumolosasi, Jamal and Paraidathatu (2014) states that the students’ performance can be affected by a number of factors, and this includes time management skill. Reginald (2018) articulated that effective time management significantly boosts academic performance. When students plan their study schedule smartly, they can allocate ample time to each subject or topic, ensuring a thorough understanding. This structured approach reduces last-minute cramming and exam stress, improving grades. Students who manage their time well often find enough time for revision, reinforcing learning and improving recall during exams.

Considering the analysis above, and the implications it may bring, the Customs Administration Department shall strategically set reasonable course timeline to facilitate learning and enhance students' knowledge. Perhaps, course topics shall also be revisited and calibrated in order to streamline course contents and make fit with the allotted timeline. Students who are planning to take a licensure examination are also advised to enhance their time management skills and learn to properly schedule their school activities especially extending priority to requirements that need more time and attention. Lastly, AIMS, through the Customs Administration Department, shall maintain the good management of the course as majority of its elements was favorably assessed.

## REFERENCES

- Azmi, N., Ali, A.M., Wong, X., Kumolosasi, E., Jamal, J.A. and Paraidathatu, T. (2014). Internal Factors Affecting Academic Performance among Pharmacy Students in Malaysian Public Institutions of Higher Learning. Retrieved September 15, 2019 from [https://pdfs.semanticscholar.org/4602/56e8239d874875c5e3f529319b775842c171.pdf?\\_ga=2.214359703.1636187023.1568552727-2124644540.1568552727](https://pdfs.semanticscholar.org/4602/56e8239d874875c5e3f529319b775842c171.pdf?_ga=2.214359703.1636187023.1568552727-2124644540.1568552727)
- Castillo, R. (2018). Performance of Top Customs Administration Schools in Customs Broker Licensure Examinations in the Philippines. Retrieved August 15, 2019 from [https://www.researchgate.net/publication/325100502\\_Performance\\_of\\_Top\\_Customs\\_Administration\\_Schools\\_in\\_Customs\\_Broker\\_Licensure\\_Examinations\\_in\\_the\\_Philippines](https://www.researchgate.net/publication/325100502_Performance_of_Top_Customs_Administration_Schools_in_Customs_Broker_Licensure_Examinations_in_the_Philippines)
- Commission on Higher Education. (2017). Revised Policies and Standards for Bachelor of Science In Customs Administration. Retrieved September 15, 2019 from <https://ched.gov.ph/wp-content/uploads/2017/10/National-Public-HearingConsultation-on-the-Revised-Policies-Standards-and-Guidelines-for-Bachelor-of-Science-in-Customs-Administration-Program.pdf>
- Delaney L. (2010). Things to know about becoming a customs broker. Retrieved September 16, 2019 from <https://www.thebalancesmb.com/becoming-licensed-customs-broker-1953573>
- Geemiz. (2011). National CPA Mockboard Examination. Retrieved September 23, 2019 from [http://geemiz41.rssing.com/channel/7205691/all\\_p1.html](http://geemiz41.rssing.com/channel/7205691/all_p1.html)
- Khanam, N., Sahu, T., Rao, E.V., and Kar, S.K. (2017). A study on university student's time management and academic achievement, International Journal of Community Medicine and Public Health, Khanam N et al. Int J Community Med Public Health. Retrieved October 19, 2019. from [https://www.researchgate.net/publication/321261378\\_A\\_study\\_on\\_university\\_student's\\_time\\_management\\_and\\_academic\\_achievement](https://www.researchgate.net/publication/321261378_A_study_on_university_student's_time_management_and_academic_achievement)
- Koproske, C., Gfeller, H., Hickman, C. & Ho, M. (2016). The Evolving Role of Faculty in Student Success. Retrieved August 23, 2019 from <https://www.csun.edu/sites/default/files/33174-EAB-AAF-White-Paper-Faculty-Role-Student-Success.pdf>
- Maderazo, J.U. and Ercia, V.J.P. (2017). Correlates in the Mock Board Examination and Theoretical Phase of the Dentist Board Licensure Examination in one Private Academic Institution in the Philippines. Asia Pacific Journal of Multidisciplinary Research, Vol. 5, No. 1. Retrieved October 19, 2019 from <http://www.apjmr.com/wp-content/uploads/2016/12/APJMR-2017.5.1.08.pdf>

- Maganga, J.H. (2016). Factors Affecting Students' Academic Performance: A Case Study of Public Secondary Schools In Ilala District, Dar-Es-Salaam, Tanzania. Retrieved September 14, 2019 from <https://core.ac.uk/download/pdf/79425366.pdf>
- Manalo and Obligar. (2013). Correlation of the LPU-Batangas mock board examination and customs broker licensure examination for academic year 2008-2010. Global Summit on Education. Retrieved September 14, 2019 from [https://worldconferences.net/proceedings/gse2013/papers\\_gse2013/157%20Marie%20Kristine%20Joy%20M.%20Obligar.pdf](https://worldconferences.net/proceedings/gse2013/papers_gse2013/157%20Marie%20Kristine%20Joy%20M.%20Obligar.pdf)
- Montemayor, E.S., Roxas, C.C. and Panayon, V.L. (2009). Mock Examination: Its Influence on Performance in the Licensure Examination for Teachers. Retrieved September 23, 2019 from <https://www.scribd.com/document/327652048/Mock-Examination-1325666288>
- Parr, J. (2015). Do building a new school improve academic performance? KTBS 3. Retrieved December 04, 2019 from [https://www.ktbs.com/news/do-school-facilities-affect-academic-performance/article\\_ec0cd4bd-9e75-5143-8386-620de803c54a.html](https://www.ktbs.com/news/do-school-facilities-affect-academic-performance/article_ec0cd4bd-9e75-5143-8386-620de803c54a.html)
- Right, J. (2018). The Importance of Learning Materials in Teaching. Retrieved August 18, 2019 from <https://www.theclassroom.com/importance-learning-materials-teaching-6628852.html>
- Rimmer, T. (2017). What To Do When Your Course Has Too Much Content. Retrieved September 12, 2019 from <https://community.articulate.com/articles/what-to-do-when-your-course-has-too-much-content>
- Shahzadi, E. and Ahmad, Z. (2011). Academic performance of university students. Retrieved September 16, 2019 from [https://www.researchgate.net/publication/266736633\\_A\\_STUDY\\_ON\\_ACADEMIC\\_PERFORMANCE\\_OF\\_UNIVERSITY\\_STUDENTS#targetText=It%20means%20academic%20performance%20can,study%20habits%2C%20and%20home%20environment.](https://www.researchgate.net/publication/266736633_A_STUDY_ON_ACADEMIC_PERFORMANCE_OF_UNIVERSITY_STUDENTS#targetText=It%20means%20academic%20performance%20can,study%20habits%2C%20and%20home%20environment.)
- Singh, Malik, and Singh. (2016). Factors Affecting Academic Performance of Students, Indian Journal of Research, Volume 5, Issue 4. Retrieved September 15, 2019 from [https://www.worldwidejournals.com/paper/ripex/file.php?val=April\\_2016\\_1460964538\\_\\_61.pdf](https://www.worldwidejournals.com/paper/ripex/file.php?val=April_2016_1460964538__61.pdf)