

VOLUME 1



KAZGUU LIBERAL ARTS DIGEST

JUNE 2021



KAZGUU LIBERAL ARTS DIGEST

Information about the journal



"K L A D" IS A STUDENT JOURNAL FIRST PUBLISHED AT M. NARIKBAYEV KAZGUU UNIVERSITY SCHOOL OF LIBERAL ARTS. THIS JOURNAL IS AIMED AT ENHANCING STUDENTS' INVOLVEMENT INTO SCIENCE AND RESEARCH.

"K L A D" JOURNAL ADMITS FOR PUBLICATION VARIOUS TYPES OF ARTICLES: ORIGINAL RESEARCH, REVIEW ARTICLES, SHORT REPORTS OR ESSAYS, REFLECTIONS, CASE STUDIES, METHODOLOGIES AND CASES IN ENGLISH; CONTAINING THE RESULTS OF FUNDAMENTAL AND APPLIED RESEARCH IN THE FIELD OF PHILOSOPHY AND IDENTITY, HISTORY OF KAZAKHSTAN, PEDAGOGY, LINGUISTICS AND METHODS OF TEACHING LANGUAGES, TRANSLATION, AND TOURISM.

JUNE 2021

M. NARIKBAYEV KAZGUU UNIVERSITY
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Research Articles

KAZGUU Liberal Arts Digest

June 2021

M. NARIKBAYEV KAZGUU UNIVERSITY

**“THE IMPACT OF A FAILED ACADEMIC COURSE ON STUDENTS’
OVERALL WELL-BEING, FURTHER MOTIVATION, AND
ACADEMIC PERFORMANCE”**

Yergaliyev Akbar, Aubakirova Zhibek, Nuranova Ayazhan

Chapter 1. Introduction**1.1 Introduction**

The problem of a failed academic course among students tends to have a great relevance nowadays. The student’s academic performance varies under the influence of numerous factors; however, the issue of academic performance is a key topic for students of all courses of study. The level and quality of academic performance intensively affect the students’ daily life, including his or her general psychological state, as well as his or her further desire to study. The topic of this study is connected with the problem of students’ unsuccessful academic performance in one private Kazakhstani University. The following part consists of such perspectives as background information, problem statement, the purpose of the study, and research question.

1.2 Background information

The majority of universities have one of the main criteria for completing an academic course: a minimum grade of 50%. Otherwise, the course is considered incomplete, which is another way can be called an academic course failure. Kurniastuti, Fattman, and Kim (2014) conducted a study in which they proved that the greatest achievement for young people is academic achievement. According to the study of Eko (2004), the future of a teenager, including education and work, directly depends on his academic achievements. Based on previous statements about the importance of academic performance for students, it can be concluded that academic course failure can be a source of stress for students and directly affects their overall well-being.

About 20% of students of Kazakhstani higher education institutions are expelled from universities annually due to low academic performance, which leads to academic course failure (The reasons why Kazakhstanis most often drop out of school are named, 2021). These statistics confirm the prevalence of the problem of academic course failure among students of our country, thereby forming the relevance of the given research.

1.3 Problem statement

Nowadays, the requirements for higher education students are very high. These criteria include the successful completion of an academic course, academic activity, academic integrity, and much more. However, among students, there is also the problem of unsuccessfully completing a course, which, as a result, leads to the repeated study of a certain discipline. Based on the opinion of students of one private Kazakhstani university, usually, such a situation entails negative consequences, which in turn affects the overall well-being of the student and the level of stress. However, the impact of a failed academic course on a particular students’ future academic performance is still poorly investigated in Kazakhstan.

1.4 Purpose of the study and research questions

The purpose of the study is to identify the students’ overall well-being and further motivation after failing the academic course in one private Kazakhstani university.

The research question for this study to answer: “How does a failed academic course in one private Kazakhstani University affect the students’ overall well-being, further motivation, and academic performance?”

1.5 Significance of research

This research will be vitally important for the university’s administration and lecturers to reconsider the current examination procedure of academic course. Therefore, this will help to determine the optimal level of workload

for the successful completion of the academic course for students. Enrollees and current university students also can apply the outcomes of the study to examine and prevent possible academic course failure during their studies.

Chapter 2. Literature Review

2.1 Factors of failing academic courses at university

University students often face a variety of challenges, including emotional issues and mild mental disorders. Most of these challenges are primarily caused by the university, while others are primarily caused by emerging adulthood developmental processes. Some of the obstacles that students face during their first year at university are the result of trying to adapt to a new social environment, a new set of ethical values, and a new set of demands. Mental disorders at university, cultural expectations, the quality of high degree of life stress, a low secondary school academic record, poor time-management, and an extroverted personality have all been shown to be closely linked to first-year academic course failure (Sibanda, Iwu & Benedict, 2015, p. 107).

2.2 The impact of a failed course experience on students' overall well-being

Many different factors affect the decline in students' academic performance. However, this process can be the beginning of a whole chain, because academic course failure, in turn, can cause various consequences, including stress and different psychological disorders. According to data from the research by Ajjawi et al. (2020), the consequences of the failed academic course are dangerous and lead to extremely negative emotions for all students, and especially for already vulnerable learners. Moreover, Ajjawi et al. (2020) argue that the consequence of academic course failure among students is chronic fatigue, anxiety, insomnia, and depression, which is aggravated by pressure from "stressors", namely, repeated payment of the course, a repeated study of the material, etc., which also forms a negative impact on the overall well-being of undergraduates. Naylor, Baik, & Arkoudis (2018), claim that the main consequence of stress due to academic course failure is the risk of student exhaustion. The importance of the quality of academic performance tends to be high for any student, that is why the failure of an academic course is a very personal process that forms a new temper in the student and directly affects his psycho-emotional state and future success.

Moreover, low academic performance, including academic course failure cannot only cause stress among students but also have an impact on the motivational component. The connection between academic stress and course grade was anticipated to be intervened by understudies' adapting style and motivation.

2.3 The influence of failed course experience on students' further motivation and academic performance.

Since students are different, consequences after a failed academic course for them are still unpredictable. Neff, Hsieh, and Dejitterat (2005) claimed that subjective failure experiences were the most important factor in achieving academic goals (p. 280). This is important in realizing that each person has their perception of failure. However, based on the previous research, it was determined that after experiencing the academic course failure, students began to experience a high level of self-compassion, which directly influenced the appearance of intrinsic motivation in students (Neff, Hsieh & Dejitterat, 2005, p. 272). This shows that in general students aim to improve their academic performance in future course retake.

Besides, Struthers, Perry, and Menec (2000) found that students, who have recognized the importance or significance of academic performance for themselves, have endured difficulty and jeopardized academic goals, therefore causing them more significant or meaningful attitude, based on the presence of motivational factors that impact further academic performance (Struthers, 2000, p. 588). This shows a positive correlation between experienced academic course failure and further desire for achieving a higher grade.

However, no precise correlation has been identified between the aforementioned stressors and the impact on a student's future academic success. This issue is also understudied in Kazakhstan and needs further justification. In the following chapters of this paper, the results of a study conducted at one private Kazakhstani university will be discussed and compared to previous research findings.

Chapter 3. Methodology and Data analysis

3.1 Methodology

Our sample consisted of students who have failed an academic course at least once. Most freshmen who fail an academic course in their first year will, in most cases, retake the course in the second year. The reason for this is that without the completion of basic academic courses the student will not be able to take more advanced courses in the future. However, to obtain more objective data, the key respondents were second and third-year students as they have more experience to share with others. To summarize the impact of academic course failure on students and their further motivation and academic performance, the online survey answers are considered the main source of information. Our team conducted a quantitative method survey among students of one private Kazakhstani university. Online platform Google Forms collected anonymous information, therefore the identity of the student is hidden.

The survey consists of 13 questions, 12 out of them had multiple choices answers and 1 open-ended question. General questions: Year of study, gender, what Higher School they study in, and their general experience in failed academic courses.

Stress level and its causes: The worrying scale was used to determine the amount of anxiety, which are: 2.1 Not stressful at all. 2.2 Low-stress level. 2.3 Somewhat stressful. 2.4 Very stressful. 2.5 Extremely stressful.

Students' further desire to retake the course: The questions of students' retake experience with multiple-choice and open-ended questions about their motivation in achieving higher grades and experience of retaking the academic course.

3.2 Data analysis

The total number of respondents consists of 85 people. 65 % of participants were 2nd and 3rd-year students, about 22% were 1st year and only a small minority (13%) belonged to the 4th year students. This study is comprehensive due to the fact that the findings were evaluated from the perspectives of first-year students as well as seniors. Nearly half (43,4%) of the respondents, who participated in the survey, were from the Higher School of Economics (HSE), 31, 8% related to the School of Liberal Arts (SLA) and roughly one in four (24,7%) belonged to the Higher School of Law (HSL).

According to the data from the survey, the main factors that contributed most to students' academic course failure are poor time-management skills (33%), unpreparedness for online learning (26%), dissatisfaction with the quality of teaching (20%), and mental stress problem (11%). This information allows us to confirm previous research studies from Sibanda, Iwu, and Benedict (2015), who suggested that all of the factors above are closely connected to academic course failure among students. In order to avoid the failure of the academic course hereafter, all of the factors above should be taken into the highest consideration both on the part of the students and from the point of view of the administration, setting the academic burden for the students.

Based on the responses from the survey, the majority of the students faced severe stress: from extreme to somewhat level, accounting for about 75% out of the total number. According to Naylor, Baik, and Arkoudis (2018), the major effect of academic course failure tension is the possibility of student fatigue, which means that students quickly became irritated, frustrated, and agitated. These numbers are closely connected to factors that were the main causes of the stress and the decline of students' overall well-being, where 54% were the fear of the financial issue and the parents' reaction combined. According to the survey, more than a half (63,6%) of failed academic courses measured by 5 European Credit Transfer and Accumulation System (ECTS), which means that for the period of the 2021 year, the cost of the academic course was 89,500 tenge (5 ECTS * 17900 tenge). This data allows us to conclude that the failed academic course imposed on the students' fear of the upcoming financial burden. Assuming that many students are on the financial support of their parents, this failure could also be the reason for the conviction of students' family members.

It is critical to understand the fact that half of the participants experienced a high level of motivation for a

successful subsequent attempt to complete the course after the failure. Half of the respondents (52.9%) said that repeated completion of the course with the topics they studied earlier will help them finish the course with a higher grade than it was and agreed that the previous experience will help further academic performance. Moreover, the responses to the survey show that more than half of the participants (70.7%) successfully retook the failed course. Furthermore, none of the respondents failed the same academic course more than once, and the majority of students (69%) received a final grade ranging from 70 to 100 points, indicating that students were more inspired to complete the course successfully. These data confess to conclude that based on previous experience, it is easier for students to adapt to the learning environment of a particular discipline again, and the already experienced failure gives more motivation for a successful retake of the course in the future.

Chapter 4. Conclusion

Based on our main findings, the consequences of a failed course significantly affected the students' overall well-being, which negatively influenced their emotional state, by causing stress and anxiety. However, students had strong reasons to be motivated to successfully retake academic courses. The main factor of motivation was the financial issue of failed courses, as a basis for shame in front of parents who pay tuition fees. Hence, the student demonstrates the maximum interest in the prosperous completion of the future course in order not to experience stress again by letting down parents or guardians. Conclusions of this study are supported by the work of Struthers, Perry, and Menec (2000) who stated that experiencing negative events do not invariably mean that future goal attainment is perceived as unlikely. Many students have unpleasant experiences and therefore are disappointed, but they still acknowledge they have the abilities to cope positively and are encouraged to obtain their goals as a result (p. 589).

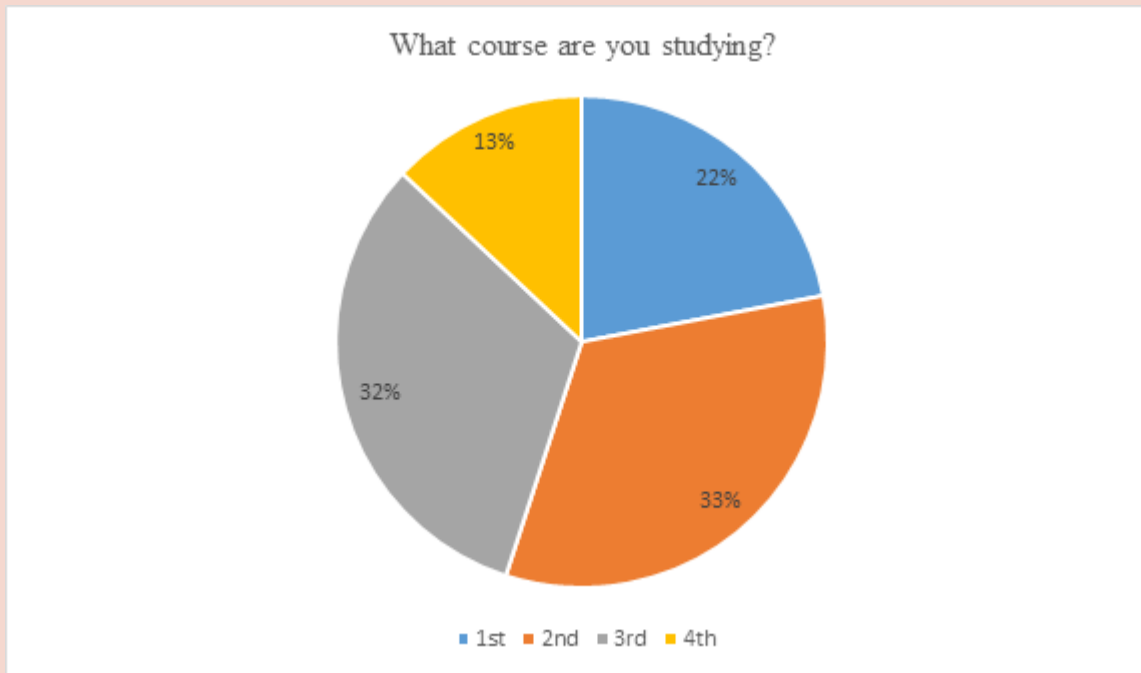
This study, being founded on the information received from students who failed certain disciplines, would recommend the university administration to pay closer attention to the academic course load standards in order to reduce the students' level of stress from very high to at least moderate. Furthermore, this problem needs more in-depth study, including research among other universities in order to improve the quality of education and academic performance of students within the country.

References

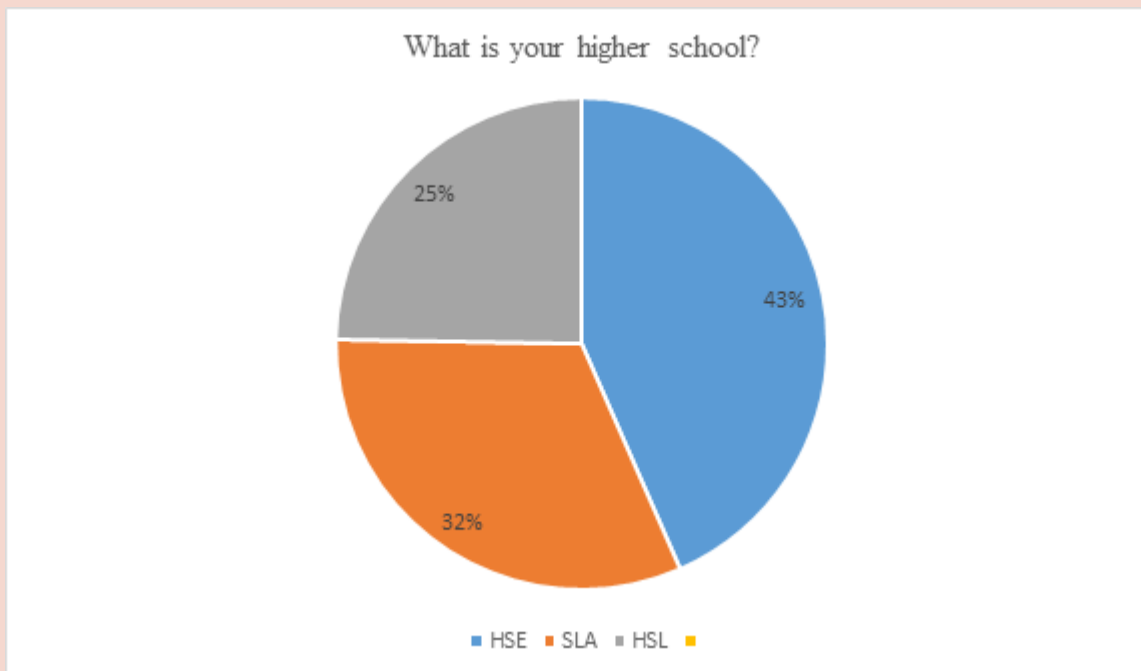
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Appendices

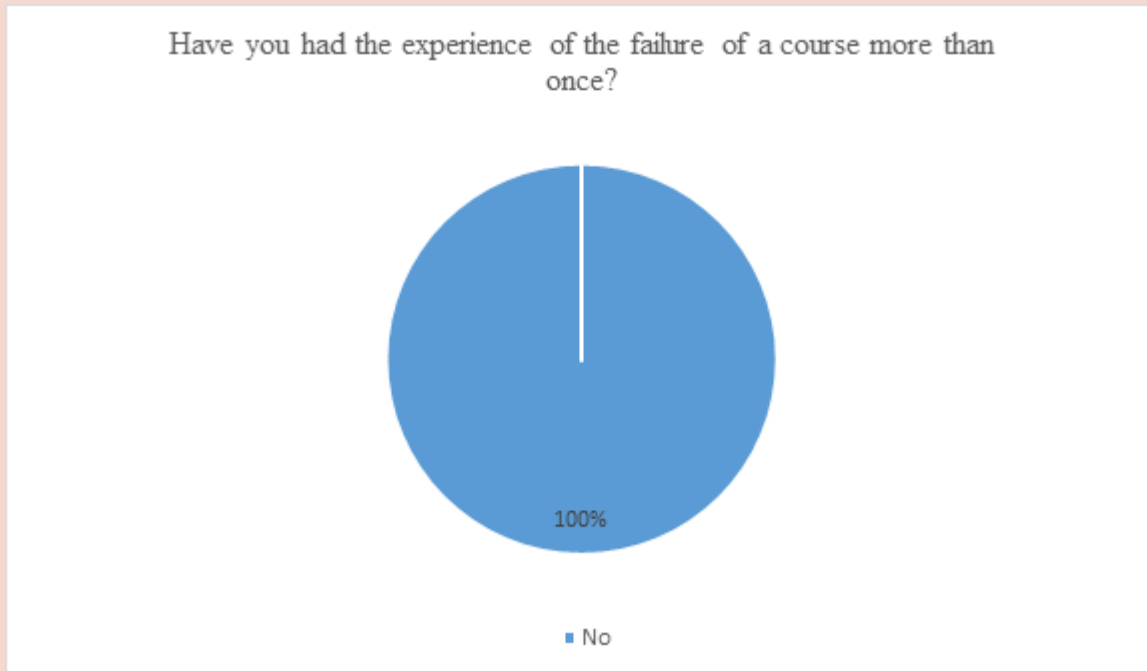
Appendix №1. The course of the student



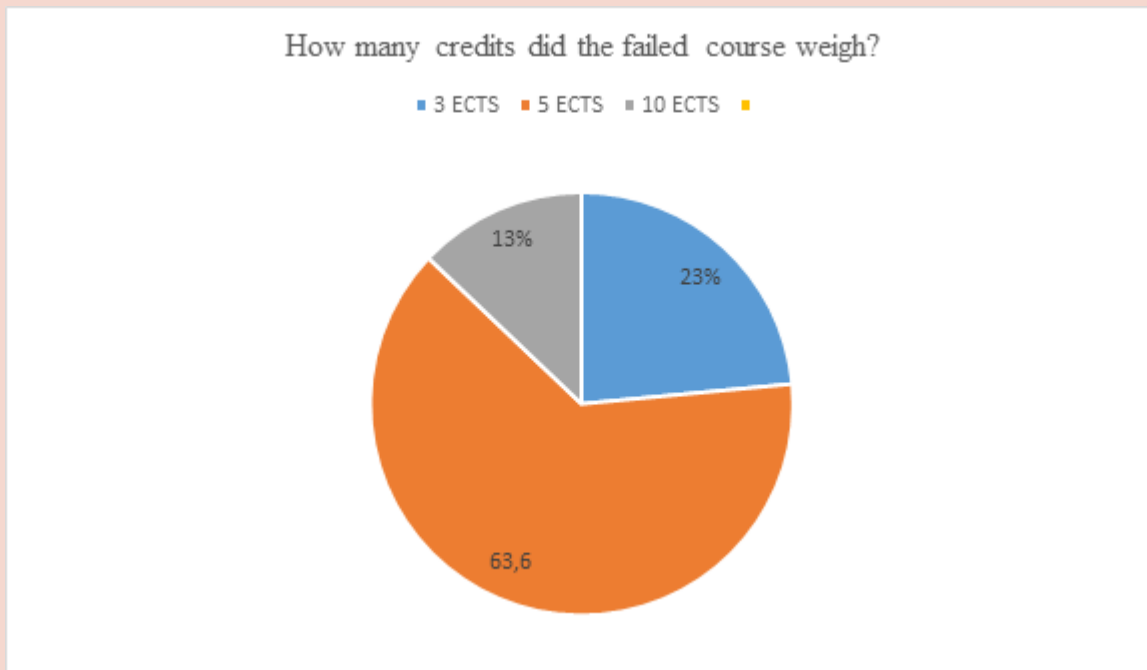
Appendix №2. Higher School of the student



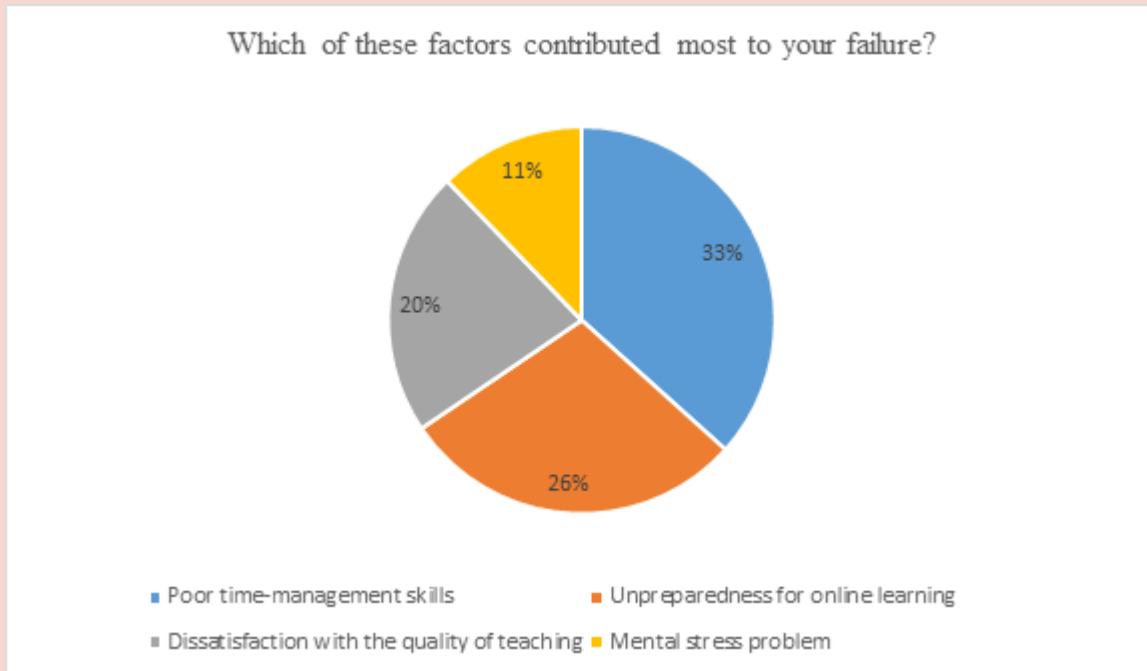
Appendix №3. The experience of the failure of a course more than once



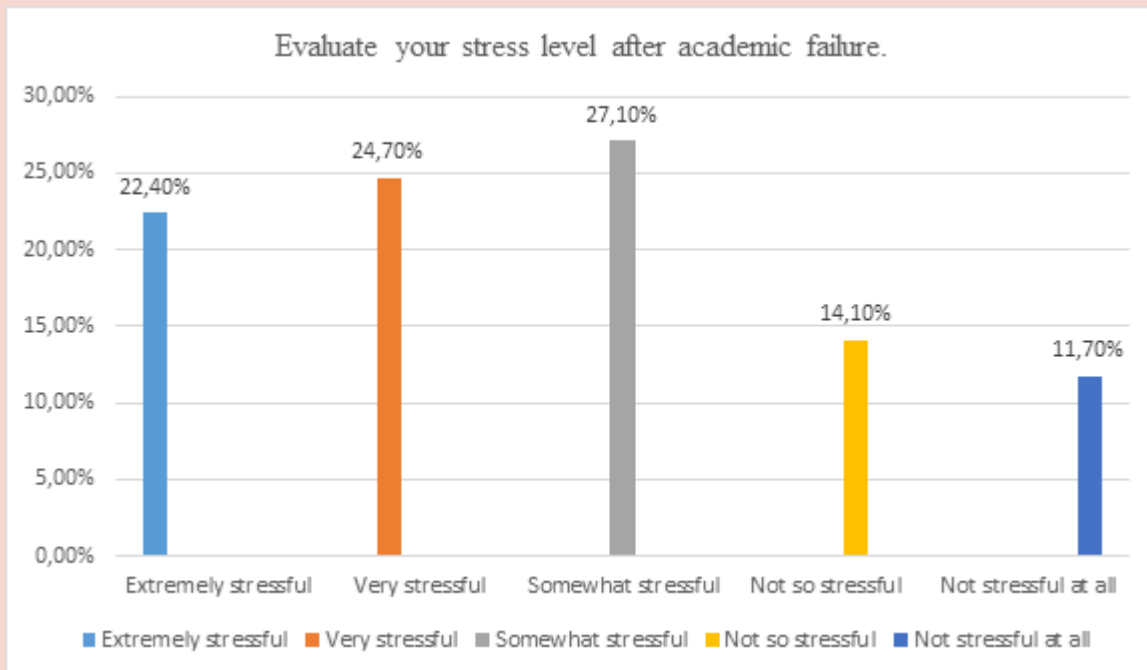
Appendix №4. The weight of failed academic course



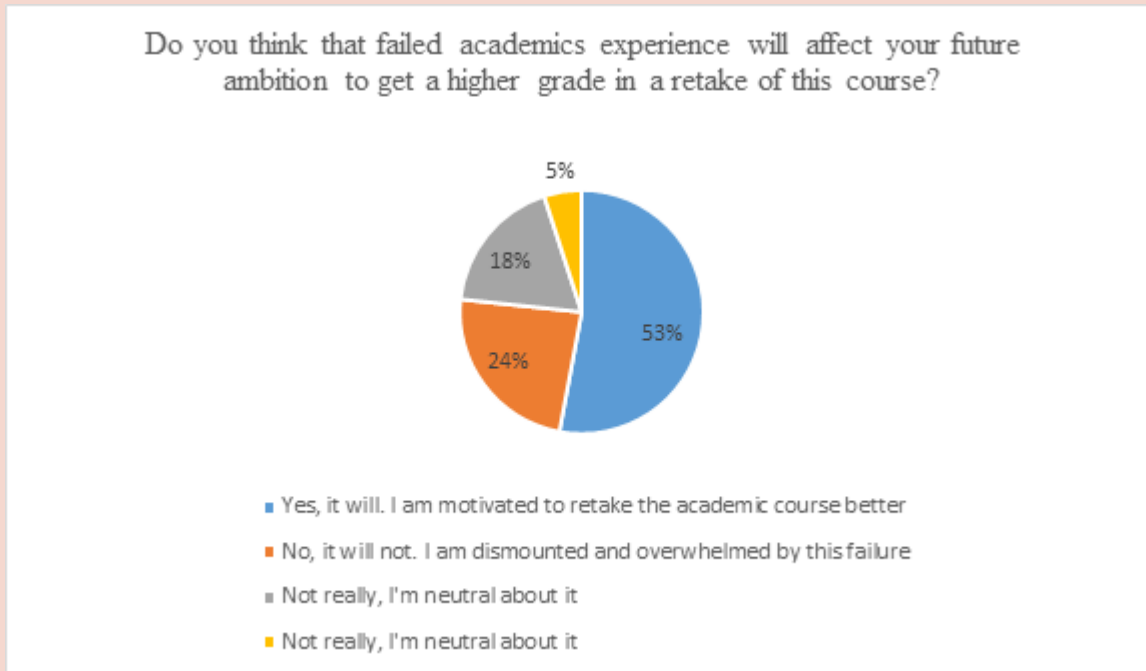
Appendix №5. Factors that contributed most to student’s academic course failure



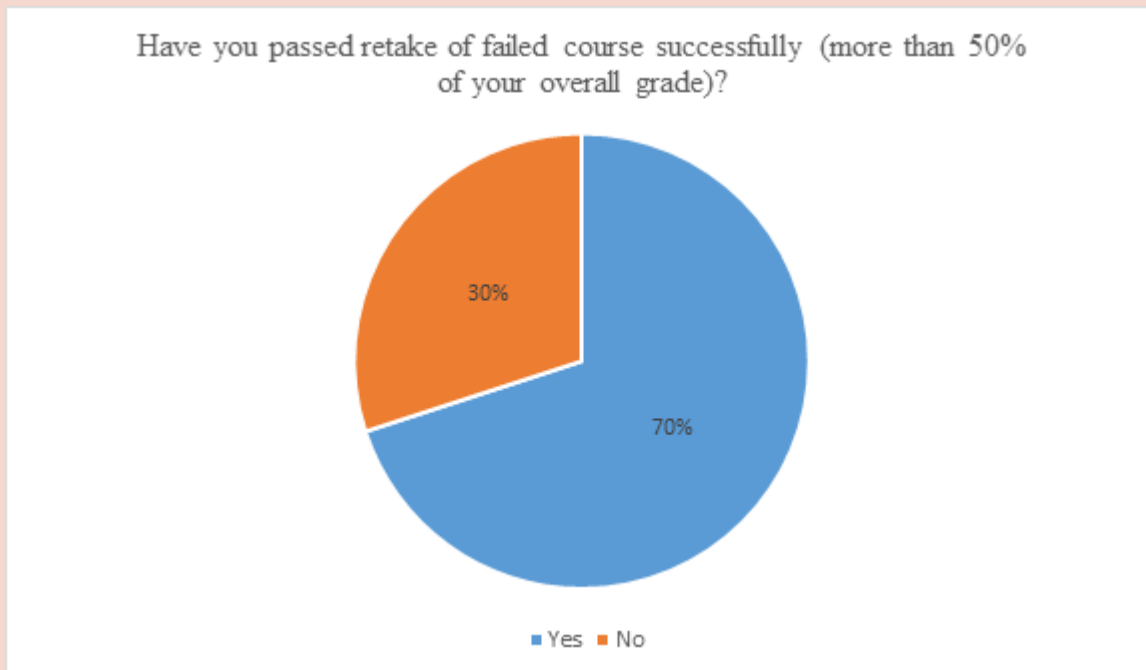
Appendix №6. The stress level of the student after academic course failure



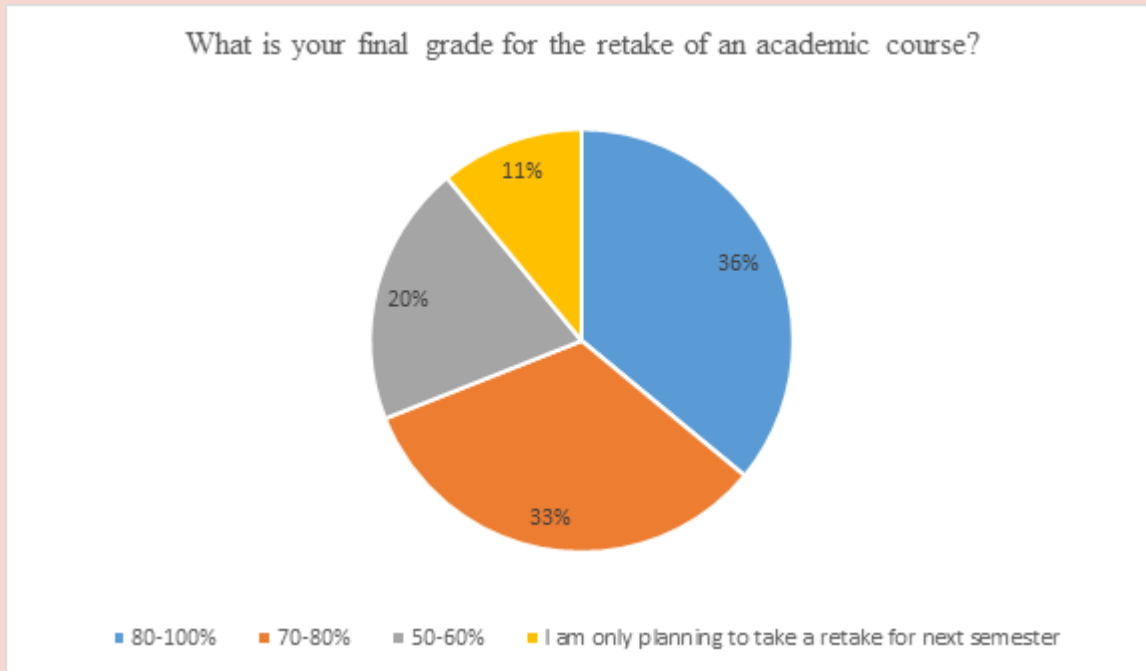
Appendix №7. Student's future ambition to get a higher grade in a retake of this course



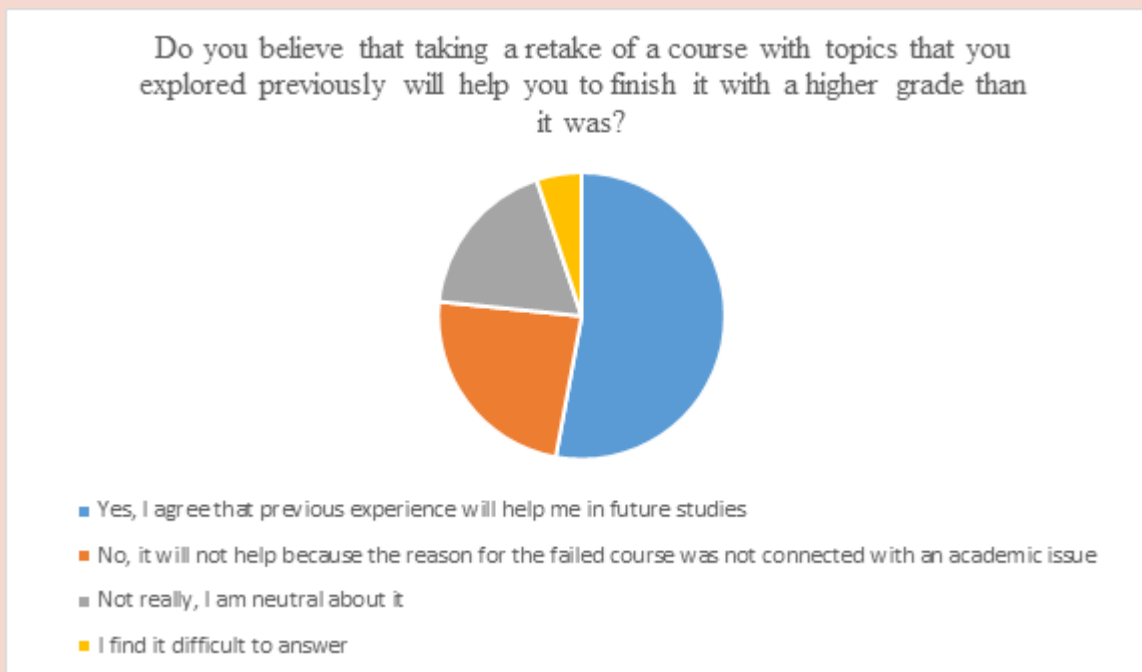
Appendix №8. Students' experience of a successful retake of failed course



Appendix №9. The final grade for the retake of an academic course



Appendix №10. The influence of the course studied earlier more successful completion of the retake



Appendix №11. Factors causing demotivation and stress after the failure of the course

