

# The Role of Hard Work on Academic Success Among University Students

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**Abstract:** *Many educational institutions have strived to involve their students to improve academic success through current technologies. This study examined the role hard work on academic success among university students. A sample of 131 from 4th year students through quota sampling responded to the questionnaire from faculty of leadership and management, University of Islamic Sciences Malaysia (USIM) were selected to obtain data for this study. This study adapted a quantitative methodology through a survey to obtain the respondent. Three statistical analyses were utilized to answer the research questions namely: of mean of all means, correlation, multiple regression analysis. The results of means of all means was (2.66) and (MRA) shows that hard work, honesty, and sincerity are predictors at (0.44) of academic success. Hard work was found to be the most contributing variable at (0.54). The results of this study found that the three factors namely hard work, honesty, and sincerity showed an effect of 44.4%. It was also found that among all the factors utilised in this study hard work has the most impact on academic success among university students.*

**Keywords:** Hard Work, Honesty, Sincerity & Academic Success

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## 1. Introduction

The achievement of academic success is one of the vital achievements in life for university students. This is because success in all academic endeavours is crucial as education is becoming more complex. Education now is becoming more competitive as technology is fast advancing in the working place through this 21st century (Siripipatthanakul et al. 2023). Despite, and perhaps the nature of its amorphous nature, academic success is one of the most widely used terms in educational research and assessment in higher institutions of learning (York et al. 2015). Although the words academic success and student success are interchangeably in literature. It is essential at this point to understand what actually constitutes the word academic success, the term has been applied in an increasing frequency due to the phrase economising numerous student outcomes. There is an escalation of a number of studies concerning the identification of constructs that promotes academic success in line with the assessments conducted in the university. Hinnant-Crawford et al. (2023) argues that the primary tenet of a good assessment is to clearly articulate what is attempting to measure. There are six types of academic assessment in the classroom which includes the following: diagnostic assessments, formative assessments, summative assessments, ipsative assessments, norm-referenced assessments, and criterion-referenced assessments (Habibovna & Urazovna, 2023). Therefore, in the context of university level formative assessment and summative assessment are

commonly used to grade a student's outcome. Formative assessment is utilized to understand the type of instruction appropriate to develop questions for the assessment. It aims to provide student feedback from student learning through identifying gaps in the learning process (Ndoye, 2017). Meanwhile, summative assessment is utilized to assess to what extent students have understood what has been taught in the process of learning. In addition, the effectiveness of the learning is being examined, the reactions of the learning and what has been gained of knowledge. This will be noticed on how students were able to use knowledge, skills and attitudes. Thus, assessment plays a vital role in the academic success of students (Tomlinson and Moon, 2013). The term academic success may refer to the acquisition of specific knowledge and skills demonstrated through completion of courses (Spiegel & Nivette, 2023). Although this may be argued as well as the ability for graduates to obtain and advance in occupations within, or related to, their degree fields. These definitions are valid within the context of defining academic success from the faculty department context (York et al.2015). Therefore, the conclusive definition of academic success is a combination of academic achievement, attainment of academic learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post-college performance Alyahyan & Dustegor, 2020). There are many efforts established by researchers to identify some terms that can be included in academic success such as academic grades, academic achievement, student success and student learning (Cachia et al.2018). These constructs lead to some outstanding outcomes for defining academic success such as cumulative grade point average, critical thinking self-efficacy, affective outcomes, cognitive development and non-cognitive development (Goegan et al.2020). Therefore, to conclude the definition of academic success student success is defined as academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational outcomes, and post-college performance.

### **Background Of the Study**

The university students are progressing day by day towards their respective hard work to gain a good and better grade before graduating and securing a job. In educational psychology students are viewed to be the product of their learning, knowledge acquisition, and skills for the individual learning process (Loyens et al. 2023). It is thereby advised that students with hard work during their learning have a visible behaviour toward their success. Moreover, individual success is associated greatly by motivation, emotion and environmental conditions which enables students to work hard. According to research there are some enablers discovered to be effective in enhancing the hard work of students towards success which are namely: adaptive self-efficacy beliefs, adaptive attributions, intrinsic motivation and adaptive goal orientations (Malkoc & Mutlu, 2018). These enablers may result from attitudes and personal experience of the student. The issue of moral standards is commonly known in the university even though the students are responsible for their actions. Student success in the educational arena has been an issue seen in the establishment of the educational system (Kanwar & Sanjeeva, 2022). Stakeholders believe that the educational system plays an essential role in the success of students. Although analytical review shows that student success is coupled with environment the student lives because the input is directed to the environment and academic achievement and the output is academic success which consistent of two dimensions namely: persistence & retention and student learning (Battol et al. 2023). Researchers have concluded that social, psychological, economic, and environmental cohesion are some of the factors affecting academic success (Alani & Hawas, 2021). Some literature added that students' self-esteem, creativity, innovation and commitment are factors affecting academic success (Ginosyan & Tuzlukova, 2020; Luftig, 2000). Therefore, in the research the issue of academic success has been the main aim to address by suggesting some variables within the

literature review as proposed by researchers. Thus, hard work, sincerity and honesty. Bhat & Bhat (2019), asserted that academic success is a measure of a student's academic and intellectual development through the formative and summative assessments.

### **Theoretical Framework**

The infusion of academic success in education has become focusing demands in students through their individual and collective efforts. Many studies had investigated the on academic accomplishment, academic achievements, career success, acquisition of skills and competencies, attainment of learning outcomes which had resulted to what academic success is all about. The lens of a theory is to shape a certain part of the research variable by adopting the ideas constituting the dependent variable in general. Therefore, due to the different definitions of academic success this study adopted the theory of Astin's (1991) input-Environment-Outcomes Theory which serves as a theoretical framework for the study. The genesis of this theory originates from Astin's examination of a graduate program's ability to produce PhDs. Astin questioned to what extent postgraduate programs outputs were a condition of the quality of its outputs. The early assessment conducted by Astin justified that correctly parsing a student inputs, and the educational environment experienced will add to the student outcomes. Astin further expends some dimensions in the variables involved in his theory (Astin, 1994). Therefore, the study adopted three variables in this theory namely; inputs, environment and outcomes. These variables are important in this study because the researcher utilized three variables which are hard work, honest and sincerity to academic success. It is obvious that the idea behind the adaptation of this theory is the characteristics mentioned by Astin (1994) under environments after college entry on academic involvement, involvement with peers, faculty or work, this actual relates to the idea that student should hard work and excel to gain success in life. Hence, students must be involved in all academic activities to achieve psychological, behavioural, affective and cognitive outcomes (Astin,1994).

### **Research Objectives**

- i. To investigate the role between hard work, honesty & sincerity with the level of academic success among university students.
- ii. To identify the best predictor factors among hard work, honesty & sincerity towards academic success among university students.

### **Research Questions**

- i. Is there any role between (hard work, honesty & sincerity) with the level of academic success among university students?
- ii. Which of these three factors (hard work, honesty & sincerity) are significant in explaining the variation in academic success among university students.

### **Research Hypothesis**

H1: There is no effect between hard work, honesty & sincerity with the level of student academic success among university students.

H2: There is no significant difference among factors hard work, honesty & sincerity in explaining the variation in student academic success among university students.

## **2. Literature Review**

### **Academic Success**

Successful students are extremely excited with their performance during their respective education. Academic success is interchangeable with academic performance in the literature;

however, academic success is an outcome of any efforts with hard work of studies by the university students (York et al., 2015; Alamri, 2023). Therefore, academic success is defined as students with high grades, test scores and persistence levels of achievement in university (Neroni et al., 2022). Patra et al., (2022) contended that academic success is intellectual self-confidence by original writing, self-rated academic ability, writing ability, listening ability, knowledge, analytic and problem-solving skills, ability to think critically, academic skills creating a work for better outcome. University student resilience is coupled with academic success through the grades of students. Academic success is a term used to describe a student's grade after taking formative and summative examination (Russell, et al., 2022). According to Umar et al., (2010) academic success is one of the best indicators of knowledge transfer in modern society. Tiggemann and Winefield (2014), asserted that academic success is measured by university student grades obtained in subject, which translates to their attitude toward learning and reaching a high level of academic achievement. The university students must equip themselves with techniques and strategies to supplement desires to achieve ultimate goals in order to succeed in academic career. Academic success has been linked to career success which defines students as goals achiever in life (Amzil, 2023). The researchers asserted that career success is early job outcomes: job offers, employment status, job performance, and job satisfaction & organizational commitment as results of academic success in the university (Nkomo et al., 2018). They added by suggesting that GPA is a predictor of job outcomes. Lindberg, (2023) believes that parental satisfaction involvement with their teen's academic success is the most significant predictor for predicting academic success.

### **Hard Work**

The success of any university student depends on their hard work and devotion. Therefore, hard work is a comportment that establishes thoughtful effort in overwhelming various hindrances to learning, assignments, and completing tasks. The attitude of students towards hard work is a motivator that assists their achievement because hard work is all about enthusiasm to excel in a career. Literatures have shown the relationship between hard work and academic success which are related empirically. The study of students' relationship between in-class and out-of-class efforts on student learning has been emphasized to have an impact on university students (Trinh, 2023). Studies have shown that primarily there are two types of motivation: intrinsic motivation and extrinsic motivation (Good, 2022). These types of motivations help in assisting the hard work of a student with perseverance to achieve academic success. Researchers added that the number of efforts invested in studies will have a positive association with academic success (Berestova et al., 2022) Research has shown that hard work plays a very important role as a mediator between motivation and academic success (Li & Phakdeephrot, 2022). Hard work in-class includes attending lectures and participating in class activities. In addition, out-class includes the amount of time dedicated to studying and completion of projects outside the classroom. Several researchers have identified how hard work will influence academic success among students (Picton et al., 2018; Sue & Okazaki 2022). Hard work students are found to be more successful compared to their counterparts due to their effective and efficient learning techniques for acquiring and applying information gain during the learning process (Al-Abyadh, 2022). They are also found to be motivated, evaluative, and adjust to the proper behavior if they are not learning properly.

### **Honesty**

The foundation of honesty in the education arena starts with the policy of the university commitments to the values of ethics, integrity and academic honesty. It is asserted that university administration conducts all academic affairs with integrity (Mattar, 2022). Therefore, the university must clearly communicate the institution's expectations regarding ethics,

integrity and academic honesty, so that university students will take academic misconduct very seriously. However, Raid (2023) has found the link between academic dishonesty and personal character towards leaning professional to acquire success. Krou (2021) in his study linked academic dishonesty to legal, ethical behavior with personal and educational success. Although, business success was also seen to be one of the important aspects of academic success to honesty as a foundation (Keup et al., 2023). The ability of a university student to obtain information and display it will assist their fundamental understanding towards a successful academic career in the future. Integrity, is the ability to tell the truth without insincere, theft or duplicitousness which honesty is a sub-part of it. Honesty and openness indicate keeping one's promises and being transparent in one's life (Gunton, 2020). A university student will not pretend from the facts that they are different from what they really are, whether to himself or others, this is constituted honesty (Haney, 2022). Haney (2022) observes that we require guidance from others in the form of truthful information, the honesty of others, in order to form sound beliefs about ourselves.

### **Sincerity**

The concept of sincerity has relatively few studies due to the values the education is losing. Studies on university student confidence, empathy, emotional intelligence and consistency are relatively few. It is reasonable to admit that sincerity is one of the virtues that university students need to inculcate in their lives. The sincerity of a student may be related to how they think psychologically (Harlianty, 2022). This is transmitted to the culture of reading in the university by involving their peers. They should also have personality traits like honesty towards reading. Sincerity is a requirement in education due to the originality for equipping students to understand one another's insights and experiences, to engage efficiently, and to reflect on learning outcomes (SolerCosta et al., 2021). It is critical to implement virtue of sincerity by all quarters in obtaining and passing information towards receiving knowledge in the university. This will result in a meaningful achievement with memorable outcomes, as well as, most importantly, lifelong knowledge efficiency of university students. The role parents play in the academic success of a child during their primary and secondary school is an extension of their life success in university (Liu et al., 2022). The Study Kelso (2023) has shown that parental satisfaction will lead to the student's academic success with their sincerity in teaching and communicating with in and out-class learning.

### **3. Methodology**

This study uses research with a descriptive research design using a quantitative method. Questionnaires were adopted and adapted used as an instrument for collecting data in this study. Survey method consists of students from faculty of Leadership and management (FKP) Islamic Sciences University of Malaysia (USIM). A pilot test was carried out before the conduct of actual study to determine the reliability and validity of all research instruments and to identify any potential issues that arise from research methods. The sample were quota and stratified consisted of students from five programs namely: Da'wah and Islamic Management, Theology and Religious Studies, Counselling, Communication and New Media respectively. The data collected is to establish the role of hard work, honesty and sincerity of student academic success.

#### **Multiple Regression Analysis**

To examine the role of hard work, honesty and sincerity with the level of academic success among university students.

**Table 1: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.666	0.444	0.431	0.27437

**Table 2: ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	7.625	3	2.542	33.764	.000
Residual	9.560	127	.075		
Total	17.185	130			

This ANOVA table above shows the regression result between hard work, honesty and sincerity towards student academic success. It shows that R Square is 0.444 and significant at 0.000. Therefore, the role of hard work, honesty and sincerity towards academic success is 44.4%. Determining the best factor explaining the variation among (hard work, honesty and sincerity) towards academic success.

**Table 3: Coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(constant)	<b>1.706</b>	0.190		<b>8.984</b>	0.000
<b>Hard work</b>	0.352	0.050	0.543	<b>7.012</b>	0.000
<b>Honesty</b>	<b>0.092</b>	0.044	<b>0.154</b>	<b>2.098</b>	0.038
<b>Sincerity</b>	0.062	0.055	0.088	<b>1.36</b>	0.258

The regression shows which of the proposed variable plays a role on academic success. It shows that the effect of hard work on academic success is 0.543 with significant value at 0.000. The effect of honesty on academic success is 0.154 with non-significant value 0.038 while the role of sincerity towards academic success is 0.088 with non-significant value at 0.258. Therefore, the most contributing factor towards academic success is hard work because the significant value is 0.000 ( $p < 0.001$ ).

#### 4. Conclusion

Based on the results of this analysis, it is obvious that the selected variables are significantly explaining the outcome of the study. Therefore, the efforts of students are very crucial in the learning process due to the outcome of the present analysis. Although, honesty and sincerity must be applied during teaching and learning process in the university. This study investigated the role of hard work, honesty and sincerity among university students. The research used employed two analyses to understand the current level and the role of hard work, honesty and sincerity among university students on academic success in the faculty among programs offered in the faculty. The results show that two variables (honesty and sincerity) proposed by the researchers have a partial positive influence on academic success. However, hard work has a strong influence on academic success among university students.

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