

---

**CONTRIBUTING FACTORS TO THE LOW GRADE POINT AVERAGE  
(GPA) OF UNDERGRADUATE STUDENTS**

**Reggy N. Sarmita**

FAKULTAS EKONOMI UNIVERSITAS KLABAT

**Abstract**

The purpose of this study was to identify contributing factors to undergraduate student's low grade point average (GPA). Qualitative and quantitative approach were used in this study. Qualitative approach was used in the identification process of the variables, while qualitative approach was used for grouping the variables into factors. As the result of this study five (5) contributing factors were identified. Those factors were: (1) time management, (2) class atmosphere, (3) learning style, (4) laziness, and (5) games addiction. The contributing factors for students' low GPA were influenced by the internal factors by 40.6% means that students' low GPA performance could be explained by their lack of knowledge to manage their time, laziness, and games addiction. The other 20.6% contribution to students' low GPA performance could be explained by the external factors such as changing of learning style compared to what they have experienced in the high school and the in-class activities and interactions.

**Keywords:** class atmosphere, games addiction, laziness, learning style, time management.

**CHAPTER 1**

**INTRODUCTION**

**1.1. Background of the study**

Grade Point Average (GPA) is a summary statistic that represents a student's average performance in his or her study over a stated period of time, such as one semester (<http://theconversation.com/explainer-what-is-a-gpa-and-what-use-is-it-36004>, 2017). The GPA is a major tool commonly used by universities or colleges to measure student academic performance although GPA not the only indicator that could properly describe the student performance (Adelfio, Boscaino, & Capursi, 2014).

Studies has been done by many researchers to explain the contributing factors that have affected student's academic achievement using CGPA, GPA, and test result of particular subject. Many of the results shown that student academic achievement is affected or influenced by academic and non-academic factors that explained in each study.

According to the study by Cherry, Rollins, and Evans (2013) to find the effect of using or visiting the library to the student GPA suggested significant effect between using the library and student GPA. Which is the higher GPA students has the higher frequency to use the library than the lower GPA students. Correspond to this finding was the study by Cobblah and Van der Walt (2016) that suggested the service and information provided by

the library has affected student academic performance. Other study related to technology has also suggested that technology used in the education institutions whether in student exposure to the technology in their in-school activities or in teacher in-class activities such as technology use by professional teacher in their teaching methods are also significantly affect the student academic performance (Harris, Al-Bataineh, & Al-Bataineh, 2016). Furthermore, understanding the learning difficulties experienced by students enable teacher to anticipate any obstacles that might occurred and find the solution to the student so they could achieve their academic purpose (Aunurrahman, 2010).

An observation to student academic achievement in Management Study Program at Universitas Klatat that represented by their GPA performance shown that in the year 2015 to 2016, the number of student with low GPA was significantly decreased by 60% (Unklab Sistem Informasi, 2017). There must be an interesting explanation that could be extracted by replicating a study to this phenomenon.

Refers to this phenomenon, I was very interested to conduct a study to find what was the contributing factors to the student academic achievement. Especially from the perspective of low GPA students. The findings would be expected to explain the contributing factors to the low GPA student from the perspective of low GPA student itself instead of a high GPA student.

## **1.2.Statement of the problem**

Studies have revealed that student's GPA performance in the certain period of time has been affected by many factors. Students' internal factors such as motivation, communication skill, and perception, and external factors such as family stress, learning activities, and technology were effecting the academic achievement.

Those previous studies were encouraging this study to investigate what factors that might have been contributed to the low GPA student for having poor performance on their GPA.

## **1.3.Significance and Benefit of the study**

The findings of this study will significantly contributes to how to improve student GPA performance, it will also benefit the followings:

- a. University Management, as the policy maker, this findings will be useful as the basic information in order to set a strategic policy to improve the student's GPA performance.
- b. Lecturer may be benefited by knowing the contributing factors to low GPA performances so they can be evaluated and change their teaching or learning process to have better impact on student GPA.

- c. Student, will have a different perspective and understanding through this finding to improve their GPA by reducing or eliminating its implication to their daily activities.

#### **1.4. Theoretical Framework**

Several theories have suggested that student academic performance can be measured by CGPA, GPA, and test result of specific subject, and this performance has been influenced by student's internal factors such as communication skill or external factors such as school facilities and family stress.

##### **1.4.1. Internal factors effecting GPA**

Student's internal factors have been studied by various researchers to find the answer on how these factors affected student's GPA performance.

Psychological factors have affected the GPA performances (Saele, et al., 2016) as well the perceptions of student and faculty (Edgar, Johnson, Graham, & Dixon, 2014). Specific study on student perception was done by Alkharusi, Aldhafri, Alnabhani, and Alkalbani (2014), the student perspectives, how the student perceived any assessment task may influence student academic achievement. According to this study student perception on perceptions of the assessment task intersection with the self-regulation of learning affected the student academic achievement. This study also corresponded with the study done by Wei and Yi (2015), whereas the goal orientations and performance-approach goals of the student was positively associated with student GPA. This study also found that the cultural context of students influenced their attitude towards achievement.

Emotional factor through anxiety has been studied by Hartman, Waseleski, and Whatley (2017). They have found that emotional dys-regulation affected the cognitive test anxiety of the student but the cognitive test anxiety itself did not affect the GPA. However, using DERS (Difficulties in Emotion Regulation Scales) the result suggested that there was significant effect of emotion to GPA (Gratz & Roemer, 2004).

##### **1.4.2. External factors affecting GPA**

Shields, Walsh, and Lee (2016) studied the importance of intervention teaching technique to increase student academic achievement. They have studied two groups of student; with intervention program and without intervention program. The result suggested that the students with the intervention program outperformed the students without intervention program and significantly showed a higher rate of growth in achievement. Other methodology such as meta-analytic also had the same effects on student achievement (Bas, 2016).

Beron and Piquero (2016) studied the influence of students' non-academic activities to the GPA performance; they studied students' involvement in the active competition. The result suggested that the students' non-academic activities significantly influenced the GPA performance negatively. The less competitive competition reduced the negative influence on GPA. Further result of this study suggested that the male students had greater negative impact to GPA than the female students.

Other study on social factor like inter-parental conflict (Hunt, Krueger, & Limberg, 2017), demographic (Saele, et al., 2016), and educational and economic (Lanning & Mallek, 2017) had significantly affect the student's GPA performance despite the aspect of geographical, sample size, and methodology of those studies.

## **CHAPTER 2**

### **LITERATURE REVIEW**

Motivation is the reason for every action. In general there are intrinsic and extrinsic motivation that drive a person to do or act. Intrinsic motivation is driven by the value or excitement that is related to a particular action, while the extrinsic motivation is by the purpose or result of that action (Gazzaniga, Heatherton, & Halpern, 2013).

According to Djamarah (2006) the greater the needs the stronger the motivation, a student is motivated by his or her needs that needed to be fulfilled. This situation will motivate the student to start looking for the way to solve his or her academic problem.

The GPA is a major tool commonly used by universities or colleges to measure student's academic performance although GPA is not the only indicator that could properly describe the student's performance (Adelfio, Boscaino, & Capursi, 2014). An interesting study by Mushtaq and Khan (2012) investigated the effect of communication, facilities and family stress on student's performance shown by GPA, CGPA and test result of specific subject suggested that factors like communication skill and using school facilities were positively affected student's performance, but family stress was negatively affected this performance.

#### **2.1. Internal Factors affecting GPA**

Student's internal factors had been studied by various researchers to find the answer on how these factors affected student's GPA performance.

Psychological factor has affected the GPA performance (Saele, et al., 2016) as well as the preception of student and faculty (Edgar, Johnson, Graham, & Dixon, 2014). A specific study on student's perception was done by Alkharusi, Aldhafri, Alnabhani, and Alkalbani (2014). The student's perspectives which were, how they perceived any assessment tasks, influenced their academic achievement. According to this study, student's perception on perceptions of the assessment task intersection with self-regulation of learning affected the student's academic achievement. This study also corresponded with the study done by Wei and Yi (2015), whereas

the goals orientation and performance-approach goal of the student was positively associated with student's GPA. This study also found that cultural context of students influenced their attitudes towards their academic achievement.

Nevertheless, students' perception were significantly influenced their performances as suggested by Mcdowall and Jackling (2006). They studied the perceptions of students toward the usefulness of Computer-Assisted Learning (CAL) package that helped students to understand accounting concepts and they found that it affected their performances.

Emotional factor through anxiety was studied by Hartman, Waseleski, and Whatley (2017). They found that emotional dys-regulation affected the cognitive test anxiety of the students but the cognitive test anxiety itself did not affect their GPA. However, using DERS (Difficulties in Emotion Regulation Scales) the result suggested that there were significant effects of emotion to GPA (Gratz & Roemer, 2004).

Furthermore, Larson, Orr and Warne (2016), studied different factors that might affected students' GPA performance. They studied the relationship between students' health and academic achievement by using students' health data to understand their academic success. The result suggested that the health factors were significantly related to students' ability to succeed, as well as self-confidence that supported by particular circumstances and motivation to deploy internal and external resources (Aunurrahman, 2010).

## **2.2. External Factors affecting GPA**

Shields, Walsh, and Lee (2016) studied the importance of intervention teaching technique to increase students' academic achievement. They studied two groups of students; with intervention program and without intervention program. The result suggested that the students with the intervention program outperformed the students without intervention program and significantly shown a higher rate of growth in achievement. Other methodology such as meta-analytic also had the same effect on students' achievement (Bas, 2016).

Beron and Piquero (2016), conducted a study regarding the influence of students' non-academic activities to GPA performance, especially the students' which were involved in active competitions. Their result suggested that the students' non-academic activities significantly influenced the GPA performance negatively. The less competitive competition reduced the negative influence of GPA. Furthermore, the result of their study showed that male students had greater negative impact to GPA than female students.

Other study on social factor like inter-parental conflict (Hunt, Krueger, & Limberg, 2017), demographic (Saele, et al., 2016), and education and economic (Lanning & Mallek, 2017) had significantly affected students GPA performances despite the aspect of geographical, sample size, and methodology of those studies.

However, the study by Yu-Chin and Bo (2005) investigated the earlier state of the students' academic activities suggested that the entrance test could not be used solely to predict the successful academic achievement. They suggested that another admission portfolio could be used to predict successful students' academic achievement such as high school ranking, leadership ability, and work experience.

CHAPTER 3

METHODOLOGY

3.1. Research Design

Survey research design was used in this study.

3.2. Population and Sample

Populations of this study were the undergraduate students of Economics Faculty who registered in 2<sup>nd</sup> semester 2016/2017 academic year. Purposive sampling was used in this study. The criteria used for sample was students with low GPA (Grade Point Average) from the previous semester which was 1<sup>st</sup> semester 2016/2017 academic year. The sample was distributed to all 1<sup>st</sup> to 4<sup>th</sup> year student with low GPA.

The respondents were the low GPA students who were then selected by each academic year as shown in table 3.1 to reach the 1 to 5 ratio of responses to the number of free parameters in a model to reach appropriate sample size required by maximum likelihood sampling method (Bentler & Chou, 1987). This study has  $n = 80$  to achieve the sample size requirement of respondents since this study has 15 parameters to be measured.

Table 3. 1 Sample Matrix

Sample Matrix

No.	Year	Sample size
1	First Year	15
2	Second Year	26
3	Third Year	8
4	Forth Year	31
		80

3.3. Data Collection and Instrument

The data were collected by using a questionnaire. The questionnaire was based on the theory from literatures and from in-depth interview with the students who had experiences of having low GPA at least for one semester. The number of students who were interviewed was based on the saturation of the information. Sixteen students were interviewed, four students for each year and no more new information after four or five students.

There were 18 items as the result from in-depth interview and literature reviews and these items were used to construct the questionnaire. Out of 18 items, three items were removed that left 15 valid items. The questionnaire was distributed to 80 respondents; three respondents were removed from the data due to incomplete answers of the questionnaire. The data was tested for validity and reliability. The result showed that the questionnaire was valid and reliable to be used as the instrument to collect data for this study.

The reliability test showed that Cronbach Alpha value was 0.77 which was greater than the minimum value of 0.70. It meant that the questionnaire was reliable as the instrument to be used in this study. The result of reliability test was shown in table below.

Table 3. 2 Reliability Test

**Reliability Test Summary**

Cronbach Alpha	Cronbach Alpha Based on Standardized Items	N of Items
.767	.766	15

Table 3. 3 Validity Test

**Case Processing Summary**

		N	%
Cases	Valid	77	100.0
	Excluded <sup>a</sup>	0	.0
	Total	77	100.0

a. Listwise deletion based on all variables in the procedure.

The validity test showed that the questionnaire was valid to be used as the instrument in this study. If the *r* table was less than 0.316, the question would be taken out from the questionnaire. The valid question would be marked with \* and \*\* in the correlation table.

The questionnaire was distributed to 80 respondents to reach the maximum likelihood (ML) sampling method, where each questions had to have minimum 5 respondents respectively.

**3.4. Data Analysis**

Exploratory factors analysis (EFA) was used in this study and this technique would determine the contributing factor of particular variables and to analyze which variables could be categorized in one specific factor (Yong & Pearce, 2013).

Using SPSS, the data was analyzed and interpreted through this following steps:

1. Determined the variables to be analyzed by comparing the Kaiser-Meyer-Olkin’s overall measure of sampling adequacy and Bartlett’s test of sphericity.

- a. Kaiser-Meyer-Olkin’s overall measure of sampling adequacy value had to be greater than >0.6
- b. Bartlett’s test of sphericity had to be significant at  $p < 0.05$
- c. Diagonal value (a) or measure of sampling adequacy (MSA) after Anti-image correlation had to be greater than >0.5. Value of each item that was lower than 0.5 would be remove from the table.
2. Extracted factor was based on the Eigen values at the value  $> 1$ .
3. Variable component that would be categorized into a factor had to be tested to get the varimax rotation value (rotated factor matrix). The rotation was needed to maximize loading factor value. The loading factor minimum for a variable component to be categorized had to be greater than >0.5.
4. The final step was to set the category of every variables into a particular factors and then label it. The highest variables value usually used as the label of the factor.

**CHAPTER 4  
RESULT AND DISCUSSION**

**4.1. Overall measure of sampling adequacy**

Methodology used in this study produced the result that fit the criteria of Kaiser-Meyer-Olkin’s (KMO) value which had to be greater than .0.6. The KMO value was 0.7 greater than 0.6 meant that the sample used in this study was adequate. The value of Bartllets test of sphericity was 0.00 which was less than 0.05. This values indicated that there was a strong correlation amongst variables as the tables shown:

*Table 4. 1 Kaiser-Meyer-Olkin and Bartlett’s Test Value*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.695
Bartlett's Test of Sphericity	Approx. Chi-Square	251.044
	df	78
	Sig.	.000

**4.2. Factors based on Eigen Value**

The test result to eigen’s value identified 5 aspects that contributed to the low GPA performances, they were: (1) time management, (2) class atmosphere, (3) learning style, (4) laziness, and (5) games addiction. These five factors (time management, class atmosphere, learning methodology, laziness, and games addiction) explained 61.6% of the variance that made students’ GPA low. There were more factors that remained unknown. Time management



properties was 26.1%, class atmosphere properties was 11.3%, learning methodology properties was 9.6%, laziness properties was 7.6% and games addiction properties was 6.9% as shown in table below:

*Table 4. 2 Percentage of Variance after Varimax Rotation*

	<b>Factor 1</b>	<b>Factor 2</b>	<b>Factor 3</b>	<b>Factor 4</b>	<b>Factor 5</b>
<b>Eigen Value</b>	3.915	1.698	1.447	1.141	1.035
<b>Variability %</b>	26.103	11.321	9.649	7.609	6.903
<b>Cumulative %</b>	26.103	37.423	47.073	54.682	61.584

**4.3. The Contributing Factors**

Referred to the factor analysis test that was used to interpret the collected data, the result showed five contributing factors to the student low GPA performance.

*Table 4. 3 Contributing Factors*

<b>Factors</b>	<b>Eigen Value</b>	<b>Variability %</b>	<b>Cumulative %</b>
Time management	3.915	26.103	26.103
Class atmosphere	1.698	11.321	37.42
Learning style	1.447	9.649	47.073
Laziness	1.141	7.609	54.682
Games addiction	1.035	6.903	61.584

This result was consistent with the study by Lanning and Mallek (2017) that suggested that the low GPA performances were influenced by educational and economy aspects. The class atmosphere and learning styles were affected by educational aspects, while time management, laziness, and games addiction were effected by economy aspects.

Economy aspect described as the economy status of students that might be affecting their emotional and behavioral problems (Gnanadevan & Selvaraj, 2015), regardless of lower or upper economy status when they had to work hours a day to pay their tuition which reduced their time for study than eventually affecting their academic performance (Logan, Hughes, & Logan, 2016).

When economically the students were able to buy smartphone, laptop, and iPad, they were at high risk of gadget addiction and unlikely to achieve higher GPA (Hawi & Samaha,

2016). This addiction was the causation of laziness (Turkan, Yavuz, & Kursat, 2008) by spending less amount of time to study, so the students who had spent more hours for gaming, facebooking or other activities and spent fewer hours for study tend to have low GPA. (Kirschner & Karpinski, 2010).

The relationship between time management and students' academic performance as studied by Hamzah, Lucky, and Joarder (2014) in Malaysian Public University students concluded that there were significant and positive relationship between time management and students' academic achievement. Poor students' time management would produce poor academic performance. However, the poor time management skills could be improved by proper training (Nadinloyi, Hajloo, Garamaleki, & Sadeghi, 2013) and using additional tools like MCII (mental contrasting with implementation intentions) as suggested by Oettingen, Kappes, Guttenberg, and Gollwitzer (2015).

Furthermore, video games might have an effect that tend to cause harm on students' GPA scores or performances as the video game usage increases the students' GPA performance or scores decreased as suggested by Vivek (2007) was consistent with the finding in this study.

Another contributing factor was laziness which in this study was explained by the amount of time allocated to study and laziness itself consistent with the study of Paisye and Paisye (2004), when they studied students' attendance in the particular class. They suggested that there were positive relationship between the time students allocated for study or attending the class with their academic performances. Other study investigated the factor behind the students' academic struggles found that the laziness was just the indicator of learning disability (Delaney, Radke, & Zimmerle, 2015)

As suggested by previous studies, the internal and external factors had contributed to the low grade performances average of students. The findings in this study explained that 40.6% contributed to the low grade performance average were coming from the internal factors, as suggested by Saele et. al. (2016), Edgar et. al. (2014), and Alkharusi (2014). Another 20.6% of those factors were considered as external factors as suggested by Shields, et al. (2016), Beron and Piquero, (2016) and Hunt, et.al. (2017) as shown in the table below.

*Tabel 4. 4 Contribution of Internal & External Factors*

Contribution of Internal & External Factor

Factor	Internal	External
Time management	26.1	-
Class atmosphere	-	11
Learning style	-	9.6
Laziness	7.6	-
Games addiction	6.9	-
	40.6	20.6

**4.4. Loading value and factors description**

As shown in table 4.3, the highest loading value for variables was the component for each factor. The time management might be described in terms of (a) students’ ability to manage their time and to set their priorities ( $r=0.744$ ), (b) negative peer influence that took much of their time just to be accepted in group of friend ( $r=0.712$ ), (c) student could not fully concentrate while in the classroom ( $r=0.696$ ), and (d) they did not feel confidence on themselves to succeed ( $r=0.561$ ).

The class’ atmosphere might be described in terms of (a) student had difficulties in understanding the teacher’s lecture or explanation ( $r=0.803$ ), (b) when they had problem with their friend it would affect their interest to go to class ( $r=0.766$ ), and (c) they were not dare to ask question even if they did not understand the lecture or certain topic ( $r=0.619$ ).

The learning style might be described in terms of (a) different learning style or methodology back to when they were in the high school ( $r=0.737$ ), and (b) students preferred to have group rather than individual assignment ( $r=0.674$ ).

The laziness might be described in terms of (a) minimum time they spent for study ( $r=0.724$ ) and, (b) students just did not want to review their lesson or submitted assignment as required ( $r=0.713$ ).

The games addiction might be described in terms of spending too much of their time for gaming and facebooking or watching movie ( $r=0.862$ )

Shields, Walsh, and Lee (2016) studied the importance of intervention teaching technique to increase students’ academic achievement. They studied two groups of students; with intervention program and without intervention program. This result was consistent with the class atmosphere as one the factor and its component.

The higher the loading factor, the more significant the variable explained the variation in particular factor. The loading factor variable factor was less than 0.6 removed from the factor properties. Table 4.4 shown the  $r$  values of each variables after the varimax rotation for each factors.

*Table 4. 5 Factors Analysis and Varimax Rotation*

Question	Factors				
	1	2	3	4	5
15	<b>0.744</b>	0.150	-0.030	0.090	0.244
11	<b>0.712</b>	-0.184	0.186	0.211	0.136
5	<b>0.696</b>	0.287	-0.201	0.121	-0.213
9	0.561	0.244	0.456	-0.080	-0.037
7	-0.019	<b>0.803</b>	0.069	0.195	-0.058
13	0.140	<b>0.766</b>	0.146	0.104	-0.008
6	0.474	<b>0.619</b>	-0.075	-0.210	0.132

10	0.116	0.030	<b>0.737</b>	-0.088	-0.064
8	-0.184	0.008	<b>0.674</b>	-0.075	0.120
12	0.396	0.228	0.430	0.368	-0.153
14	0.362	0.220	0.370	0.325	-0.138
2	0.459	0.129	-0.050	<b>0.724</b>	-0.014
1	0.256	0.009	-0.149	<b>0.713</b>	0.277
3	0.190	0.073	-0.011	0.187	<b>0.862</b>
4	0.447	0.350	-0.040	0.160	-0.486

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

After removing all variables with loading factor value, less than 0.6 from the table 4.4 were 11 variables extracted from the process and were put into 5 factors.

Table 4.5 showed the summary of contributing factors and variables to students' low GPA that have been ranked based on the *r* values of each variables.

Table 4. 6 Summary of Contributing factors and variables to students' low GPA

Factors	No.	Variables	<i>r</i>	Rank
Games addiction	3	More time on gaming, facebooking, and movie	0.862	1
Class atmosphere	7	Difficult to understand teacher explanation	0.803	2
Class atmosphere	13	Conflict with friend	0.766	3
Time management	15	Poor time management	0.744	4
Learning style	10	Different learning style	0.737	5
Laziness	2	Least time allocation for study	0.724	6
Laziness	1	Lazy	0.713	7
Time management	11	Negative peer influence	0.712	8
Time management	5	Difficult to concentrate	0.696	9
Learning style	8	Prefer group assignment instead of individual	0.674	10
Class atmosphere	6	Not dare to ask question	0.619	11

The result showed that 11 variable factors were taken out of 15 previous variable factors, where other 4 variables were removed because of their loading factors value was less than 0.6. These variables then were grouped into every contributing factor as the variable factors that would be explained in more detail regarding the contributing factor.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATION**

This study was conducted to identify the contributing factors to undergraduate students' low GPA performance. The students of economic faculty of Universitas Klabat from 1<sup>st</sup> to 4<sup>th</sup> year were used purposively as the respondents for this study.

#### **5.1. Conclusion**

The result of this study produced five contributing factors to undergraduate students' low GPA performance, they were: (1) time management, (2) class atmosphere, (3) learning style, (4) laziness, and (5) games addiction. These factors explained 61.5% of the variance that made students generate low GPA.

This overall 61.5% of the variability could be explained by external factors and its variables which was 20.6% and internal factors and its variables which was 40.6%. The contribution factors for students' low GPA was influenced by the internal factors by 40.6% meant that students' low GPA performance could be explained by their lack of knowledge to manage their time, laziness, and games addiction. The other 20.6% contributed to students' low GPA performance could be explained by the external factors such as changing of learning styles compared to what they had experienced in their high school and the in-class activities and interaction.

#### **5.2. Recommendation**

##### *5.2.1. Economic and Business Faculty Management*

There are two main areas of improvement for faculty of management to help encourage the student to achieve higher GPA: by improving the class atmosphere and learning style. Each area of improvement may be explained by improving and updating teaching methodology, improving student to student and student to teacher interactions, and creating a familiarization program on how the learning process in university compare to high school for new students.

##### *5.2.2. Economic and Business Faculty Student*

Gadget is not expensive items anymore, and economically, most of the students can afford to have one. However, the addiction to gaming and facebooking can cause laziness and

put students at high risk to lower GPA performance. More time to be spent in other activities rather than to study will increase their probability to produce low GPA.

Practical skills on how to manage their spending-time will help students with ability to manage their 24 hours and decrease their risk for having low GPA as well as the inner motivation of students to overcome their laziness.

This study has limited sample and homogeny population, there are some factors that remain unknown and need further study to identify them. Extension number of samples in the future is needed, specifically in terms of geographical, economics background of the student.

### **References**

- Adelfio, G., Boscaino, G., & Capursi, V. (2014). A new indicator for higher education student performance. *High Education*, 68(5), 653-668.
- Alkharusi, H., Aldhafri, S., Alnabhani, H., & Alkalbani, M. (2014). Classroom assessment: Teacher practices, student perceptions, and academic self-efficacy beliefs. *Social Behavior and Personality*, 42(5), 835-855.
- Aunurrahman. (2010). *Belajar dan Pembelajaran*. Bandung: Penerbit Alfabeta.
- Bas, G. (2016). The effect of multiple intelligences theory-based education on academic achievement: A meta-analytic review. *Educational sciences: theory and practice*, 16(1), 1833-1864.
- Bentler, P., & Chou, C. (1987). Practical issues in structural modeling. *Sociological Methods and Research*, 16(1), 78-117.
- Beron, K., & Piquero, A. (2016, Jun). Studying the determinants of student-athlete Grade Point Average; The roles of identity, context, and academic interest. 97(2), 142-160.
- Cherry, E., Rollins, S. H., & Evans, T. (2013). Proving our worth: The impact of electronic resource usage on academic achievement. *College & Undergraduate Libraries*, 20, 386-398.
- Cobblah, M.-A., & Van der Walt, T. (2016). The contribution of effective library and information services to academic achievement at some selected universities in Ghana. *De Gruyter*, 66(4), 275-289.
- Delaney, A., Radke, C., & Zimmerle, K. (2015). Are academic struggles the cause of the learning disability or laziness? *An Undergraduate Journal in Special Education and Law*, 5(5), 14-19.
- Djamarah, S. Z. (2006). *Strategi belajar mengajar*. Jakarta: Asdi Mahasatya.

- Edgar, L., Johnson, D., Graham, D., & Dixon, B. (2014, Spring). Student and faculty perception of plus/minus grading and its effect on course grade point averages. *College Student Journal*, 48(1), 184-197.
- Gazzaniga, M. H. (2013). *Psychology science*. New York: W.W. Norton & Company, Inc.
- Gnanadevan, R., & Selvaraj, A. S. (2015). Influence on socio economic status on social, emotional and behaviour problems. *International Journal of Applied Research*, 1(12), 468-471.
- Gratz, K., & Roemer, L. (2004, 24). Multidimensional assessment of emotion regulation and dysregulation: Development, factor structure and initial validation of the Difficulties in Emotion Regulation Scale. 26(1), 41-54.
- Hamzah, A., Lucky, E., & Joarder, M. (2014). Time management, External motivation, and Student's academic performance: Evidence from a Malaysian Public University. *Asian Social Science*, 10(13), 55.
- Harris, J. L., Al-Bataineh, M. T., & Al-Bataineh, A. (2016). One to one technology and its effect on student academic achievement and motivations. *Contemporary educational technology*, 7(4), 368-381.
- Hartman, S., Waseleski, D., & Whatley, M. (2017, Spring). Just Breathe: The effects of emotional dysregulation and test anxiety on GPA. 51(1), 142-150.
- Hawi, S., & Samaha, M. (2016). To excel or not to excel: Strong evidence of the adverse effect of smarphone addiction on academic performance. *Computer & Education*, 98, 81-89.
- <http://theconversation.com/explainer-what-is-a-gpa-and-what-use-is-it-36004>. (2017, January 17). Retrieved from [www.theconversation.com](http://www.theconversation.com).
- Hunt, S., Krueger, L., & Limberg, D. (2017, Oct). The relationship between interparental conflict and self-reported grade point average among college students. 20(3), 237-249.
- Kirschner, A. P., & Karpinski, C. (2010). Facebook and academic performance. *Computers in Human Behavior*, 26(6), 1237-1245.
- Lanning, S., & Mallek, J. (2017, Sep). Factors influencing information literacy competency of college students. 43(5), 443-450.
- Larson, M., Orr, M., & Warne, D. (2016). Using student health data to understand and promote academic success in higher education settings. *College Student Journal*, 590-602.
- Logan, J., Hughes, T., & Logan, B. (2016). OverworkOverworked? An Observation of the Relationship Between Student Employment and Academic Performance. *Journal of College Student Retention: Research, Theory and Practice*, 18(3), 250-262.

- McDowall, T., & Jackling, B. (2006). The Impact of Computer-Assisted Learning on academic grades: An assessment of students' perceptions. *Accounting Education*, 15(4), 377-389.
- Mushtaq, I., & Khan, S. N. (2012). Factors affecting students' academic performance. *Global Journal of Management and Business Research*, 12(9).
- Nadinloyi, K., Hajloo, N., Garamaleki, N., & Sadeghi, H. (2013). The study efficacy of time management training on increase academic time management of students. *Procedia-Social and Behavioral S*, 84, 134-138.
- Oettingen, G., Kappes, H. B., Guttentag, K., & Gollwitzer, P. (2015). Self-regulation of time management; Mental constraining with implementation intentions. *European Journal of Social Psychology*, 45(2), 218-229.
- Paisey, S., & Paisey, J. (2004). Student attendance in an accounting module – reasons for non-attendance and the effect on academic performance at a Scottish University. *Journal Accounting Education*, 13(1), 39-53.
- Saele, R., Sorlie, T., Nergard-Nielsen, T., Ottosen, K.-O., Goll, C., & Friborg, O. (2016, Nov). Demographic and psychological predictors of grade point average (GPA) in North-Norway: a particular analysis of cognitive/school-related and literacy problem. *Educational Psychology*, 36(10), 1886-1907.
- Shields, K. A., Walsh, M. E., & Lee, T. J. (2016). The relationship of a systemic student support intervention to academic achievement in urban catholic schools. *Journal of Catholic Education*, 19(3), 116-125.
- Turkan, K., Yavuz, I., & Kursat, C. (2008). A descriptive study of Turkish high school students' game-playing characteristics and their considerations concerning the effects of games. *Computers in Human Behavior*, 24(6), 2520-2529.
- Unklab Sistem Informasi. (2017). *Student Probation Report*. Airmadidi: Program Studi Manajemen.
- Vivek, A. (2007). A study of time management: The correlation between video game usage and academic performance markers. *CyberPsychology & Behavior*, 10(4), 552-559.
- Wei, W. C., & Yi, L. W. (2015). The relationship between goal orientation and academic achievement in Hong Kong; The role of context. *Asia-Pacific Edu Res*, 24(1), 169-176.
- Yong, A., & Pearce, S. (2013). A beginner's guide to factor analysis: Focusing on exploratory factor analysis. *Tutorials in Quantitative Methods For Psychology*, 9(2), 79-94.
- Yu-Chin, H., & Bo, H. (2005). Assessment of admission criteria: Predicting hotel management student's academic performance. *Journal of Teaching in Travel & Tourism*, 5(4), 1-14.



APPENDIX A

**KUESIONER PENELITIAN TENTANG CONTRIBUTING FACTORS TO THE LOWER GRADE POINT AVERAGE (GPA) OF UNDERGRADUATE STUDENT**

Petunjuk pengisian kuesioner :

Mohon diisi seluruh daftar pernyataan yang telah

- 1 disediakan
- Lingkari angka pada kolom bagian kanan sesuai dengan tingkat
- 2 persetujuan anda

Keterangan:

**STS** = Sangat Tidak Setuju

**TS** = Tidak Setuju

**N** = Netral

**S** = Setuju

**SS** = Sangat Setuju

Informasi Umum :

Gender  Pria

a Wanita

Tingkat  I  II

b III  IV

c Umur \_\_\_\_\_

<b>Bagaimana pendapat anda tentang faktor-faktor yang memberikan kontribusi terhadap rendahnya GPA mahasiswa.</b>						
<b>No.</b>	<b>Faktor - Faktor</b>	<b>STS</b>	<b>TS</b>	<b>N</b>	<b>S</b>	<b>SS</b>
1	Malas untuk belajar	1	2	3	4	5
2	Waktu yang digunakan untuk belajar kurang	1	2	3	4	5
3	Banyak bermain game/facebook/nonton film	1	2	3	4	5
4	Tidak mengerti pelajaran yang diberikan	1	2	3	4	5
5	Tidak konsentrasi saat di kelas	1	2	3	4	5
6	Malu untuk bertanya saat tidak mengerti	1	2	3	4	5
7	Dosen menerangkan tidak jelas	1	2	3	4	5
8	Tugas dikerjakan secara individu tidak dalam kelompok	1	2	3	4	5

9	Merasa tidak percaya diri atau tidak mampu	1	2	3	4	5
10	Pola belajar yang berbeda dengan di SMA	1	2	3	4	5
11	Pergaulan yang salah	1	2	3	4	5
12	Ada masalah dengan orangtua	1	2	3	4	5
13	Ada masalah dengan teman dekat	1	2	3	4	5
14	Dosen tidak memberikan motivasi	1	2	3	4	5
15	Tidak bisa mengatur waktu dengan baik	1	2	3	4	5

APPENDIX B

**Case Processing Summary**

		N	%
Cases	Valid	77	100.0
	Excluded <sup>a</sup>	0	.0
	Total	77	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.767	.766	15

APPENDIX C

**KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.695
Bartlett's Test of Sphericity	Approx. Chi-Square	251.044
	df	78
	Sig.	.000

Anti-image Matrices

		B1	B2	B3	B4	B5	B6	B8	B10	B12	B13	B14	B15	B16	B17	B18
Anti-image Covariance	B1	.665	-.196	-.200	-.026	-.019	.049	.056	.043	-.014	.194	-.036	-.050	-.016	-.166	-.010
	B2	-.196	.828	-.009	-.048	-.047	.076	-.089	-.028	.023	-.037	.023	-.059	-.009	.126	-.053
	B3	-.200	-.009	.700	.109	.078	-.079	-.085	-.069	.082	-.054	-.157	.040	-.009	.114	-.141
	B4	-.026	-.048	.109	.574	-.175	-.138	-.203	.027	-.097	.024	-.073	-.033	.135	-.066	.106
	B5	-.019	-.047	.078	-.175	.493	-.060	.038	.079	.026	.005	.007	-.079	-.058	.062	-.220
	B6	.049	.076	-.079	-.138	-.060	.601	.002	-.103	-.046	.109	.028	-.002	-.162	.045	-.120
	B7	.056	-.089	-.085	-.203	.038	.002	.598	-.017	.063	-.042	.093	.057	-.222	-.108	-.055
	B8	.043	-.028	-.069	.027	.079	-.103	-.017	.793	-.138	-.118	.105	-.136	.144	-.048	.081
	B9	-.014	.023	.082	-.097	.026	-.046	.063	-.138	.555	-.164	-.170	.040	-.172	.015	-.106
	B10	.194	-.037	-.054	.024	.005	.109	-.042	-.118	-.164	.728	.031	-.091	.025	-.106	-.040
	B11	-.036	.023	-.157	-.073	.007	.028	.093	.105	-.170	.031	.601	-.182	.059	-.037	-.062
	B12	-.050	-.059	.040	-.033	-.079	-.002	.057	-.136	.040	-.091	-.182	.569	-.176	-.109	.034
	B13	-.016	-.009	-.009	.135	-.058	-.162	-.222	.144	-.172	.025	.059	-.176	.479	-.043	.114
	B14	-.166	.126	.114	-.066	.062	.045	-.108	-.048	.015	-.106	-.037	-.109	-.043	.633	-.151
	B15	-.010	-.053	-.141	.106	-.220	-.120	-.055	.081	-.106	-.040	-.062	.034	.114	-.151	.453
Anti-image Correlation	B1	.636 <sup>a</sup>	-.264	-.293	-.042	-.033	.077	.089	.060	-.023	.279	-.057	-.082	-.028	-.255	-.019
	B2	-.264	.637 <sup>a</sup>	-.012	-.070	-.074	.107	-.126	-.035	.034	-.048	.033	-.086	-.014	.174	-.086
	B3	-.293	-.012	.482 <sup>a</sup>	.171	.132	-.121	-.131	-.093	.132	-.075	-.243	.064	-.016	.171	-.251
	B4	-.042	-.070	.171	.646 <sup>a</sup>	-.328	-.234	-.346	.039	-.172	.036	-.125	-.057	.257	-.110	.207
	B5	-.033	-.074	.132	-.328	.742 <sup>a</sup>	-.109	.070	.126	.050	.008	.013	-.149	-.119	.111	-.466
	B6	.077	.107	-.121	-.234	-.109	.759 <sup>a</sup>	.003	-.149	-.079	.165	.047	-.003	-.303	.072	-.229
	B7	.089	-.126	-.131	-.346	.070	.003	.630 <sup>a</sup>	-.025	.110	-.064	.154	.098	-.415	-.175	-.106
	B8	.060	-.035	-.093	.039	.126	-.149	-.025	.391 <sup>a</sup>	-.207	-.155	.152	-.202	.233	-.068	.136
	B9	-.023	.034	.132	-.172	.050	-.079	.110	-.207	.717 <sup>a</sup>	-.257	-.295	.070	-.333	.026	-.212
	B10	.279	-.048	-.075	.036	.008	.165	-.064	-.155	-.257	.575 <sup>a</sup>	.047	-.142	.042	-.156	-.069
	B11	-.057	.033	-.243	-.125	.013	.047	.154	.152	-.295	.047	.714 <sup>a</sup>	-.310	.110	-.059	-.119
	B12	-.082	-.086	.064	-.057	-.149	-.003	.098	-.202	.070	-.142	-.310	.745 <sup>a</sup>	-.336	-.182	.067
	B13	-.028	-.014	-.016	.257	-.119	-.303	-.415	.233	-.333	.042	.110	-.336	.582 <sup>a</sup>	-.079	.246
	B14	-.255	.174	.171	-.110	.111	.072	-.175	-.068	.026	-.156	-.059	-.182	-.079	.721 <sup>a</sup>	-.282
	B15	-.019	-.086	-.251	.207	-.466	-.229	-.106	.136	-.212	-.069	-.119	.067	.246	-.282	.662 <sup>a</sup>

a. Measures of Sampling Adequacy(MSA)

APPENDIX D

**Communalities**

	Initial	Extraction
B1	1.000	.672
B2	1.000	.544
B3	1.000	.820
B4	1.000	.586
B5	1.000	.668
B6	1.000	.675
B7	1.000	.691
B8	1.000	.508
B9	1.000	.590
B10	1.000	.569
B11	1.000	.639
B12	1.000	.552
B13	1.000	.639
B14	1.000	.441
B15	1.000	.645

Extraction Method: Principal  
Component Analysis.

APPENDIX E

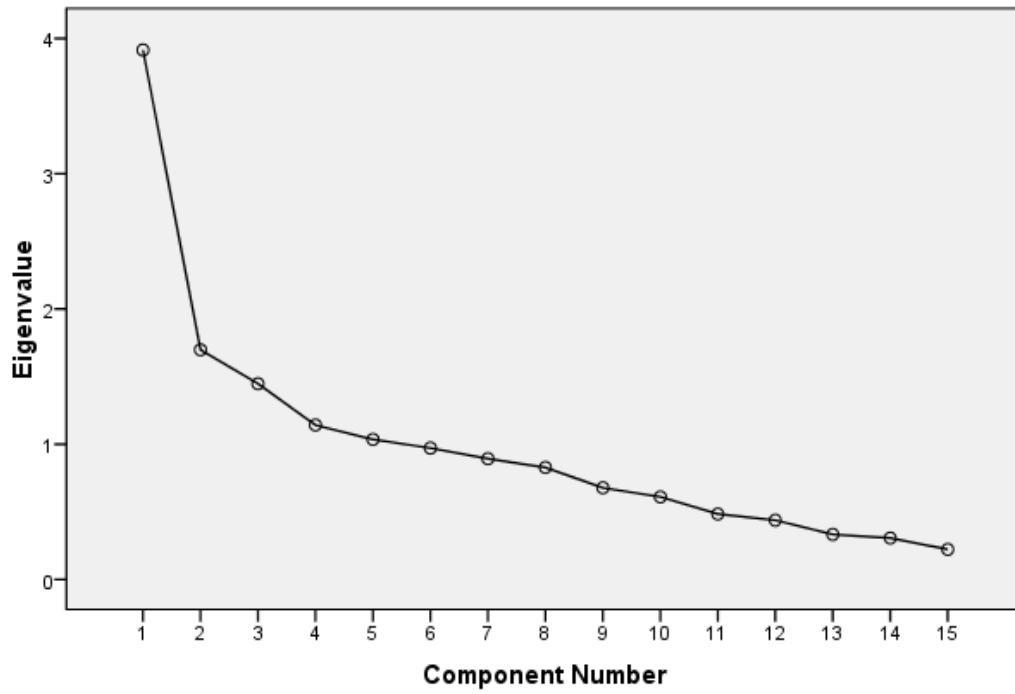
**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.915	26.103	26.103	3.915	26.103	26.103	2.743	18.286	18.286
2	1.698	11.321	37.423	1.698	11.321	37.423	2.059	13.725	32.011
3	1.447	9.649	47.073	1.447	9.649	47.073	1.661	11.071	43.082
4	1.141	7.609	54.682	1.141	7.609	54.682	1.513	10.088	53.170
5	1.035	6.903	61.584	1.035	6.903	61.584	1.262	8.415	61.584
6	.971	6.474	68.058						
7	.893	5.951	74.009						
8	.828	5.520	79.529						
9	.677	4.516	84.045						
10	.610	4.070	88.115						
11	.484	3.226	91.341						
12	.438	2.921	94.262						
13	.333	2.217	96.479						
14	.306	2.041	98.521						
15	.222	1.479	100.000						

Extraction Method: Principal Component Analysis.

APPENDIX F

Scree Plot



APPENDIX G

Component Matrix<sup>a</sup>

	Component				
	1	2	3	4	5
B5	.674	-.162	-.248	-.339	-.104
B15	.657	-.288	.156	-.275	.174
B12	.634	.170	.185	.144	-.258
B9	.627	.312	.243	-.187	.073
B6	.601	.061	-.268	-.166	.459
B13	.580	.241	-.312	.300	.239
B14	.577	.148	.147	.124	-.221
B4	.573	.122	-.348	-.174	-.303
B11	.543	-.236	.442	-.279	-.123
B8	.492	.215	-.430	.431	.176
B1	.383	-.609	.130	.321	-.186
B10	.239	.552	.450	.057	-.040
B8	-.011	.478	.448	.267	.088
B2	.290	-.325	-.059	.477	-.351
B3	.225	-.503	.391	.251	.548

Extraction Method: Principal Component Analysis.

a. 5 components extracted.

APPENDIX H

**Rotated Component Matrix<sup>a</sup>**

	Component				
	1	2	3	4	5
B15	.744	.150	-.030	.090	.244
B11	.712	-.184	.186	.211	.136
B5	.696	.287	-.201	.121	-.213
B9	.561	.244	.456	-.080	-.037
B7	-.019	.803	.069	.195	-.058
B13	.140	.766	.146	.104	-.008
B6	.474	.619	-.075	-.210	.132
B10	.116	.030	.737	-.088	-.064
B8	-.184	.008	.674	-.075	.120
B12	.396	.228	.430	.368	-.153
B14	.362	.220	.370	.325	-.138
B2	.459	.129	-.050	.724	-.014
B1	.256	.009	-.149	.713	.277
B3	.190	.073	-.011	.187	.862
B4	.447	.350	-.040	.160	-.486

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

APPENDIX I

**Rotated Component Matrix with Question**

Questions	Component				
	1	2	3	4	5
Poor time management	.744	.150	-.030	.090	.244
Negative peer influence	.712	-.184	.186	.211	.136
Difficult to concentrate	.696	.287	-.201	.121	-.213



Lack of self confidence	.561	.244	.456	-.080	-.037
Difficult to understand teacher explanation	-.019	.803	.069	.195	-.058
Conflict with friend	.140	.766	.146	.104	-.008
Not dare to ask question	.474	.619	-.075	-.210	.132
Different learning style	.116	.030	.737	-.088	-.064
Prefer group assignment instead of individual	-.184	.008	.674	-.075	.120
Conflict with parents	.396	.228	.430	.368	-.153
No motivation from teacher	.362	.220	.370	.325	-.138
Least time allocation for study	.459	.129	-.050	.724	-.014
Lazy	.256	.009	-.149	.713	.277
More time on gaming, facebooking, and movie	.190	.073	-.011	.187	.862
Difficult to understand the lesson	.447	.350	-.040	.160	-.486

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

APPENDIX J

**Component Transformation Matrix**

Component	1	2	3	4	5
1	.751	.534	.220	.320	-.016
2	-.213	.283	.677	-.461	-.451
3	.194	-.573	.652	.074	.451
4	-.594	.371	.252	.615	.261
5	-.023	.411	-.070	-.548	.724

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

APPENDIX K

TABULASI DATA RESPONDEN

No. Res	QUESTIONS															Total	Gender	Usia	Tingkat
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15				
1	5	3	4	2	4	3	2	3	3	4	5	5	3	4	5	55	2	21	4
2	4	3	4	4	3	4	4	2	3	2	4	4	3	4	4	52	1	23	4
3	5	4	4	4	4	4	5	4	4	4	4	4	2	5	5	62	1	21	2
4	5	5	4	4	4	5	3	2	3	4	3	3	3	3	4	55	2	23	4
5	4	4	4	3	4	4	3	3	4	3	5	3	4	2	4	54	2	21	4
6	5	3	3	4	3	4	3	3	4	3	4	3	2	3	5	52	1	18	1
7	5	4	4	5	4	4	4	4	2	2	2	2	2	2	4	50	2	20	4
8	5	2	5	2	3	4	3	4	5	4	5	3	3	5	5	58	1	20	4
9	4	2	4	4	4	2	2	2	4	4	4	2	2	4	5	49	2		4
10	1	2	2	3	4	4	3	3	4	5	2	3	3	2	4	45	2	21	4
11	4	3	5	4	3	5	3	4	5	5	4	3	4	4	4	60	2	21	4
12	3	5	4	5	5	4	3	3	4	5	5	5	3	5	5	64	1	21	3
13	2	4	5	3	4	3	2	3	2	4	5	1	1	3	5	47	2	20	4
14	5	3	4	3	3	4	3	5	2	4	4	4	2	4	5	55	2	23	4
15	4	4	5	4	4	5	1	4	4	5	5	5	1	1	4	56	2	23	4
16	5	4	3	4	4	2	4	3	3	3	5	3	3	3	2	51	1	20	3
17	3	3	4	4	3	5	4	5	3	3	3	3	3	3	3	52	2	21	4
18	4	3	3	4	4	4	3	1	3	3	5	3	2	4	5	51	1	23	4
19	3	4	4	3	3	4	3	3	3	4	4	3	3	4	4	52	2	23	4
20	4	3	4	4	3	4	3	3	4	3	3	3	2	3	4	50	2	22	4
21	2	3	4	3	3	3	4	4	3	2	2	2	2	2	3	42	1	21	4
22	5	3	5	4	4	5	2	4	2	2	3	3	2	4	3	51	2	21	4
23	4	4	4	5	3	5	5	5	4	5	3	4	4	5	4	64	2	22	4
24	4	4	3	5	5	4	4	4	4	4	5	5	3	3	4	61	1	21	4
25	2	5	3	3	4	3	3	5	3	5	2	5	2	2	4	51	2		4
26	4	4	5	3	3	4	3	4	4	3	4	4	3	3	4	55	1	23	4
27	4	4	4	4	3	3	4	3	3	3	4	3	3	3	3	51	2	21	4
28	4	4	3	4	5	5	3	3	3	3	4	4	3	4	5	57	2	21	4
29	4	4	4	3	3	4	3	3	3	3	3	3	3	3	3	49	2	21	4
30	5	5	5	4	5	5	5	2	5	3	5	5	5	2	5	66	2	20	3
31	4	3	5	4	4	4	2	2	2	2	3	3	3	2	5	48	2	21	3
32	4	4	3	5	5	5	5	3	4	4	5	5	4	4	5	65	1	28	4
33	5	5	4	5	5	5	4	2	4	3	5	4	4	4	4	63	2	21	3
34	4	4	3	3	3	3	1	3	3	4	3	1	2	1	4	42	2	21	4
35	4	5	5	4	3	4	5	3	4	5	4	3	3	3	5	60	2	21	4
36	4	5	5	4	3	4	5	3	4	5	4	3	3	3	5	60	1	20	3
37	4	5	4	5	5	5	4	4	4	3	4	4	4	4	5	64	1	25	3
38	4	3	4	3	3	4	3	3	2	2	3	3	2	2	3	44	2	22	4
39	5	4	4	4	3	3	4	3	2	2	2	4	3	3	4	50	2	22	4
40	4	4	3	3	3	4	3	3	2	4	5	3	3	3	3	50	2	18	2
41	4	5	3	5	4	4	3	3	4	3	3	2	2	3	4	52	1	22	2
42	5	5	5	3	4	3	2	2	3	2	3	2	2	2	5	48	2	19	2
43	4	3	4	4	5	5	3	4	5	3	4	3	3	4	5	59	2	20	3
44	3	3	4	4	4	4	4	4	4	2	3	3	3	2	4	51		19	2
45	3	3	3	4	4	5	5	3	4	4	2	3	4	4	5	56	1	20	2
46	4	3	5	5	4	3	3	3	3	4	5	5	2	4	5	58	1	19	2
47	3	3	4	2	2	4	4	4	3	4	2	3	3	4	3	48	1	19	2
48	4	5	5	2	4	5	5	1	1	2	1	2	4	3	5	49	1	22	4
49	4	3	3	4	4	4	3	3	3	3	3	3	3	3	4	50	2	19	2
50	4	3	4	5	5	5	5	1	3	3	4	3	2	4	4	55	2	18	2
51	4	4	5	3	4	4	3	4	4	5	4	3	3	3	4	57	2	19	2
52	5	5	5	3	4	5	3	3	3	1	4	1	1	1	5	49	1		2
53	4	4	4	4	4	4	4	3	3	3	3	3	4	2	4	53	2	19	2
54	3	3	3	3	2	3	2	3	2	3	2	3	2	3	2	39	2	19	2
55	4	3	4	4	4	5	3	3	4	4	4	3	3	3	5	56	2	18	2
56	3	3	4	4	3	4	3	2	4	4	3	3	3	3	4	50	2	19	2
57	3	4	4	4	4	5	4	3	3	4	2	3	3	2	4	52	1	19	2

58	4	4	4	4	4	4	3	3	3	2	3	2	2	4	5	51	2	19	2
59	1	2	5	3	4	4	4	3	2	4	4	2	2	2	5	47	1	19	2
60	5	2	5	3	4	4	4	3	2	4	4	2	2	2	5	51	2	19	2
61	5	4	5	3	4	4	3	3	2	3	4	4	3	3	5	55	2	20	2
62	4	3	5	3	3	3	4	2	3	4	4	4	3	3	3	51	2	20	2
63	2	2	2	3	3	3	3	3	2	4	1	1	2	1	1	33	2	19	2
64	3	5	4	3	2	3	2	3	3	3	5	3	1	2	3	45	2	18	1
65	4	4	5	3	4	4	3	4	3	3	5	5	4	3	4	58	2	18	1
66	3	4	3	3	3	3	3	4	3	4	2	1	2	3	4	45	2	18	1
67	4	5	3	4	4	4	4	3	4	4	4	4	3	4	5	59	2	18	1
68	4	3	5	4	4	5	3	4	4	3	5	3	3	3	4	57	2	18	1
69	4	3	4	2	3	4	2	3	4	4	2	4	3	2	3	47	2	18	1
70	2	2	3	4	2	5	2	3	3	1	5	3	3	1	3	42	2	19	1
71	4	4	4	3	2	1	3	3	1	3	1	2	2	2	1	36	1	18	1
72	4	4	3	3	5	4	3	3	4	2	3	5	3	4	5	55	1	18	1
73	4	3	5	5	5	5	5	3	5	5	4	4	4	3	5	65	2	18	1
74	4	4	4	4	4	4	3	4	2	5	1	3	2	3	4	51	2	18	1
75	5	5	5	3	3	3	4	4	4	4	5	3	2	3	5	58	2	18	1
76	4	4	4	5	4	5	5	3	3	4	5	5	3	4	5	63	2	17	1
77	5	4	4	3	4	4	2	2	3	3	4	4	3	3	4	52	2	18	1
78	Invalid															0			
79	Invalid															0			
80	Invalid															0			
	<b>299</b>	<b>283</b>	<b>310</b>	<b>282</b>	<b>282</b>	<b>284</b>	<b>308</b>	<b>242</b>	<b>257</b>	<b>257</b>	<b>277</b>	<b>248</b>	<b>242</b>	<b>242</b>	<b>318</b>				