Foremost Factor that Distracts Students 'Achievement on Academic Goals and their Prevailing Stress Reliever Activities

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Abstract: The aim of this paper is to determine the foremost factor that distract students' achievement of their academic goals and it utilised the five factors namely: peer pressure, health, classroom structures or setting, over self-confidence, and academic responsibilities. This study also looked into the first three most prevailing stress reliever activities engaged in by the students. Among these are dancing, charity work, watching television programs, reading books, visiting friends, athletic related activity, and listening to music. This paper used the mixed research design of a grounded theory and quantitative design to convey the results. To work out the statistical results of the study the frequency, percentile distribution, weighted mean and ranking are used. The officially registered male and female students are respondents of this study. The sample population showed that those students who are working from private sectors are greater in number than those working from public sectors. The demographic profile of the respondents indicates that majority of the respondents from either sectorsare residing at a place far from the college; thus, only few are having their homes near the college. They have expressed that there are six to ten roommates or members of the family living in with them in the house. Most of the respondents in private sectors did not mention about any other job that they would like to engage in within the five years' time after finishing their college education. On the other hand, some of those that are in the public sectors declared that they expect their promotion within the five years' time after their studies in the college. Only very few from the public sectors revealed that they desire to get a job other than their present work. Most of the respondents from the public sectors manifested their intention to continue their higher studies after finishing their bachelor degree as compared with those that are from the private sectors. The former group of respondents stressed personal reason just like promotion while the later mentioned about career enhancement. Meanwhile, those who declared that they do not have any desire to continue their higher studies expressed that their working conditions and financial constraints towed them towards such decisions. Furthermore, as manifested by the respondents the results revealed that over self-confidence at all time is the foremost factor that distracts the achievement of their academic goals. In conclusion, peer pressure, classroom structures or setting, academic responsibilities and health, are secondary contributory factors only that would distract the achievement of their academic goals. They also disclosed that the most preferred activitiehat they engage in to relieve them from stress are visiting their friends, reading books and watching television programs.

Index terms: distract, academic goals, stress reliever activities.

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I. INTRODUCTION

The teachers monitor the class performances of their students. The close monitoring is put in place inorder that the students output would become commendable. There are different areas or activities that the students must actively participate; however, circumstances beyond their control sometimes hinders them to achieve their academic goals. The excellent outcome of students is the desire of every teacher since the academic performance result of every student reflects the teachers' hard work in helping the students to reach their academic goals. In this present world, it is undeniable that there are numerous factors, which may disturb students' concentration towards an admirable marks or marvelous achievements towards the end of the academic year or en route to the finishing line of their academic objectives. Some examples of these distractions are the products of modern technology such as internet, social media, mobile and the likes. For these reasons, some students are not able to pursue or attain what they are aiming for. The second parents of the students are the teachers who consider them under their care. The teachers must know the proper actions to do inorderto aid the students to reach their academic goals.

Many researches discussed about the different factors, which may affect students' performance. The results vary from one environmental setting to another. In this study, the researchers decided to collect data on the factors that disturb the academic performance of the students, which could be the determinants that would hinder the achievement of their academic goals. In addition, this research investigated the stress reliever activities of the respondents.

II. LITERATURE REVIEW

In life, the patience of the person may reduce when experiencing numerous failures. It is the reasons why a person gives up. In the bright side of the situations, the opportunity to grow may originate from failures, although some other times there are failures that are so extreme. One of the most important academic goals is to overcome failures. The settings of academic goals are necessary in the life of the students. Those who have set their goals are more likely to finish their college or university studies. The outlining of the goals while studying helps the students to manage their time so they can concentrate on what to prioritize [5]

This study consist of two main parameters. These parameters are (1) the factors that would distract the achievement of academic goals and (2) the stress reliever activities of the students. In order to measure first parameter, five main indicators are considered such as peer pressure, health, classroom structures or setting, over self-confidence, and academic responsibilities. In addition, this study utilized the indicators like dancing, charity work, watching television programs, reading books, visiting friends, athletic related activity, and listening to music to find out what are the prevailing stress reliever engaged in by the student-respondents. Moreover, it also considers some demographic profile of the student-respondents like their job classification, residence that focus on the description of the distance of the location of their house to the college, and the number of roommates or members of the house living with the student-respondents. Laterally, the researchers asked the respondents about their intentions and insights of continuing their education after their college degree.

To be acquainted with the different variables used in this study the researchers systematically discussed them as follows: **Peer pressure**. [5] claimed that peer pressure have a positive influence in achieving a better academic result. A peer could achieve a better result of the pressure if he or she is in a peer group with members who are motivated to learn and consider academic success to be an important factor in achieving goals. The peer expects the other peers to perform the same good ways as others shown in the group. [4] added that being a part of the successful group would motivate the members to be more successful. In contrast, being a part of less motivated peer group will have a negative influence towards achieving academic goals. It would mean that being a member of the peer group that is well recognized would not only create greater self-confidence but also build greater feelings of self-efficacy for the academic tasks.**Health.**Shaw, Gomes, [2]found that the relationship between student's health and academic success is complex. They claimed that student's health nutrition, maintaining healthy weight, and physical fitness are common factors that students can manage. For the school these problems may affect academic success. The unhealthiness of the students would place them at higher risks than those students with no medical attention needed. In some cases, unhealthy students are having more probability of school failure, difficulty in grade retention, and dropout. [4] continue that the efficacy of educational program enables the students to improve at a significant level. **Classroom structures or setting.**[6] claimed that classroom needs strong learning condition that would complement to academic accomplishment and can put a stop to troublesome behavior of the students. Classroom needs legitimate offices that will supplement instructions and learning. Dynamic classroom condition positively affects learning and achieving academic goals. To ensure a positive classroom condition, it should be well equipped, which enhances learning. In other words, poor school structures and crowded classrooms have an impact toacademic achievement. Undesirable classroom condition can weaken the students and make them less prepared to learn which in turn prevents the achievement of academic goals.[9] mentioned that in the classroom the students could achieve enhanced learning by focusing on the academic

goals. An innovative instructions and learning condition of schools affect academic accomplishment, and the student's state of mind towards the learning process. In addition, the utilization of technologies in the classroom makes the learning condition more creative and intriguing for both the teachers as well as the learners. It is often found that a classroom with minimum number of students are expected to get a better result than a large group of students in a big classroom. In this relation, the size of the class or number of students in the class is as well an important factor that affects the extent of student's success. Furthermore, a large classroom may create difficulties to the teacher to get to know the students personally, when it comes to a variety of discipline problems. **Over self-confidence.**A person needs to develop confidence to come up with effective determinations when faced with future obstacles.A confident person is more successful in different areas on the reason that the confidence of the person allows him to travel a long way in his life and reach his goals. Confidence bequeaths positive result when pursuing goals; however, when person's confidence makes him adamant, indifferent to try new things, and makes him lose the capability to listen to others then it would yield unfavorable effects to success and well-being of the person. Extreme self-confidence is the same with over self-confidence and this can cause some social, professional and personal teething troubles. For example, the social consequences of over self-confidence would cause some friends to push themselves away and it may cause others to keep distance from this person; moreover, consider him arrogant.In the workplace, it is a boastfulness when colleagues show off although he lacks the required skills and abilities. This would result to reduction of trust. On the personal side, a person missed the opportunities to develop his capabilities since he is not taking an offer to him because he is considering it as easy or in the opposite scenario, he is taking the offer even if he lacks the skills appropriate to what is required. These situations would contribute harmful effects to his personality[5].**Academic responsibilities.** In the academic institutions, advisors exist to assist the students. They are there to direct the students to be aware on the system of the college; however, to attain personal, career and academic goals requires students' attentive application of their own role. Students must have to be responsible on their own schedules, engagement and decisions since these would affect their academic progress (University of Arizona, 2018). Students' obligation started from the time they register in the college. In general, every student ought to play actively in their learning process by remembering that they are responsible for their scholarly achievement. Students' responsibilities exhibited when they settle on decisions and take their college activities as determinants towards the attainment of their academic goals.

The mindful students take responsibility of their activities through exhibiting the associated practices such as evident academic integrity, honesty, attend and participate in the class regularly. Responsible students has to complete and produce academic requirements on time; evade from becoming an excuse maker; allocate sufficient time to homework given by the teachers; use the resources in the

library at the maximum extent; plan in advance what to do in order to achieve academic goals [10] said that dance includes the socially intervened body, feeling, and psyche. The movement of the body may advance the wellbeing of a person by revitalizing the safe structure through strong activity and physiological procedures. The movement of the body in dancing conditions a person to direct, wipe out, or maintain a strategic distance from pressure, constant exhaustion, and other debilitating situations that are outcomes of some pressures. It may help to buildup the strength through a procedure as a man picks up a feeling of control of his movement. It breaks or redirects the stress and adjust the feelings, conditions of awareness, as well as physical ability. Many studies has demonstrated that youngsters who loved music learn better; however, it also mentioned that social dance, or moving of the body can slow down dementia in elderly individuals [12] American Journal of Health Education, (2008) expound that dance is an outlet for enthusiastic articulation, it pushes the decrease of stress and increases ingenuity that benefit the youth amid upsetting circumstances and it builds life's fulfillment, [15]These would only show that dancing relieves the person from stress. **Charity work.** According to [21] a philanthropic act done by a person is expressed by means of helping and doing good deeds to others without expecting any rewards. It can reduce stress by virtue of the outward focus. Such acts help to gain a more positive perspective on the things in life that causes stress. In addition, such altruistic acts selected by person should fit into his personality, financial situation and time budget. Therefore, those people connected socially with charity works have more experience on fruitful social life activities. These makes them become more inherently sociable being, and can talk through problems when sharing feelings with others. In short, charity works are useful to overcome the stress level of a person. **Watching television programs.** Although at present there are many modern ways of spending leisure time; however, watching television is still one of the most time consuming activities. It is of public knowledge that people nowadays, do not learn only from parents but from different media as well and television is of one them. Researchers clarified that watching television has psychological effects. More specifically, when program-to-program repeats the qualities and perspectives viewed in the television and assuch,it would show sensational setting. It brings out enthusiastic responses on the viewers. Not anyone can foretold the viewers' mindset. It would yield good results when parents provide guidance and positive viewpoint. In addition, watching television would affect the viewer's feelings. They would tend to accept, and connect to the medium of the programs in the television that they viewed. The viewers with their friend loss the set of values that are theoretical provided to them by their parents. Moreover, lesser time spent with their parents *("The International Association",* 1997). **Reading books.** The routine of reading books is found not only make aperson more empathetic but it also reduce stress, strengthens intuition, and strips off Alzheimer's disease at the same time. In addition, reading eases stress better than listening to music, going for walk, or drinking tea. In addition, reading also has an important impact on emotional intelligence if the readers aim to meet the goals in life; they need to read more books. Moreover, reading books helps improve people's communication skills and teach them how

to spell the words correctly from the sentences when they are reading good books. So they are not only reading but they are also learning. Reading can help a person understand real life situations better, thus, at the same time solve the problem sat greater extent [20]**Visiting friends.** According to [16] socialization activities like joining a club, chatting online, hanging out with family or friends or calling a friend on the phone decreases the sense of loneliness alongside increasing the feelings of safety, security, belonging and enjoyment. This in turn directly impacts the stress levels by increasing a hormone that decreases anxiety levels making one more confident in his/her ability to deal competently with stressors. This signifies that visiting people other than the family members helps not only to the social aspects of people's life but also to his health. [17] emphasized that friends are beneficial for the other person. Truthfully, individuals who have solid connections encounter less pressure, they recoup more rapidly from heart attacks and they are probably going to live longer than the lonely ones and have no friends at their side; however, not all friends have such a helpful impact. Some lie, insult and double-cross the other. Some are excessively disadvantageous. Analysts and sociologists are currently pointing out the negative wellbeing impacts of awful friends. Psychological abuse might be less perceptible than verbal injury. The deceivers and abusers are the most disgraceful sorts of awful friends. An individual who lies, excessively want something, never tunes in, unduly interferes in a friend's life, a competitor and quiet, who lean towards not to invest energy with, are people who will put another individual to danger and thus these people would not lessen the stress of a friend. **Athletic related activity.** Based on the article published by Florida National University (2014), it expounded that most research works demonstrate that the more exercise one gets, the higher one's intellectual capacities and cerebral execution. It is complex to some degree when it concerns students who are involve in athletic activities in the schools. Since these students normally need to remain fit, go to rehearses, travel to compete other athletes or do recreations from home, and satisfy the needs as students, things can get complicated, and the proportion of scholastic execution is not anymore only a review on a solitary exam. In the side of athletes, they have to work hard. Their mind might be active since they are involve in athletic activities but their time to study are getting slimmer. [14]found that there were two ways in which physical exercises can contribute to mental wellbeing in young people.

Physical action can contribute to the reduction of uneasiness and sadness levels. **Listening to music.** According to the study of Li[14], most of the students agree that they need to have a break in between their studies either by way of listening to music or by way of browsing in internet in order to reduce stress and improve their physical and mental health. For the college students, listening to music is the best way to relieve stress. The study advised that one should collect the music, which has a positive impact on the cognitive capabilities inorder to have a stress free environment. The best stress reliever is music and these would relax the person.

III.   CONCEPTUAL FRAMEWORK

The schematic diagram below shows the significant topics, which are the focus of this study. The presentation shows that the demographic profile of the participants is examine in addition to the two main parameters of this study. This consists of the respondents' job classification, distance of their residence from the college, and number of people they are staying with in the room of their house. In addition, the researchers also asked on the expected occupation or job to get within five (5) years after completing their college education, respondents' intention to continue their higher education after finishing their bachelor degree and the reasons of their answers on the preceding question are also determine. Moreover, in this study the factors that distract the participants' achievement on their academic goals is one of the two main parameters to consider. The other one is the stress reliever activities of the respondents. These two parameters have their respective relevant indicators listed in the survey questionnaires.

Numeric value	Range of Measurement (μ)	Qualitative Description	Verbal Interpretation
1	1.0 – 1.75	Disagree	this factor distracts the achievement of academic goals at a fewertimes
2	1.76-2.51	Tend to disagree	this factor distracts the achievement of academic goals at some of the time
3	2.52 – 3.26	Tend to agree	this factor distracts the achievement of academic goals most of the time
4	3.27-4.00	Agree	this factor distracts the achievement of academic goals at all time

Figure 1.*Schematic Diagram on the Research Flow*

A. The Problem

This empirical work desires to find the answers of the specific question that follows:
(1) What is the foremost factor that distracts the participants' achievement on their academic goal?
(2) what are the first three most prevailing stress reliever activities engage in by the respondents of this study?
(3)Based on the results of this study what are the recommendations to reduce students' disturbances caused by the foremost factors that distracts the achievement of their academic goals?

B. Objective of the Study

The failure to achieve the desired academic goals would cause displeasure. The result of this study could be of help to academic institutions to aid in the reduction of students'
melancholy. On the other hand, through this research the teachers would be able to make some enhancements on the areas, which the students are weak. Conversely, the academic institution would be able to construct, implement and suggest better ideas and programs that are suitable to what areas the students are distracted most.

IV.METHOD

This study employed the mixed research design of a grounded theory and quantitative research. The pattern of the researchers-made survey questionnaires were from the online-published papers of other researchers [1][5]There are five factors utilized in this research, namely peer pressure, health, classroom structures or setting, over self-confidence, and academic responsibilities. They are the factors used to measure the extent of disturbances or distraction towards the achievement of students' academic goal. Each of them have specific indicators listed in the survey questionnaires.

The stress reliever activities focused in this paper are dancing, charity work, and watching television, reading books, visiting friends, athletic related activity, and listening to music. The respondents of this study are the officially registered male and female students at different academic levels and programmes of a college. Their mode of study is in the evening since they are working in the morning.

In short, they are the part time students. Moreover, they are group into two accordingly since they are working in the different sectors namely public sectors and private sectors.

V.   STATISTICAL TOOL / TREATMENT OF DATA

The frequency and percentile distribution are the statistical treatment used to work out the data of the demographic profile. Meanwhile, the weighted mean is utilized in the calculation of the foremost factors that distracts students' achievement on their academic goals. Moreover, the determinations of the prevailing stress reliever activities engage in by the respondents are rank from one, two and three.

For purposes of interpretation, the researchers assigned numeric value, and a range of measurement to each of the formulated qualitative scale with its corresponding verbal interpretation as shown below:

A. Data Gathering Procedure

Prior to the collection of the data the researchers asked permission from the head of office. After the granting of the permission, they administered the questionnaires to the respondents. The researchers then collected the answered questionnaires. It was tallied, and analysed.

VI.RESULTS AND DISCUSSION

This section shows the presentation of the results. It would start from the demographic profile of the respondents that includes the job classification, residence, and the number of persons in the house. It also looks into the job that the respondents expect to get after the completion of their college degree. Their intentions whether they are going to pursue or not on their education higher than bachelor degree is also examine. The researchers request the reasons of their intentions. After the discussion of the demographic profile of the respondents this is followed by the most important content of this research which are the revelation on what is the foremost factor that distract the achievement of their academic goals. The prevailing stress reliever activities of the respondents are also determine.

A. Demographic Profile

Most of the colleges and universities in Oman applied the British system of education, thus after finishing the diploma level (Level 5) the student can now present this diploma and land to a job. Equip with a bachelor degree is a respected benefit to the résumé of the individual. Most of the locals or the citizens in the Sultanate of Oman are working; however, some of them are not yet a holder of a college degree.

Table 1.Respondents' Job Classification

The table above showed the job classification of

Description	Private Sector Respondents		Public Sector Respondents	
	F	%	F	%
Far from the college	48	.74	25	.71
Near the college	17	.26	10	.29
Total	65	100%	35	100%

the respondents who are also students in the college subject to this research. It can be observed that the students who are working from the private sectors are greater in number than those that are working in the public sectors. This signifies that those locals or citizens who are working in the private sectors are more willing to continue their college education than those who are working in the public sectors.

B. Residence

It is presumed that every person have an experience travelling from one place to another. This travel could be of a short distance or long distance. The farther the distance the longer the time spend in traveling. In this paper, the respondents' house locations are believe to be material to the achievement of the academic goals. The researchers investigated the distance of students' house to the college.

Table 2.Description on the Distance of Respondents' Residence to the College

Classification	Frequency (F)	Percentile (%)
Private Sectors	65	.65
Public Sectors	35	.35
Total	100	100%

The table above shows that majority of the respondents from private and public sector(74% and 71% respectively) revealed that their houses are located away from the college. This means that their residence is far from the college and only few (26% - private sector and 29% - public sector) are residing near the college. The respondents are part time students and after a long day of work, majority of them need to travel or drive numerous kilometers to attend their classes considering that they are not residing near the college.

Thus, the number of hours that they spend on the road while traveling or driving their cars to the college requires the presence of mind, careful thinking and physical exertion. Those activities could be very tasking on the part of the students.

C. Number of Persons in the House

The respondents from either private sectors or public sectors manifested that there are 6 to 10 roommates or members of the family living in the house. The Table 3 below shows the results of the study as revealed by the respondents.

Table 3.Number of Roommates or Members of the Family Living in the House

Group of Respondents	Less than 5		6-10		11-15		16-20	
	F	%	F	%	F	%	F	%
Private sectors respondents	12	.18	44	.68	7	.11	2	.03
Public sectors respondents	6	.17	26	.74	2	.06	1	.03

In the Middle East countries, a big number of members in the family is common. In other words, having many individuals in the room or in the house is a typicalscenario.However,in the life of a student there are times that he needs a space or a silent place for him to focus more specifically when his studies require concentration.

D. Expectations

The researchers believe that in the quest of continuing college education behind every person's mind are some plans and similarly some expectations. In this section, it examines the expectations of respondents.

Table 4. Expected Job to engage in within Five Years after Completion of the College Education

Private sector respondents	Public sector respondents
Most of the respondents did not mention about any other occupation to engage in	Most of them said that only for promotion as to rank (meaning they want to stay in their present job)
Few abstained (no answer given)	Few revealed that they desire to get a job other than their present work

Most of the respondents from the two different sectors did not specifically provide the answer to the question on what job they expect to engage in within five years after they finished their college education except for the few who revealed that they wanted to get a job other than the work that they are into at present. This signifies that most of them are comfortable with their present job and what the public sectors respondents' expect is promotion.

E. Intentions

In the present time, inorder to become more globally competitive when it comes to searching for another greater opportunity a person must be fully equipped with what the employers are looking for from their employees. Most often,the employers preferred most those employees who possessed the degree higher the bachelor degree. Thus, the researchers are interested to know the intentions of the respondents as regards to pursuing much more higher educational level after they finish their bachelor degree.

Table 5.Intention to Continue StudiesHigher than the Bachelor Degree

Group of Respondents	Yes		No	
	F	%	F	%
Private sector respondents	38	**.58**	27	.42
Public sector respondents	28	**.80**	7	.20

The table above showed that most (80%) of students who are presently working in the public sectors have the intention to continue their studies after their bachelor degree as compared to the respondents from private sector (58%). This result is in conflict with the responses in Table 1. As shown above in Table 1, the researchers expect that those greater numbers of respondents - working in private sectors are also the ones to proceed their education higher than bachelor degree; however, the result shows otherwise. Most of the respondents coming from the public sectors expressed that promotion is what they expect after finishing their college education. Impliedly the respondents believed thatthe attainment of higher education is essential for promotion.

F. Insights

Specifically, the researchers request the espondents to express their insights as regards to continuance of their education higher than the bachelor degree. The Table 6 below demonstrated the answers of the respondents. The answers that they expressed are valuable reasons on why

students continue or not continue their higher education. However, there

Table 6.Insights about Education Higher than Bachelor Degree

Private sector respondents		Public sector respondents	
Continue	Not to continue	Continue	Not to continue
*Career enhancement	Want to have own business	*Promotion	
			*working condition
*Self – improvement	*working condition	To fulfill ambition to get higher education	*financial constraint
To gain more higher educational experience	*financial constraint	Work placement requirement	
Good salary		More knowledge better future	
Fulfillment of a dream			
Augment professional capabilities			
Better position			
Better chances for work placement			

were answers which are most shared by the respondents. The once which are marked with asterisk (*) on the table above are the most common answer of the respondents.

This means to say that for the respondents coming from the private sectors career enhancement and self-improvement are the reasons by most of themwho desire to continue their higher education while for those who are coming from the public sectors promotion is their common reason. The latter is consistent in their answers as reflected above. The Table 4 shows their determination towards their studies and expect to get promotion in their workplace. Furthermore, some of the respondents established why they do not have the desire to continue their higher education. Table 6 above illustrated that working condition and financial constraint are the most common reasons by both groups of respondents. This signifies that these reasons had a big chance to impede their intention to continue higher education in the future. It is a common knowledge that having sufficient money to support the basic needs of every individual is the utmost concerned of every person. Thus, without money to sustain some other needs would become more difficult.

G. Factors of Distraction

The Table 7 below revealed the responses as regards to the search on what is the foremost factor that distracts the respondents' achievement of their academic goals.

Table 7.Factors that Distract Students' Achievement on Academic Goals

Factors	Item Average (μ)	Factor Average (μ)	Qualitative Description
1. Peer pressure			
I discuss my marks with my friends.	2.76		Tend to agree
My friends expect me to get high marks.	3.14		Tend to agree
Factor Average		**2.95**	**Tend to agree**
2. Health			
I often have trouble sleeping at night.	2.50		Tend to disagree
When walking briskly for 10 minutes, I feel short of my breath.	1.60		Disagree
On an average day, I feel tired.	2.10		Tend to disagree
I have poor eating habits.	2.51		Tend to agree
Factor Average		**2.18**	**Tend to disagree**
3. Classroom structures or setting			
Recognition or appreciation extended by tutors in the class	2.82		Tend to agree
Types of Assessments	2.77		Tend to agree
System as to the time to complete the tasks or assignments	2.90		Tend to agree
Proficiency of the tutors handling the modules	2.90		Tend to agree
Factor Average		**2.85**	**Tend to agree**
4. Over Self-confidence			
I like myself as a person.	3.38		Agree
I am a physically attractive person.	2.90		Tend to agree
My good personal qualities outnumber my bad personal qualities.	3.39		Agree
I am an intelligent person.	3.46		Agree
I am confident that I can achieve higher academic rating.	3.35		Agree
Factor Average		**3.30**	**Agree**
5. Academic Responsibilities			
I am thinking too much about my academic responsibilities.	3.52		Agree
I feel "up tight" when faced with an oral presentation and/or an academic deadline.	2.63		Tend to agree
I usually participate class activities that I am involved with	2.79		Tend to agree
I usually follow a daily and/or weekly study schedule.	3.10		Tend to agree
While studying, I lost my attention.	2.30		Tend to disagree
When I study, I usually accomplish less of what I set out to accomplish.	2.31		Tend to disagree
Factor Average		**2.78**	**Tend to agree**

H. Legend

Range of Measurement	Qualitative Description	Verbal Interpretation
1.0 - 1.75	Disagree	this factor distracts the achievement of academic goals at a fewer times
1.76 - 2.51	Tend to disagree	this factor distracts the achievement of academic goals at some of the time
2.52 - 3.26	Tend to agree	this factor distracts the achievement of academic goals most of the time
3.27 - 4.00	Agree	this factor distracts the achievement of academic goals at all time

It can be noticed on the table that among the five (5) factors utilized in this study the over self-confidence factor was rated by the respondents with the highest factor average (μ = 3.30). This signifies that this is the factor distracts their achievement of academic goals at all time. In the article of Cherry (2018) she explicitly mentioned that extreme or over self-confidence can have positive results but in would also cause some damages in one's societal, professional and personal life.

Moreover, it can be perceived also in the results that the other three (3) factors namely peer pressure (μ = 2.95), classroom structures or setting (μ = 2.85), and academic responsibilities (μ = 2.78) distract the respondents

achievement of academic goals most of the time. However, health (μ = 2.18) was considered by the respondents as the least factor that distract their achievement of academic goals. They revealed that it interferes only at a fewer times.

I. Summary

The table below shows which among the five (5) factors is the foremost that disturbs the respondents. As displayed in Table 8 over self-confidence has the highest factor average((μ=3.30) among others. This signifies that it is the foremost factor, which distracts the students in the achievement of their academic goals. In indicates that the distraction of this factor is at all time.

Table 8. Foremost Factor that Distract Achievement of Academic Goals

	Factor Average (μ)	Qualitative Description	Verbal Interpretation
1. Peer pressure	2.95	Tend to agree	this factor distracts the achievement of academic goals most of the time
2. Health	2.18	Tend to disagree	this factor distracts the achievement of academic goals at some of the time
3. Classroom structures or setting	2.85	Tend to agree	this factor distracts the achievement of academic goals most of the time
4. Over Self-confidence	**3.30**	**Agree**	**this factor distracts the achievement of academic goals at all time**
5. Academic Responsibilities	2.78	Tend to agree	this factor distracts the achievement of academic goals most of the time

Moreover, the other four factors have also some contributions on the disturbances towards achievement of academic goals although at a level which is lower than over self-confidence.

J. Stress reliever activities

In consideration, that studying as a mind activity causes some stress to students the researchers desire to know what the students do to overcome the pressures that they encounter in their daily activities. The table below shows the results of the enquiry.

Table 9. The Preferred Stress Reliever of the Respondents

	Activities	Numerical value	Rank	Order of Preference
1.	Dancing	39	6	
2.	Charity work	39	6	
3.	Watching television programs	64	3	3rd most preferred
4.	Reading books	85	2	2nd most preferred
5.	**Visiting friends**	**111**	**1**	**1st most preferred**
6.	Athletic related activity	55	5	
7.	Listening to music	59	4	

As shown in Table 9 above among the seven-stress reliever activities utilised in this studyrespondent'srank as first the activity called "visiting friends". In other words, this is their most preferred stress reliever activity.

The reading of books is the most important activity that the students should engage in sinceit would augment student's knowledge and this would certainly aid one's learning. [16]agrees that reading of books reduces stress. Furthermore, her article revealed that reading brings many advantages to the person. Some examples of the advantages are impact on emotional intelligence, improve communication skills, enhance spelling writing ability, and help to understand real life situations better. However, the respondents considered reading as their second most preferred stress reliever.

In some ways oranother,the third most preferred stress reliever by the respondents is watching television program.

This may relieve the stress of aperson since this would free the minds from thinking of some challenging or demanding issues instead eyes are used to view the programs over the television or enjoy what the personalities are doing and the choices of what to view are in the viewers themselves. However, *"The International Association"* (1997) conveyed that the watching of television programs has psychological effects. Therefore, it would affect the viewer's feelings on the reason that the viewers would tend to accept, and connect to the medium used by the programs over the television that they viewed. Impliedly it would not relieve the stress at the fullest extent.

K. Findings

After the survey and analysis of the gathered data, the findings revealed that:

1. based on the sample population, the students who are working in the private sectors are greater in number than those working in the public sectors (see Table 1)

2. the majority of the respondents in the two groups are residing at a place far from the college; thus, only few are having their homes near the college (see Table 2)

3. The majority of the respondents have six to ten roommates or members of the family living in with them in the house (see Table 3)

4. most of the respondents in private and public sectors did not mention about any other job that they would like to engage in within the five years' time after finishing their college education; the public sectors respondents expect their promotion; It is implied that they are willing to stay in their present job; (see Table 4)

5. the few respondents from the private sectors never give their responses at all on the question; moreover, few respondents also the public sectors desire to get a job other than their present work (see Table 4)

6. most of the respondents from the public sectors and majority from private sectors manifested their intentions to continue their higher studies after finishing their bachelor degree (see Table 5)

7. promotion is the reason to continue their studies for those who are in public sectors; career enhancement and self-improvement are manifested by those who are in the private sectors as their reasons (see Table 6)

8. working conditions and financial constraints are the common reasons declared by those who mentioned that they do not have the desire to continue their studies higher than bachelor degree (see Table 6)

9. over self-confidence at all time is the foremost factor that distract respondents' achievement of academic goals and that peer pressure, classroom structures or setting, academic responsibilities and health, are secondary contributory factors only (see Table 7)

10. visiting their friends, reading books and watching television programs (in its proper chronological order) are the three most preferred activities that the respondents engage in to relieve them from stress (see Table 9)

VII.   CONCLUSION

The big number of the members in the family is usual in the Middle East countries. In this study, the respondents revealed that they have many members in the family living with them in the house. This may cause the reduction of their time to concentrate on doing the college responsibilities as students. Moreover, residing far from the college is another challenge. Since driving or travelling for a long distance may cause physical and mental exhaustion. In addition, it diminishes activeness in the class.The common reasons of continuing their studies for the respondents who are working in the public sectors is promotion while for those who are in the private sectors they said it is for their career enhancement and self-improvement. Their reasons may sound different but this emphasize their intentions to augment their financial and professional life. The respondents from both sectors impliedly show their willingness to stay in their present jobs. They have intention to continue their higher studies like masters degree (MBA) but they anticipated some personal and professional reasons would hinder them namely financial constraints and working conditions.

The people in the academe contemplate that classroom structures or setting, and academic responsibilities are the first two leading factors that hinder the achievement of academic goals. The peer pressure and maybe health issues are also the other most expected factors; however, the study shows that over self-confidence at all time is the foremost factor that distract respondents' achievement of academic goals and the others are secondary contributory factors only. Confidence to oneself is an indication that the person has the internal feelings that he can do what he desires to do because he feels he has the abilities, skills, talents, capabilities and the like to achieve what he wants to achieve. However, exceeding self-confidence or over self-confidence may produce undesirable results such as failure to achieve academic goals.

Furthermore, the student-respondents consider that reading books does not relieve them from stress. In students' life, books must be their best friends and that therefore be not considered as secondary in their students' day-to-day life. Reading books are excellent stress reliever. It would bring many favorable effects to the entire being of the person. When a person is reading his body is relaxed. This means to say that in reading a person is relieve from physical stress. The mind absorbs the content of what he reads this signifies that there is an increase in learning, knowledge and wisdom. Visiting friends is a good idea; however, the researchers believe that it depends on the kind of friends a person is visiting with. In some ways or another, instead that one will be relieved from stress when having a visit to a friend stress feelings may increase.

The watching of the television programs could relieve the person from stress; however, it also depends on what television programs the person have chosen to view.

In closing, though people are continuing their college studies it does not follow that they are also the group of people that will continue in the higher education. Moreover, the researchers concluded that aside from the five determinants utilised in this survey to determine the foremost factor that hinder the achievement of academic goals they believed that the big number of roommates or members living in the house is also another factor. Last but not the least, the far distance from where the students are living or location of their residence are also a barrier towards the achievement of academic goals.

VIII.   RECOMMENDATIONS

In consideration with the results and findings above, the researchers recommend the following:
The respondents has to:

(1)find for an affordable room or villa to rent in the place closer to the college in order to allocate time for academic responsibilities;

(2)make an open request to the employer about flexible working time;

(3)look or search for sponsors to be able to continue education higher than college level and financial constraint can be solved;

(4) reduce the over-self-confidence to avoid negative consequences;

(5) start to cultivate the culture of reading.

The college institution and teachers:

(6) need to instill to the minds of the students that there are undesirable consequences in every belief that are excessively practice;

(7) need to be creative in their classes in order to encourage the students to read books and inspire them to make it as a habit.

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