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Academic Performance of Accreditation of Prior Experiential Learning Students in Open and Distance Learning

Norfardilawati Musa[1*] • Christina Mary Richard[2] • Harvinder Kaur Dharam Singh[3] • Cik Norazlina Mohamad[4] • Rosinah Mahmood[5]

[1-5] Open University Malaysia, Kelana Jaya, Petaling Jaya, Malaysia.

***Corresponding author. Email:** norfardilawati@oum.edu.my

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Abstract

Accreditation of Prior Experiential Learning (APEL) has paved greater access to lifelong learning opportunities. The systematic process of assessing prior learning to provide access to higher education and accreditation for courses is a game-changing movement in Malaysian education. The Ministry of Higher Education introduced the Open Entry Admission System in 2006 and mandated open and distance learning institutions to pioneer its operationalisation nationwide. The main objective of introducing APEL in Malaysia is to democratise education and develop human capital. The enrolment of students into open and distance learning institutions through the APEL system has increased over the years. More universities have been appointed as APEL assessment centres. However, studies investigating the performance of students who enrolled through the APEL system for admission are currently lacking. Thus, this study aims to examine the academic performance of APEL students and how their demographic factors influence academic performance. A quantitative research approach was employed to collect data on students' academic performance based on their Cumulative Grade Point Average and demographic information. This study involved students at the Faculty of Business and Management at Open University Malaysia, an open and distance learning institution in Malaysia. The results show that demographic factors such as age, marital status, and type of programme do influence the APEL entrants' academic performance, as demonstrated by their Cumulative Grade Point Average. This is a significant finding as open and distance learning institutions will be able to take necessary proactive measures to establish appropriate action to curb dropout rates.

Keywords: *academic performance, demographic factors, Accreditation of Prior Experiential Learning, open and distance learning, higher education, lifelong learning.*

1. Introduction

The Accreditation of Prior Experiential Learning (APEL) has been implemented in Malaysia since 2011, preceded by the Open Entry Admission System that was introduced by the Ministry of Higher Education in 2006. The open entry system has been able to pave the way for greater access to lifelong learning opportunities. The motion was in line with the 2007-2010 Higher Education Strategic Plan, which focused on the development of human capital in Malaysia. Open University Malaysia (OUM) was given the opportunity to be part of the process, and was the first open and distance learning (ODL) institution mandated to implement this system in the country. Through open entry, individuals who did not meet the conventional entry requirements could leverage their work experience to gain admission into academic programmes at the ODL institution. As OUM's first designated authority on APEL, the Centre for

Assessment of Prior Learning was set up in 2007 and subsequently upgraded to the Institute for Learning Recognition and Accreditation in 2015.
Due to the increasing number of enrolments through open entry, the Malaysian Qualifications Agency (MQA) decided to introduce the APEL mechanism in Malaysia in 2016. APEL is defined as "a systematic process that involves the identification, documentation and assessment of prior experiential learning, i.e., knowledge, skills and attitudes, to determine the extent to which an individual has achieved the desired learning outcomes, for access to a programme of study and/or award of credits" (Morshidi Sirat et al., 2020).

With respect to the fact that APEL entrants enrol into academic programmes through an approach that is different to regular entry, there are certainly questions surrounding their performance. However, research on the performance of APEL entrants in Malaysia is relatively scarce. Studies conducted by different researchers on the performance of APEL students have yielded varying findings. According to Tan et al. (2021), regular entrants performed slightly better than APEL entrants. In contrast, studies conducted by Latifah et al. (2009) and Ahmad Izanee Awang et al. (2014) revealed conflicting findings, with both studies indicating that APEL entrants did not perform as well as their regular peers. Because of these inconsistent findings, current research is needed to further investigate the performance of APEL entrants based on specific faculty and demographic factors.

Currently, several ODL institutions have been appointed by the MQA as 'partner universities' for the implementation of APEL in Malaysia. As an authoritative body, the MQA also plays an active role in the development of APEL policies in Malaysia. APEL is divided into two categories, namely, APEL-A (admission) and APEL-C (credits). Since APEL-A is relatively new in its implementation, this study focuses on the performance of students who have enrolled through this particular APEL pathway.

Human capital is the most important investment for a country's development. It is core to innovation and a productive high-income economy. One of the key elements needed for human capital development is the recognition of non-formal and informal learning through APEL. APEL provides individuals who have working experience but lack formal academic qualifications the opportunity to pursue academic studies in universities. In general, knowledge obtained through formal education and working experience is evaluated in an APEL assessment.

There is substantial literature and records about APEL assessment among mainstream open and distance learners, but not with specifically online distance learners for comparison (Kaprawi et al., 2015; Ooi & Din Eak, 2019; Singh & Md Yassin, 2009). However, APEL involves a complex process of identification, documentation, and assessment of prior experiential learning to determine the extent to which an individual has achieved the desired learning outcomes for access to a programme of study and the award of credits. Furthermore, its implementation has had several challenges because the APEL system is still largely unfamiliar to the general public, which thus presents several barriers to its adoption. These challenges include the APEL conceptualisation process, the time-consuming nature of the APEL process, varying acceptance from different disciplines, and the APEL assessors' lack of continuous training (Kaprawi et al., 2015; Ooi & Din Eak, 2019). Many other higher education institutions from various countries also face these multiple challenges when implementing APEL due to a lack of information on the APEL system that renders it still relatively unknown to the public (Kaprawi et al., 2015). If the performance of the APEL system is not addressed, then the quality of its implementation will be compromised. Malaysia's aim to develop a knowledgeable, innovative, and productive high-income economy to attain advanced nation status will then be inhibited (Malaysian Qualification Agency [MQA] & Ehsan, 2016). Failing to foster lifelong learning and reskilling will lead to long-term unemployment, as well as issues in social cohesion and well-being (MQA & Ehsan, 2016; OECD, 2016).

APEL is part of the Malaysian government's plans to democratise education and develop human capital. As such, assessing the academic performance of APEL students is crucial to help the government and relevant educational institutions determine ways to improve this system so that it can pave greater access to lifelong learning opportunities. Besides, this study can help improve the quality of human capital through the flexibility of APEL by enhancing and/or developing a better flexible learning system.

2. Literature Review

2.1. Accreditation of Prior Experiential Learning

APEL is a "systematic process that involves the identification, documentation and assessment of prior experiential learning to determine the extent to which an individual has achieved the desired learning outcomes, for access to a program of study and/or award of credits" (MQA, 2020).

With the existence of APEL, Malaysian candidates have the opportunity to continue their studies at higher education institutions using their respective work experience (Ahmad Izanee Awang et al., 2014; Ooi & Din Eak, 2019) related to the field of study for which they wish to apply.

APEL takes into account not only academic qualifications obtained through formal education but also informal and non-formal learning experiences (MQA, 2020; Malaysian Qualifications Framework, 2021; Mohamad Afzhan Khan et al., 2022; Hargreaves, 2006), which are evaluated through relevant assessment procedures. There are four levels of study that can be applied for admission through APEL: level 3 (certificate), level 4 (diploma), level 6 (bachelor's degree), and level 7 (master's degree).

2.1.1 Model for APEL-A Certification Process

The following model in Figure 1 explains the procedure for admitting APEL entrants into an educational institution in Malaysia.

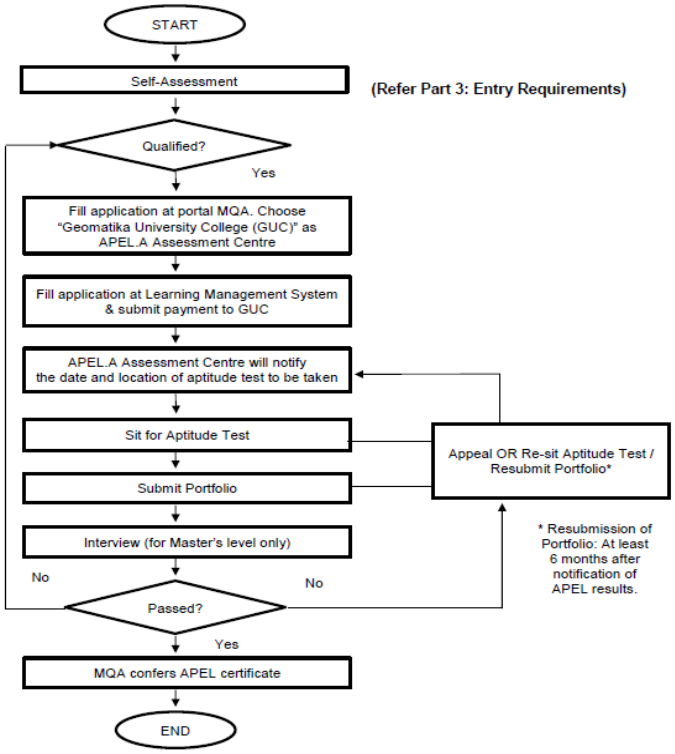

Figure 1. 2.1.1 Model for APEL-A Certification Process
Source. MQA (2021)

2.2. Open and Distance Learning

The ODL system focuses on open access to education and training to free learners from the constraints of time and place, and offers flexible learning opportunities to individuals and groups of learners (Ghosh, 2012).

According to Arulogun et al. (2020), ODL students heavily rely on the use of information and communication technology tools for online facilitation and other activities supporting learning.

Sharath (2014) describes ODL as "a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both." With the existence of the ODL system, learners can study anytime (in their own time), anywhere (at the place of their choice), and anyhow (without face-to-face contact with a teacher).

2.3. Academic Performance and Demography

2.3.1. Academic Performance and Cumulative Grade Point Average

Academic performance/achievement is determined by continuous assessment or Cumulative Grade Point Average (CGPA), which indicates how well a student, instructor, or institution has met their short- or long-term educational goals (i.e., their CGPA).

Student success in educational institutions is measured by academic performance or how well students meet the standards set out by the programme in which they are enrolled. The majority of tertiary institutions use CGPA/GPA and expected GPA to measure their students' academic performance (Masrom & Usat, 2015). CGPA is a crucial metric and holds prominent value for future education that can be highlighted as a measurement to identify potential candidates during job-hunting as well as for students' career mobility (Shahiri & Husain, 2015). In other words, student performance, measured through CGPA, is considered an important element for students to graduate and pursue good careers.

Academic performance is the key to producing competent graduates. Part of the contribution to better CGPA scores comes in the form of self-motivation, teaching and learning process, attitudes towards the course, and the services of the education institution (e.g., libraries and labs) (Adibah et al., 2019; Tan et al., 2021). Besides, student academic performance is also influenced by other factors, such as gender, race, stress, and sleep quality (Mok & Tan, 2019), as well as the number of hours spent on examination preparation and family responsibilities (Tan et al., 2021; Paul et al., 2017). This would indicate that demographic factors contribute significantly to the students' academic performance. However, one question that arises is: To what extent do demographic elements affect APEL students' academic performance?

2.3.2. CGPA and Demography

Demographics are categorised based on biological, social, and economic aspects, geographical residence, and culture (Febrianto et al., 2019). Demography serves the purpose of revealing potential coping or adopting strategies. Owolabi (2020) recognises two important demographic characteristics, i.e., marital status and year of participation. Unmarried students tend to be more active on social media, and first-year students may be more likely to be victims of cyberbullying. There is call for strategies to address the issues of these two demographic elements. Meanwhile, based on identifying biological aspects such as age, recognition of prior learning (RPL) candidates in Finland have been reported to be generally older and come from diverse backgrounds (Heinonen & Tuomainen, 2020). This gives the Finnish research team key information to develop better methods in assessment strategies for their students and assessors.

Meanwhile, a local public university in Malaysia (Universiti Malaysia Pahang, or UMP) noted that their students' educational backgrounds (i.e., if they previously attended local matriculation or diploma-level programmes) affect their academic performances, and may lead to difficulties in adapting to self-directed-learning-based degree programmes (Zakaria et al., 2019). Furthermore, the UMP study indicated no mean differences between CGPA and gender. Therefore, it is yet unknown how demographic factors affect APEL entrants' academic performance.

2.4 In line with the above discussion, the following subsection explains the research objectives and research questions formulated for this research:

2.4.1 Research Objectives

i. To identify whether gender affects the performance of APEL-A students in an ODL institution;
ii. To examine whether age influences the performance of APEL-A students in an ODL institution;
iii. To analyse whether marital status affects the performance of APEL-A students in an ODL institution; and
iv. To identify whether programmes influence the performance of APEL-A students in an ODL institution.

2.4.2 Research Questions

i. Does gender affect ODL APEL students' CGPA?
ii. Does age affect ODL APEL students' CGPA?
iii. Does marital status affect ODL APEL students' CGPA?
iv. Does the programme affect ODL APEL students' CGPA?

2.4.3 Hypothesis

In line with the above research objectives and questions, this study will test the following hypotheses that have been constructed based on the collected data:

H1 There is a significant difference in the CGPA of APEL students in ODL based on gender.
H2 There is a significant difference in the CGPA of APEL students in ODL based on age.
H3 There is a significant difference in the CGPA of APEL students in ODL based on marital status.
H4 There is a significant difference in the CGPA of APEL students in ODL based on the programme.

3. Methodology

This study employed a quantitative study method to investigate the impact of gender, age, marital status, and programme towards the academic performance of APEL entrants at an ODL institution, as shown in Figure 2. Purposive sampling was used to select the Faculty of Business and Management (FBM) as it is one of the faculties with a large number of learners at OUM. Focusing only on one faculty was both time- and cost-effective. Data on gender, age at intake, marital status, student enrolment, programme, and CGPA of 3,142 students were collected from the university's information system records. The data were analysed using descriptive and mean rank analysis with the Statistical Package for the Social Sciences.

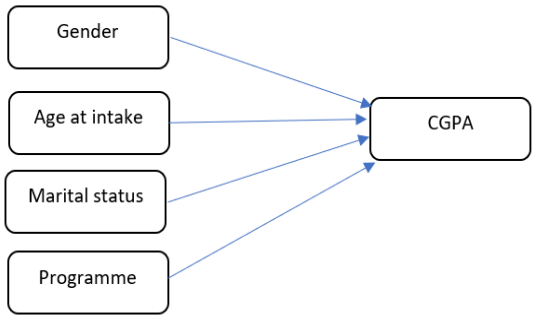

Figure 2. The effect of demographics on the CGPA of APEL entrants

4. Findings and Discussion

The collected data were analysed based on demographic elements, which included gender, age at intake, marital status, student enrolment, programme, and CGPA, as shown in Tables 1 through 4 below. Meanwhile, Table 5 shows APEL students enrolled at the FBM from May 2007 to January 2022 (as of August 2022).

As of January 2022, the FBM reported 3,142 APEL students who are actively registered in their respective programmes. A total of 54.71% (1,719) of the APEL students are female (Table 1). In Table 2, at the point of intake almost half of the APEL students were in the 21-30-year age group (48.7%), followed by those in the 31-40-year age group (36.6%). In terms of marital status, Table 3 shows that 47.8% of the learners are married, while 44.2% are single. A total of 4.1% of them did not state their marital status. The Faculty has a total of 15 programmes, as listed in Table 4. A large number of APEL students are registered under the Bachelor of Management programme (representing 31.9%), followed by students in the Bachelor of Business Administration programme (at 16.65%).

Table 1. Gender

Gender		
	N	%
Male	1,423	45.29%
Female	1,719	54.71%

Table 2. Age at Intake

Age at Intake		
	N	%
20 years and below	50	1.59%
21-30 years	1,488	47.39%
31-40 years	1,155	36.76%
41-50 years	387	12.32%
51-60 years	49	1.56%
61-70 years	11	0.35%
Above 70 years	2	0.06%

Table 3. Marital Status

Marital Status		
	N	%
Single	1,366	43.48%
Married	1,526	48.57%
Divorced	98	3.12%
Widowed	17	0.54%
Others	135	4.30%

Table 4. Number of APEL Students by Programme

Programme	N	%
Diploma in Management	181	5.76%
Diploma in Accounting	11	0.35%
Diploma in Human Resource Management	57	1.81%
Bachelor of Marketing	37	1.18%
Bachelor of Management	1,004	31.95%
Bachelor of Business Administration	523	16.65%
Bachelor of Accounting	405	12.89%
Bachelor of Banking and Finance	1	0.03%
Bachelor of Communication	142	4.52%
Bachelor of Human Resource Management	511	16.26%
Bachelor of Tourism Management	13	0.41%
Master of Management	76	2.42%
Master of Business Administration	142	4.52%
Master of Corporate Communication	14	0.45%
Master of Human Resource Management	25	0.8%

Table 5 shows that a total of 15,278 students have enrolled at the FBM through APEL since 2007. Currently, 28.24% (4,402) of the students are actively registered in various programmes at the Faculty. A total of 21.04% (3,280) have completed their studies and graduated. However, a large number (4,406, or 28.27%) are dormant, which indicates they have not registered for more than three semesters, and 20.31% (3,166) have quit their study programmes. Based on the numbers under the 'dormant' and 'quit' categories, close to half of the APEL population at the FBM (48.58%) have dropped out of their studies. Among the conceivable reasons could be that the students have had difficulty coping with their learning, the ODL nature may be challenging for learners who left school some time ago, family and work responsibilities, time management issues, and so forth. Despite these reasons, it is worth noting that many APEL students have successfully completed their programmes, and are considered at par with their peers who enrolled through normal entry. The enrolment pathway for APEL and normal entry students may differ, but the learning process, services, and the path to completion are the same.

Table 5. APEL Student Enrolment at the FBM (from May 2007 to January 2022) as of August 2022

Active	Graduated	Quit	Dormant	Terminated	Deceased	Total
4,402	3,280	3,166	4,406	4	20	15,586

4.1. The effect of gender on ODL APEL students' CGPA

H1: There is a significant difference in APEL students' CGPA based on gender.

A Kolmogorov-Smirnov Test was used as the sample size is larger than 50. The test indicated that the data significantly deviated from a normal distribution (Table 6). The CGPA distribution for male and female students skewed towards the right as depicted in the histogram (Figure 3) and did not follow a normal distribution. This could be because the sample consists of only APEL students, and excluded normal entry learners in the population as well as dropout students who had zero values for their CGPA, which affected the overall mean value of the CGPA.

Table 6. Tests of Normality

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Gender	Statistic	df	Sig.	Statistic	df	Sig.
CGPA	Male	.127	1,423	.000	.853	1,423	.000
	Female	.103	1,719	.000	.884	1,719	.000

a. Lilliefors Significance Correction

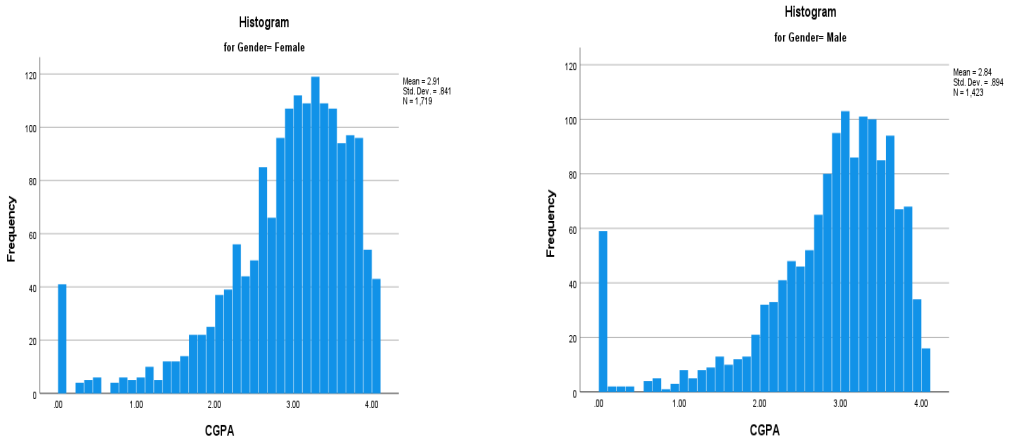

Figure 3. Normality Testing for Gender and CGPA

As such, a non-parametric test was performed. The Mann-Whitney U Test (Table 8) indicated that there is no statistical difference in the CGPA between male (mean rank = 1,537.22) and female students (mean rank = 1,599.87) at U=1,174,292.5, p=.054. Although the mean rank of female students is higher by 62.65 than the male students' (Table 7), this difference is not adequately significant. Hence, there is no difference in the academic achievements between the male and female groups of students.

Table 7. Mean Rank of CGPA based on Gender

Ranks

	Gender	N	Mean Rank	Sum of Ranks
CGPA	Male	1,423	1,537.22	2,187,468.50
	Female	1,719	1,599.87	2,750,184.50
	Total	3,142		

Table 8. Mann-Whitney U Test for Gender and CGPA

Test Statistics [a]

	CGPA
Mann-Whitney U	1,174,292.500
Wilcoxon W	2,187,468.500
Z	-1.927
Asymp. Sig. (2-tailed)	.054

a. Grouping Variable: Gender

Based on this finding, it is confirmed that H1 developed for RQ1 is rejected. In other words, gender has no significant influence in APEL students' CGPA. In general, the result contradicts most of past research, which have suggested that female students performed better or were more successful than male students (Dayioglu & Turut, 2007; Ghavami & Khajehpour, 2011; Khwaileh & Zaza, 2010; Orabi, 2007; Parajuli & Thapa, 2017).

However, this RQ1 finding supported research conducted by Adigun et al. (2015) and Goni et al. (2015), which found that gender causes no significant difference in student performance, although the literature has observed that gender is one factor with considerable effect on students' academic performance. This is probably due to the category of students (i.e., adult learners) that contributed to the insignificant difference between genders as explained by Vasiliu (2020). According to Vasiliu (2020), students' academic performance based on gender only showed significant differences when it is compared against the students' ages, whereby students older than 27 years (regardless of gender) showed fluctuating performance, but higher values than that of younger students (aged younger than 26 years).

4.2. Effect of age on ODL APEL students' CGPA

H2: There is a significant difference in APEL students' CGPA based on age.

Table 10 shows the Kruskal-Wallis Test at H (6) = 95.791, P= .001. The null hypothesis is rejected. Hence, APEL students' age at intake demonstrates a statistically significant difference in CGPA. As seen in Table 9, APEL students in the 51-60 age group (mean rank = 1,924.12) reported the highest CGPA performance, compared to students in the 41-50 age group (mean rank = 1,806.22), students in the 31-40 age group (mean rank = 1,669.01), and those in the other age groups.

Table 9. Mean Rank of CGPA based on Age at Intake

Ranks

	Age at Intake	N	Mean Rank
CGPA	20 years and below	50	1,039.24
	21-30 years	1,488	1,439.99
	31-40 years	1,155	1,669.01
	41-50 years	387	1,806.22
	51-60 years	49	1,924.12
	61-70 years	11	1,760.09
	Above 70 years	2	1,309.00
	Total	3,142	

Table 10. Kruskal-Wallis Test for Age at Intake

Test Statistics [a,b]

	CGPA
Kruskal-Wallis H	95.791
df	6
Asymp. Sig.	.000

a. Kruskal-Wallis Test
b. Grouping Variable: Age at Intake

The finding for RQ2 supported the H2 developed for the study, which means age has a significant influence on APEL students' CGPA. This result is parallel with research implemented by Vasiliu (2020) and Navarro et al. (2015). Findings indicate that students in the 51-60 age group perform better academically, possibly due to factors such as their life experience, motivation (e.g., personal fulfilment), and maturity.

4.3. Effect of marital status on ODL APEL students' CGPA

H3: There is a significant difference in APEL students' CGPA based on marital status.

Based on Table 12, the Kruskal-Wallis Test showed that there is a statistically significant difference in CGPA between different marital status groups at H (4) = 13.944, P= .007. The null hypothesis is rejected. Hence, the APEL students demonstrate a statistically significant difference in CGPA based on their

marital status. As shown in Table 11, married students (mean rank = 1,630.25), as well as divorced students (mean rank = 1,618.02) performed better than single students (mean rank = 1,512.62). 135 students did not specify their marital status (mean rank = 1,478.06).

Table 11. Mean Rank of CGPA based on Marital Status

Ranks

	Marital Status	N	Mean Rank
CGPA	Single	1,366	1,512.62
	Married	1,526	1,630.25
	Divorced	98	1,618.02
	Widowed	17	1,502.71
	Others	135	1,478.06
	Total	3,142	

Table 12. Kruskal-Wallis Test for Marital Status

Test Statistics [a,b]

	CGPA
Kruskal-Wallis H	13.944
df	4
Asymp. Sig.	.007

a. Kruskal-Wallis Test
b. Grouping Variable: Marital Status

Based on the findings, it can be concluded that marital status has a significant influence on APEL students' CGPA. As such, H3 of RQ3 is accepted. The result also supports findings by other research on the impact of marital status on students' academic performance, namely those published by Owen (1999), Surajo and Umar (2019), and Thomas et al. (2012). However, Surajo and Umar (2019) found that marital status negatively influenced students' academic performance. This is in contrast to findings and other studies conducted by Al-Mutairi (2010), Smith and Naylor (2001) and Thomas et al. (2012), all of whom reported that married students outperformed single students. Among the reasons identified by these studies include that family commitment makes the students more motivated and serious in their study, and that support as well as their families' expectations of their study also influenced their seriousness and focus.

4.4. Effect of programme on ODL APEL students' CGPA

H4: There is a significant difference in APEL students' CGPA based on the programme.

In Table 14, the Kruskal-Wallis Test showed that there was a statistically significant difference in CGPA between the 15 programmes at H (14) = 131.191, P= .000. Hence, the APEL students demonstrate a statistically significant difference in CGPA between the varying programmes. Based on Table 13, students in master's degree programmes yielded a higher mean ranking than students in bachelor's degree programmes. Those in diploma programmes have lower mean ranks in their CGPA. The order of CGPA by performance for the master's degree programmes are: Master of Management (mean rank = 2,325.34), Master of Human Resource Management (mean rank = 2,271.52), Master of Corporate Communication (mean rank = 2,227.32), and finally, Master of Business Administration (mean rank = 2,122.82). The passing grade for master's degree programmes is B (CGPA = 3.0), which is higher than the required passing grade for bachelor's degree programmes. In addition, APEL students who enrol into master's degree programmes are required to possess a diploma or its equivalent academic qualification, in addition to five years of working experience. This prior background in higher education appears to be beneficial in this context.

Table 13. Mean Rank of CGPA based on Programme

Ranks

	Programme	N	Mean Rank
CGPA	Diploma in Management	181	1,146.78
	Diploma in Accounting	11	1,137.50
	Diploma in Human Resource Management	57	968.16
	Bachelor of Marketing	37	1,746.66
	Bachelor of Management	1,004	1,502.16
	Bachelor of Business Administration	523	1,549.98
	Bachelor of Accounting	405	1,929.33
	Bachelor of Banking and Finance	1	618.50
	Bachelor of Communication	142	1,446.60
	Bachelor of Human Resource Management	511	1,376.75
	Bachelor of Tourism Management	13	1,683.27
	Master of Management	76	2,325.34
	Master of Business Administration	142	2,122.82
	Master of Corporate Communication	14	2,227.32
	Master of Human Resource Management	25	2,271.52
	Total	3,142	

Table 14. Kruskal-Wallis Test for Programme (Test Statistics a,b)

	CGPA
Kruskal-Wallis H	292.655
df	14
Asymp. Sig.	.000

a. Kruskal-Wallis Test

b. Grouping Variable: Programme

The results shown for RQ4 supported the H4 developed for this study. Based on the literature, course level (Simpson, 2006; Woodman, 2001) and course programme [39] influenced students' academic performance. Having basic knowledge and experience before enrolling or registering for the chosen programme also contributes to the significant difference in students' CGPA (Henriksson & Wolming, 1998). This is in line with the finding of RQ4, whereby the academic performance of postgraduate students surpassed the required passing grade for bachelor's degree programmes, as the APEL's entry requirement for master's degree programmes includes possessing at least a diploma or its equivalent, in addition to five years of working experience.

5. Conclusion

Based on the developed research objectives, research questions, and hypotheses, the findings of this study highlight the impact of measured demographic elements. Although gender does not significantly influence APEL students' CGPA at OUM, in comparison age has noticeable influence on their academic performance. The insignificant difference attributable to the students' genders is probably due to the nature of the programmes offered by the FBM at this ODL institution itself. However, the other three demographic elements showed significant influence on the CGPA scored by the APEL students. The results of this study are useful in that they could complete the strategies concerning the way in which a more adequate level of academic performance can be improved or maintained, and the study can also help improve retention or overcome the attrition issue among APEL-A entrants at OUM. However, there are additional perspectives that can be further investigated to support the findings of this current study through future research that is related to this topic. An in-depth exploration through qualitative data will help to identify the reasons behind the findings revealed in this study. In addition, the involvement of

APEL-A students from different faculties and programmes will help determine the extent to which such patterns produce similar results.

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