**CONCLUSIONS**

Two sets of exterminates have been carried out in this study using regression and classification analysis. The results of predicting students’ assessments grades model show that the students’ performance in a particular assignment relies on students’ mark in the previous assignment within single Courses. The researchers conclude that students’ prior grade point average (GPA) with a low mark is considered as a significant factor of withdrawal from the next course in the

traditional classroom setting, Both conventional classroom setting and virtual class share similar characteristic in term of the effective of pervious performance into student learning achievement in the future.

The final student performance predictive model revealed that student engagement with digital material has a significant impact on their success in the entire course. The findings’ results also demonstrate that long-term students’ performance achieves better accuracy than students’ assessments grades prediction model, due to the exclusion of temporal features in regression analysis. The date of student deregistration from the course is a valuable predictor that is significantly correlated with student performance. With the regression analysis, the data does not provide the last date of students’ activity prior to undertaken assessments. The findings’ results have been recommended to take into account the temporal features on predicting of subsequent assessments grades.

Future research direction involves the use of temporal features for predicting students’ assessments grades model. With temporal feature time series analysis will be untaken, might be more advanced machine leering will be utilized.