

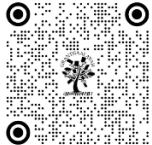


A REVIEW STUDY ON THE EFFECT OF CONFUSION WITH ITS ROLE OF CLARITY ON THE PERFORMANCE OF COLLEGE STUDENT IN HIGHER EDUCATION

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ABSTRACT

This article is based on the effect of confusion along with its role in clarity on the college students' study. A SWOT analysis provides insights into its strengths, weaknesses, opportunities, and threats associated with confusion that affect the performance of students in higher education. The role of clarity played a creative in terms of finding solution for proposed problem, but lack of clue or cooperative or collaborative excretion turned it into confusion that disclosed by the moderator or teacher or tutor may be turned into frustration or boredom, if the confusion couldn't be resolved on time or avoid it or pass it on future, which fragmented the major distractions on student's study in higher education. Long-term suffering from confusion may indeed turn into boredom, but it may also be helpful, when it, monitored constructively, that can make the learner creative and beneficial for students (D'Mello et al., 2014). Confusion and clarity are both inseparable from the learning of students in higher education, but the teacher, environment, and communication pattern play a key role in enhancing engagement, improving the retention of concepts and learning, positive and inclusive class climate, and encouraging collaborative learning. This article concludes that the subject provides its dependable and independent nature of confusion as well as clarity that affects the student's performance in higher education.

Keywords: Role, Confusion, Students, Institution, College, Education, Clarity, Performance

1. INTRODUCTION

There is confusion and clarity in every educational subject that faced by students throughout their prior knowledge, but that affect Causley and tumultuously, if avoided in very starting point, it may hazardous for the end of solving period of problem, it left the drastic remarks on the frame of learning stimulability of students, however, in confusion is confusion but after sometime it tuns into frustration and further proceeded into boredom, that may beyond the control, if timely not monitored towards resolving synchronously (Atapattu et al., 2019, Lodge et al., 2018, Cloude., 2024, D'Mello., 2014).

Clarity resides without prior attempt to conceive the whole meaning through the preferred subject, quickly extractable the main direction to the flow of work on followed steps of the preferred steps by students through a mediator. However, managing class concerning time itself holds its importance and representation of clarity and confusion for the mediator or teacher between groups of students (Seidel, 2024; Satam, 2005).

There are four different types of clarity: 1. Instructional Clarity, 2. Exception Clarity, 3. Directional Clarity, and 4. Procedural Clarity, but clarity is not an idea that can renew the interest of students, but it's a quality of being comprehensible through logical and ameliorating the learning for students in higher education (Almarode et al., 2025). However, clarity is an affective experience, but it happened due to an imbalance in cognitive or dissonant function of learning functions, which occurred when not matching the information between known and unknown delivery of discourse about the subject within the class (Baker et al., 2025).

2. LITERATURE REVIEW

In Higher Education, there was 98 percent accuracy in performance of college students that shown the positive correlation between the numbers of hours studied by students and their performance, which lucidities the concept regarding study (Suleiman, et al., 2024) but studying may not gave confirmed clarity on the studying pattern on facing confusion but it may viable in the study routine of college students, for knowing the nature of confusion is beneficial or not that depended on the learner's response which had contradictory effect on significant learning effect of students, whereas confused learner may be more focused on applying new concept on situation (D'Mello et al., 2014).

The high clarity on goal brought the positive development of competitiveness (Seidel et al., 2005), whereas breaking down in scenario would be beneficial in the before and after test structure of analyzing the differences in individuals in terms of their orientation of goal and attributional complexities (Sullins, in press).

In this study (Satam, et al. 2023) found that gaining clarity, depended on the discussion during the class session equipped with artistically explained in easy perceivable way of lecturing for the favor of students, and quickly graspable for college students, where communication ensure the relationship between teacher and students, promoting as an amicable collaboration between them and for the betterment of class, as a representation of teamwork together. However, inside the class environment, played a vital role in Higher Education, but student's cognitive ability may be satisfied from one to other students, but every student's played a pivotal role on transferring knowledge from one to other, that embedded to disclose the consequences of confusion through the collective and collaborative effort (Genin, 2021, Atapattu et al., 2019).

3. THEORETICAL BACKGROUND

There are two different types of confusion, one is productive and the other non-productive; these two are responsible for the type of difficulty that experienced by students experience (Lodge, 2018). There are three different types of conditions of knowledge; first misconception; folk knowledge; and counterintuitive knowledge, second complex knowledge; systemic; and troublesome knowledge, and third novel information; unfamiliar; and knowledge domain, above all these passed through an underlying process for the existence of meaning, cognitive and processing difficulty, and epistemic emotion, both of them built the confusion and disequilibrium condition as well its emotion. The detection of confusion creates an experience of a phenomenon. These phenomena of experience are further categorized into two categories of confusion, whether in terms of constructive or non-constructive. The constructive confusion played the overall role in learning of college students as change of concept as similar as providing the students a clear expectation, goals, resource to navigate the academic resources, focusing on goal, self-monitoring, and engage themselves in learning, elaborate multiple aspects of academics as a real contours of clarity for students.(Kapur, M. et al. 2008, Storm, C. et al. 1987, DiSessa, A. A. 2014, VanLehn, K., et al., 2003, Meyer, J. H., et al. 2005, Jacobson, M. J., et al., 2010, Jacobson, M. J., et al., 2016, Lee, G., et al., 2011, D'Mello, S., et al., 2014, Alexander, P. A., et al., 1994, Christensen, S. M., et al., 1993, D'Mello, et al., 2014, Hess, U. 2003, Hammer, D. 1996, Silvia, P. J., 2010, Dweck, C.S., 2002, Chi, M. T. H. et al., 2025, Esteban-Millat et al., 2014, Silvia, P. J. , 2010, Hays, M. J., et al., 2010, Lehman, B., et al., 2013, D'Mello et al., 2012, D'Mello et al., 2014, Pekrun, R. et al., 2011, Acee, T. W., et al., 2010, Graesser, A. C., et al., 2011. Esteban-Millat, I., et al. 2014, Feistauer et al., 2018, Seidel, et al., 2005, Satum, et al., 2023).

3.1. OBJECTIVE

There are three different types of objectives for this review study, as referred literation are given below:

- To study the confusion faced by college students in higher education.
- To study the role of clarity in their higher education.

- To ascertain the meaning behind the effect of Confusion along with its Role of Clarity on the College students' Performance in Higher Education.

3.2. EFFECT OF CONFUSION ON THE PERFORMANCE OF COLLEGE STUDENTS

Contextual variable, different phases of learning and demographic variables, halt of information processing, the feeling of difficulty affect the learning, effect of confusion occurred the signified the difference in individual also occurred (Baker et al., 2024); continuously facing confusion turned students into frustrated or boredom, which is non-constructive (Baker et al., 2024).

4. SOURCE OF CONFUSION IN STUDENTS

Inconsistency due to not matching their information from unknown to known (D'Mello & Graesser, 2014) in their current knowledge, irritation and lack of confidence (Baker et al., 2025) and facing incongruency in their current knowledge (Baker et al., 2025), disequilibrium in cognition (Piaget, 1952) or dissonance in cognition (Festinger, 1957), inability to solve problem (Baker et al., 2025), submitting not correct answer (Vogl, Pekrun, Murayama, Loderer, & Schubert, 2019), discrepancies (D'Mello, 2014), left confusion unsolved creates further deflection in the study for forthcoming time; unfamiliarity, complexity, uncertainty, strength depends on conditional expectancy, lack of understanding (Baker et al., 2025), Manipulation (D'Mello et al., 2014).

4.1. ROLE OF CLARITY IN THE STUDY OF COLLEGE STUDENTS

Attentive in exam for students (Feistauer et al., 2018); Socio-economic; educational factors, and individual characteristics, prioritizing the identification to explore interaction, evidence-based strategy, and examine the relative impact on the performance of college students (Suleiman et al., 2024); Confidence played a big role in retaining or gaining clarity for resolving questions or problems out of academic curriculum (Attapattu et al., 2013).

4.2. SOURCE OF CLARITY IN COLLEGE STUDENTS

Interaction, creating realistic expectations, and clarity translate into the expectation about the content; clarity brought satisfaction in the study of students, and satisfaction leads to the positive evaluation, clarity depended on the quality of teaching (Feistauer et al., 2018); suppression of cognitive activity (Baker et al., 2025); resolved confusion affects positively (Baker et al., 2025); habit of studying; prior academic performance; time-management, discipline; extra-curricular activity; (Suleiman, et al., 2024).

Effect of Confusion along with the Role of Clarity on the Performance of College Students

The performance affected and lose their fair productivity from earlier to current status of performance in terms of quality as well as quantity, confusion effect the overall experience of learning (Baker et al., 2024), Lee, Rodrigo, Baker, Sugay, and Coronel (2011) found that learners who experienced longtime confusion their performance fall on poorer. Clarity translates into expectation of the subject (Feistauer et al., 2018).

Table 1 Balance the reference point between Clarity and Confusion (only 9 has selected)

Author's Article	Concept in Article	No. of Authors	Total References
Baker et al. 2025	Confusion and frustration	4	116
Cloude et al. 2025	Confusion and frustration	6	59
Sullins et al. in press	Confusion (Induction Method)	5	28
Suleiman et al. 2024	Performance (Clarity)	4	17
Seidel et al. 2005	Clarity and Coherence	3	55
D'Mello et al. 2014	Confusion	4	90
Feistauer et al. 2018	Role of Clarity and Impact	2	62
Genin 2021	Confusion	1	12

Murillo et al. 2024	Clarity	3	19
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Table 2 Year-wise Referenced Article

Year	Number of Research Articles used in this review study
2025	2
2024	5
2023	1
2021	2
2019	2
2018	2
2017	1
2016	1
2014	7
2013	1
2012	1
2011	4
2010	4
2008	1
2006	1
2005	3
2003	3
2002	1
1996	1
1994	1
1993	1
1987	1
1953	1
Total Article Reviewed	47 (+2) where two research articles, are in press
Grand Total	49

5. THE SWOT ANALYSIS

1) Strength

Confusion helped in learning (Smith, 2024). The flipped classroom enhances class effectiveness and leads to longer-lasting learning. The Flipped Model provides in-depth interaction with students, enhances motivation, and ameliorates their performance. The Flipped Model guides to development of educational strategies and policies regarding improving it (Rajhans et al., 2024).

2) Weakness

Some students faced more complex challenges during their academic timeline; Flipped Activity depends on a high level of understanding (Rajhans et al., 2024), bias in judgement, prior subject interest of college students, content of the subject (Feistauer, 2018), class size (Lodge, 2018), lack of support on educational material (Atapattu, 2018).

3) Opportunity

Implementing the Flipped Model in teaching has built many opportunities (Rajhans et al., 2024), a Learning environment with digital facilities (Lodge, 2018), environment of learning played a major role in higher education (Cloude, 2024).

4) Threat

Flipped Model advocates more for the environment of student-oriented, distribution of time on activity (Rajhans et al., 2024), measuring teaching quality (Feistauer, 2018), learning accustomed to the emotions of the learner could be problematic (Lodge, 2018), non-linear nature of confusion (Cloude, 2024).

6. LIMITATIONS ON THE ROLE OF THE TEACHER

In this review study, no online course and existing problems have been reviewed in all the reviewed articles. In this review study didn't declare that in the situation and its allied concept of clarity will apply in college students (Almarorde, 2025). Learning and performance depended on practice sessions and which may be viable through the students, but were covered within the observation session of the study (Suleiman et al., 2024; Cloude et al., 2024; DeMello et al., 2014). It is ambiguous that to use the proposed Model may improve the performance and clarity of student but how long can be implementable or return on routine, it may cause to daily of implementing extraneous model, that not to be practiced earlier in their routine of teaching between teacher and students (Rajhans et al., 2024).

7. SIGNIFICANCE OF THE CONFUSION AND CLARITY TO COLLEGE STUDENTS

Confusion is essential for learning for students, which brought much clarity in their study (D'Mello, 2014), but all kinds of confusion may not be productive; it should be justified (Sullins, 2024) through its productive and non-productive aspects for the students' learning skills, conjoined with traits, demographics, and preserved them from entering into extreme level of confusion (Atapattu et al. 2019).

8. CONCLUSION

Language and pattern of delivery played a key role in confusion (Atapattu, 2019), but the main function of clarity depended on the prior interest of students in the subject, and the quality of teaching was influenced by the performance of students (Feistauer, 2018). The non-linear nature of confusion co-occurred with emotion, which relied on long-term feedback (Cloude, 2024) for understanding the productive and non-productive nature of confusion; it fully depends on the individual (Lodge, 2018). The feedback of students brought major change in the performance of students (Mamoon-Al-Bashir et al. 2018), where communication flowed effectively between students and fearlessly (Satam, 2023), and clarity on the goal effect positively to students (Seidel, 2005).

Clarity worked in three aspects through these reviewed articles for and by the students. First, instructions should be clear for students to execute their studies on time, sophisticated studies with the proper scheduling of an academic timeline calendar. Second, in course curriculum clarity must be essential for student for studying to improve their persona, and at last, motivation for study is the essential element for academic perspective but confusion sharpen the saw of learning through providing proactive support to students, guidance with gratitude, encouragement, and develop positive and inclusive environment of their class.

CONFLICT OF INTERESTS

None.

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