

**ACADEMIC PERFORMANCE OF FIRST SEMESTER SPONSORED STUDENTS
AT INTERNATIONAL EDUCATION CENTRE (INTEC), UITM**



**RESEARCH MANAGEMENT INSTITUTE (RMI)
UNIVERSITI TEKNOLOGI MARA
40450 SHAH ALAM, SELANGOR
MALAYSIA**

BY:

**ASSOCIATE PROFESSOR ZURINA MAHMOOD
ASSOCIATE PROFESSOR DR RASIMAH ARIPI
ASSOCIATE PROFESSOR UMIATUN PUZIAH YEOP
RITA ROHAIZAH BINTI SOHARI
MAZURA BINTI ANUAR**

DECEMBER 2011

Contents

1. Letter of Report Submission	iii
2. Letter of Offer (Research Grant).....	iv
3. Acknowledgement.....	v
4. Enhanced Research Title and Objectives.....	vi
5. Report.....	1
5.1 Executive Summary	2
5.2 Introduction	2
5.4 Brief Literature Review.....	2
5.5 Methodology	5
5.6 Results and Discussion.....	8
5.7 Conclusion and Recommendation	13
5.8 References/Bibliography	16
6. Research Outcomes	17
7. Appendix.....	18

3. Acknowledgements

I wish to thank the following individuals/group of individuals for the assistance, either directly or indirectly in the completion of this project.

They are as follows:

1. Students of the AUSMAT Programme
2. Students of the A- Level Programme
3. Students of the American Degree Foundation Programme

5. Report

5.1 Executive Summary

Each year the International Education Centre (INTEC) offers more than one thousand places for students with excellent SPM results for its various programmes. This study is carried out to: (1) to determine the confidence level of first semester students; (2) to assess the students' satisfaction towards INTEC; (3) to identify the learning styles of students; (4) to identify factors affecting the grades of first semester students; and (5) to develop a model for predicting the academic performance of first semester students at INTEC.

The subjects were first semester students from Australia-New Zealand Matriculation Programme (AUSMAT), A-Level United Kingdom, A- Level Medicine and American Degree Foundation Programme (ADFP). A random cluster sample of 529 respondents completed the questionnaire which covers 4 main sections: demographic information, self-confidence, satisfaction and learning styles.

The results show that the overall level of self-confidence with the INTEC programme is moderately high. However by comparison, the level of confidence of achieving the top ten placing in their respective courses is the highest, while that of learning English at INTEC could be a bit problematic. Students feel that they will do better at the university level rather than at INTEC perhaps due to stiff competition amongst peers at INTEC. The satisfaction level of students with INTEC is deemed moderate. By comparison, on the average, the students are least satisfied with the orientation programme and are most satisfied with the fields of studies offered by their sponsors.

On the average, the students are highly collaborative and competitive. The Cluster Analysis results reveal that Malay students are more dependent than Chinese or other ethnic groups; AUSMAT students are relatively most independent, competitive and participative; while ADFP are least independent. Also, independent learners are more likely to achieve better grades than those who are not. Females perform better than males and Chinese students outperformed students of other ethnicities.

5.2 Introduction

The International Education Centre (NTEC), Universiti Teknologi MARA (UiTM), provides pre-university and other preparatory programmes for students sponsored by the Malaysian government and private organisations, as well as for self-supported students since 1982. Among the sponsors are Jabatan Perkhidmatan Awam (Public Services Department - PSD), Majlis Amanah Rakyat (MARA), Petronas, Bank Negara Malaysia and Tenaga Nasional Berhad. Currently, the overseas preparatory programmes offered at INTEC include the British A-level, Australian Matriculation, American Degree Foundation Programme and Japanese Technical Group Programme (INTEC, 2011).

Each year INTEC offers more than one thousand places for students under its various programmes. These students obtain excellent results in the *Sijil Pelajaran Malaysia* (SPM) and are expected to excel in INTEC as well. However, to date, no comprehensive studies have been carried out to determine whether the preparatory programmes at INTEC meet the students' expectations in terms of teaching, learning and other experiences. Nor were any studies carried out to explore the determinants of students' performance. There is a need for an institution of higher learning (IHL) such as INTEC to continuously examine and assess the expectations and performance of its students in an effort to provide a high quality education.

The determinants of students' performance explored are demographic traits such as their parents' academic background, gender and ethnicity; secondary school characteristics and academic achievements such as SPM grades for the core subjects of Mathematics and English; expectations and experience during their first year at INTEC; and their learning styles. These determinants of academic performance are selected based on previous studies conducted worldwide.

5.3 Brief Literature Review

Determinants Of Student Performance

Many factors influence the academic performance of students in colleges and universities. These include previous academic performance, inherent socio-demographic traits such as attitudes, satisfaction, expectation and learning styles. For new students, even the secondary schools they came from could influence their learning style, at least during their early university life. Many studies have examined the relationship between some of these factors and student performance. Maples