Research Article

Performance Monitoring System for Professional Accounting Students: U-Perform Detector 3.0

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Abstract: *The purpose of this study is to develop a performance monitoring system for students pursuing professional accounting courses. Our primary goal is to create a system that can automatically determine the probation status of ACCA students, and accordingly recommend relevant and appropriate interventions that are effective in improving students' academic performance. The process which is currently performed in a manual approach has several drawbacks, particularly inconsistent results, time-consuming as well as ineffective intervention. Upgraded from previous editions, U-Perform Detector 3.0 adds more features such as specific measures based on the different students' probation status. In addition to saving time and resources, the objective is to promote uniformity and consistency while also encouraging effective intervention. The solution that U-Perform Detector 3.0 ultimately offers is one that promotes prompt performance assessment and greater educational accomplishment.*

Keywords: performance monitoring system; effective intervention; professional accounting students.



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1. INTRODUCTION

As the sole public university offering ACCA (Association of Chartered Certified Accountants) qualification, UiTM plays a crucial role in achieving the national objective of cultivating more Bumiputera professional accountants. Given this crucial mission, it becomes imperative to comprehensively monitor and assess students' academic performance and progress. In response to this need, U-Perform Detector 3.0 emerges as a vital enhancement. This upgraded system not only determines students' probation status but also introduces a range of advanced capabilities, most notably, personalized interventions tailored to each student's probation status. The incorporation of effective intervention mechanisms is essential for a student performance monitoring system, as it not only promotes student retention and an improved learning environment but also enables early identification of struggling students, ultimately preventing academic failure.

2. LITERATURE REVIEW

Numerous studies highlighted the critical role of intervention in achieving high performance. In this context, student support services in a university play a significant role. These interventions are an essential part of a university's commitment to the overall development and success of its students.

These services encompass a wide array of resources, services, and assistance, all aimed at promoting students' academic, emotional, and social success. Student support includes a range of components, such as academic advising, tutorial and learning centres, counselling services, student organizations, health services, financial aid and scholarships, as well as career services. Kerr and Nelson (2008) define student support in the educational system as comprising all initiatives designed to equip schools to better address the diverse needs and challenges faced by students, staff, and faculty as a whole. The ultimate aim is to foster academic success, personal development, and the overall growth of students, enabling them to make the most of their university experience.

Kerr and Nelson (2008) also emphasize the crucial role of individual student support in improving academic performance. They assert that a more personalized academic and intellectual program is essential to achieve this level of individual student support. Their findings bridge gaps identified by previous research, where Kaggwa (2003) and Adongo (2006) highlighted signs of an underperforming school, including inadequate school facilities, limited student engagement in the teaching and learning process, and ineffective school administration and regulation.

Moving towards academic advisor intervention, these faculty or staff members are essential in guiding students to achieve their academic and educational goals. Academic advisors assume a multifaceted role, providing guidance at every stage of a student's academic journey. They assist students in making informed choices regarding their courses, majors, and academic progress. These advisory services encompass course selection, academic progress monitoring, resource allocation, personal support, and guidance related to majors and career planning.

According to Lyon (2021), academic advisor interventions often involve personal contact with students through email, phone calls, or in-person meetings. Lyon's research (2021) further highlights a positive relationship between academic advisor interventions and course completion. This suggests that students respond positively to academic advisor interventions, feeling motivated to enhance their academic performance. Advisors who engage with students regularly, support their self-reflection on actions and performance, and address both personal and academic concerns contribute significantly to improved student outcomes. These findings align with prior studies conducted by McCoy (2018), Barouch-Gilbert (2016), Arcand (2012), Kamphoff et al. (2007), and Wlazelek & Coutler (1999).

3. CONCLUSION

In conclusion, this study introduces U-Perform Detector 3.0, a performance monitoring system tailored to professional accounting students, which automates probation status determination and offers personalized interventions. This innovation addresses the limitations of manual processes and strives for uniformity, consistency, and effective interventions, enhancing academic assessment and accomplishment.

Additionally, our study emphasized the key role of personalized support in enhancing academic performance, with academic advisor interventions motivating students to excel. As we move forward, these insights can guide the development of more comprehensive and effective support systems, further driving students toward academic and professional success.

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