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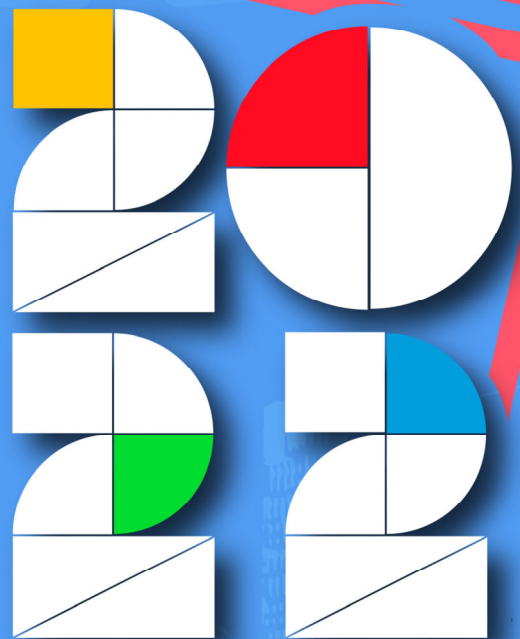
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Reengineering
Knowledge &
Creativity for
Global Excellence

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TeSSH 2022***

**Reengineering Knowledge and Creativity
for Global Excellence**

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30 June 2022
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UNIVERSITI TEKNOLOGI MARA CAWANGAN KEDAH

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Foreword

The papers compiled in these e-proceedings are papers presented online at Technology, Science, Social Sciences and Humanities International Conference 2022 (TeSSH I 2022) held on 30 June 2022 at Universiti Teknologi MARA (UiTM) Cawangan Kedah, Kedah, Malaysia. With the theme, ***Reengineering Knowledge and Creativity for Global Excellence***, the conference has brought together presenters of diverse background who shared their conceptual and empirical papers in broad areas that are subsumed under the fields of Technology, Science, Social Sciences and Humanities. These e-proceedings comprise current researches that were undertaken with the rigorous endeavour of knowledge enhancement to ensure that the world of academia will continue to flourish. It is thus hoped that readers will significantly benefit from knowledge contained in these proceedings.

TeSSH I 2022 and these e-proceedings would not have been possible without the great efforts from the presenters, and the generous support from the TeSSH I 2022 committee members and the Rector of UiTM Cawangan Kedah, Prof. Dr. Mohamad Abdullah Hemdi. A heartfelt gratitude is extended to all involved. It is hoped that these e-proceedings will be an impetus to stimulate further studies and research that benefit the society at large.

TABLE OF CONTENTS

1	A Conceptual Paper on Factors That Affect the Shariah Compliance Auditing Among the Islamic Financial Institutions in Malaysia	1
	Saifulrizan Norizan & Marjan Mohd Nor	
2	A Qualitative Study of Entrepreneurial Intention Among UiTM Kedah Accounting Students During Covid-19 Pandemic	8
	Mazlifa Md. Daud, Noora'in Omar, Muhammad Hariz Hamid, Mohd Hafiz Hashim & Anwar Johari	
3	A Review on By-Laws of Alor Setar City Council (MBAS)	21
	Nor Zaini Zainal Abidin, Nur Irinah Mohamad Sirat & Nurul Mazrah Manshor	
4	Accounting For Agriculture in Malaysia: A Special Attention to Aquaculture	27
	Saifulrizan Norizan, Mohd Halim Kadri, Zarina Abu Bakar & Juyati Mohd Amin	
5	Age-Friendly Environment for Older People: Challenges and Plans	34
	Noorlailahusna Mohd Yusof & Suziana Mat Yasin	
6	Aplikasi Inovasi E2 Kit 1.0 Dalam Proses Pengajaran Dan Pembelajaran Litar Asas Elektrik	40
	Siti Rohaiza Zainol, Noor Aziana Abu Taib & Wan Nadirah Rosli	
7	Basic Of Differentiation Using Three Alternative Approach in Seberang Perai Polytechnic	50
	Siti Faridah Ismail, Rosila Adnan & Rohani Hamsan	
8	Bio Natural Food Seasoning from Eugenia Cephalanthum Using Dehydration Method	60
	Hidayah Julaihi, Theivya A/P Santhanasamy & Felicia Bong Lee Chen	
9	Cabaran dan Masa Depan Muzium Negeri Kedah	68
	Juaini Jamaludin	
10	Co-Integration Between Malaysia Stock Market, ASEAN and ASEAN Plus Three Countries During Pre and Post 14th Malaysia's General Election: A Short Run Analysis	72
	Anas Fathul Ariffin, Muhammad Akmal Hakim & Muhammad Hilmi Samian	
11	Computer Science Students' Learning Preferences, Mental Health, And Emotional Issues During Pandemic Covid-19 While Moving Towards Endemic	78
	Ahmad Faiz Ghazali, Noor Azrin Zainuddin, Ahmad Kamalrulzaman Othman & Yusnita Sokman	
12	Customer's Satisfaction: The Role of Food Quality, Service Quality and Ease of Website in Online Food Delivery	86
	Nur Afifah Aliah Husaini, Norhamizan Hamir, Rashid Salleh & Zamri Ahmad	
13	Digital inheritance: Legal Challenges in Malaysia	98
	Nor Azlina Mohd Nor & Ahmad Shamsul Abd Aziz	

14	Digital Literacy: Presentation Made Easy with ACE Alice Shanthi, Nur Izzah Jamil, Sheela Paramasivam, Siti Noor Dian Ahmad & Mohd Nur Fitri Mohd Salim	106
15	Diploma Students' Perceptions of Online Assessment: The Anchor That Holds Them in The ESL Classroom Jaqueline Susan Rijeng, Imelia Laura Daneil, Kimberley Lau Yih Long, Tang Howe Eng & Christine Jacqueline Runggol	115
16	Evolusi Tadbir Urus Dan Perundangan Wakaf Di Malaysia: Satu Analisis Rohayati Hussin, Mohd Zulharmey Abdullah, Afiffudin Mohammed Noor & Farahdina Fazial	125
17	Exploring Strategies to Reduce Adolescents' Involvement in Risky Behaviours from The Perspective Of A Probation Officer Lina Mursyidah Hamzah, Sharifah Muzlia Syed Mustafa, Nurul Fitriah Alias & Norazah Abdul Aziz	142
18	Factors That Lead to Poor Mental Health of Social Media User among UiTM Kedah Degree Students Nur Elisa Aqila Amir Yusrie, Sarah Sabir Ahmad, Azfahane Zakaria & Mhd Azmin Mat Seman	147
19	How The Covid-19 Pandemic Has Increased the Risk of Compulsive Buying Behaviour And Online Shopping Addiction For Apparel Purchasing In Malaysia: An Overview Of Generation Y And Generation Z Normaziana Hassan, Basitah Taif & Rosita Mohd Tajuddin	155
20	Hubungan Antara Impak Teknologi Maklumat Dan Budaya Organisasi Dalam Kalangan Kakitangan FRIM Nor Arinah Mohamed Zemudin, Muhammad Badri Ishak, Nurul Madiha Mohd Ilham & Wan Nur Syazmira Wan Suhaimi	168
21	Inhibiting Factors to Successful Virtual Teaching and Learning in Engineering Science Topic from the Perspectives of Polytechnic Lecturers Nurul Ain Saipudin, Noorul Amilin Saipudin & Nornazira Suhairom	174
22	Inovasi Sosial Melalui Program Akademik Intensif untuk Pelajar STPM Aliran Sains Tercicir Marinah Muhammad, Wong Hie Ling, Aainaa Syazwani Mohamad Amir Hamzah & NoorJanatun Naim Jemali	183
23	Investigating the Usefulness of TikTok as an Educational Tool in Learning Chemistry Nur Farha Shaafi, Mohammad Mubarrak Mohd Yusof, Nurul Nabilla Mohammad Khalipah & Norhazly Mohd Hanif	187
24	IPQUEUE: Indoor Premises Control Using Quick Response (QR) Code for Covid-19 Pandemic Mohd Suffian Sulaiman, Zuraidah Derasit & Sharizah Shahar	200

25	Kajian Arah Kiblat Liang Lahat Lama Bagi Tanah Perkuburan Islam Syed Idrus Syed Salim & Nor Asmadi Asri	213
26	Keberkesanan Kaedah Masa Hakiki Sistem Penentududukan Sejagat Dalam Penubuhan Stesen Kawalan Kerja Ukur Tanah Asiah Abdul Satar, Nor Azme Nordin & Sulzakimin Mohamed	220
27	Kesediaan Pensyarah Sains Kejuruteraan Dalam Pelaksanaan Mini Projek Secara Hibrid Di Politeknik Tuanku Sultanah Bahiyah Nur Elyani Musa, Shamsul Arif Ismail & Azlina Hassan	229
28	Keunikan Partikel 'Lah' Dalam Terjemahan Surah Yasin di Malaysia Mohd Sufian Ismail & Anida Sarudin	238
29	LEVs As an Assessment Tool for Affective Domain In Laboratory Courses For Diploma In Civil Engineering Narita Noh, Noor Raifana Ab Rahim, Nur Zaidani Wati Mohd Darwis & Juwita Asfar	246
30	Measurements of Customer's Satisfaction towards Courier Services in Malaysia during Covid-19 among Students in UiTM Kedah Siti Nursyahirah Zaffendee, Sarah Sabir Ahmad, Azfahane Zakaria & Mhd Azmin Mat Seman	256
31	Measurements Of Depression Level Among Students in UiTM Kedah Adlin Mohd Anizam, Sarah Sabir Ahmad, Azfahane Zakaria & Syed Mohammed Alhady Syed Ahmad Alhady	264
32	Media Arts as An Art-Based Interventions in the Institutional Care Environment Raja Eda Shabina Raja Raimie, Mohammad Kamal Sabran & Nur Zaidi Azraai	270
33	Mengatasi Kesalahan Umum Yang Pelajar Lakukan Semasa Menjawab Soalan Peperiksaan Sains Kejuruteraan Nur Azilina Abdul Aziz, Koa Chee Hoon & Siti Aishah Azmi	279
34	Pelaksanaan Wakaf Air di Malaysia: Satu Tinjauan Tadbir Urus Dan Perundangan Nurul Mazrah Manshor, Rohayati Hussin, Syatirah Abu Bakar, Nur Irinah Mohamad Sirat & Salmah Roslim	288
35	Pembangunan MOOC Bagi Kursus Foundation Mandarin (Level II) Berpanduan Model ADDIE Ting Hie Ling	294
36	Pengaruh Budaya Merantau Terhadap Evolusi Seni Bina Rumah Tradisional Negeri Sembilan, Malaysia Mohamad Hanif Abdul Wahab, Azizi Bahauddin & Nor Aniswati Awang Lah	302
37	Pengesanan Graduan Kolej Komuniti Jelebu Ketika Pandemik Covid-19 Noor Aziana Abu Taib, Siti Rohaiza Zainol & Zainatul Fakhir Zainon	313
38	Penggunaan iPad Dalam Menambakbaik Interaksi Di Kalangan Pensyarah Dan Pelajar Bagi Kursus Matematik Kejuruteraan 1 Mohd Syukor Che Omar & Azlina Hassan	317

39	Penggunaan Video <i>YouTube</i> Dalam Pengajaran dan Pembelajaran Bahasa Mandarin: Satu Tinjauan Awal	328
	Lee Chai Chuen & Nor Azrina Mohd Yusof	
40	Penguatkuasaan Undang-Undang Dalam Menangani Penyalahgunaan Media Sosial di Malaysia	333
	Ahmad Shamsul Abd Aziz & Nor Azlina Mohd Nor	
41	Penyampaian Amalan Pengajaran Dan Pembelajaran (Laboratory Work) Secara Atas Talian Terhadap Pembelajaran Pelajar Diploma Geomatik Politeknik Sultan Haji Ahmad Shah	343
	Nur Aisah Ab Moin & Asiah Abdul Satar	
42	Pelaksanaan Ujian Pra Sebagai Alternatif Untuk Meningkatkan Pencapaian Markah Pelajar Bagi Kursus DBM20023 Matematik Kejuruteraan 2	351
	Siti Norhazlina Shafie & Rosila Adnan	
43	Persepsi Pelajar Terhadap Penggunaan E-Book Dalam Menyelesaikan Tugas Kajian Kes	359
	Farah Abdul Malek, Rohaida Abu Bakar & Liyana Murni	
44	Promoting Learner Autonomy Through Online Global Interactions Among ESL Students	365
	Sharina Saad, Rafidah Amat & Nor Asni Syahriza Abu Hassan	
45	Remote Learning in The Time of Post - Covid-19: The Conceptual Framework of An Interactive PdPR For Primary School Via Visual Basic Programming	380
	Aslina Omar, Samsiah Abdul Razak, Nur Insyirah Mohamad Radzi & Ini Imaina Abdullah	
46	Strategi Pembelajaran Bahasa Melayu dalam Kalangan Murid Cina di Sekolah Jenis Kebangsaan Cina	385
	Wee Kee Quan, Zamri Mahamod & Shamsul Aizuwani Nawi	
47	Stres Dan Kepuasan Kerja: Analisis Inferensi Faktor Gender Dan Status Perkahwinan Dalam Kepuasan Kerja Pensyarah IPG	397
	Punitha Muniandy, Khairani Zakariya, Azhar Mohd Ali & Ahmad Sukari Mohamad	
48	Student Satisfaction of Public Transportation at UiTM Kedah	408
	Muhammad Azizi Azizurrahim, Sarah Sabir Ahmad, Azfahane Zakaria & Mhd Azmin Mat Seman	
49	Sustainable Smart Retirement City: A Concept Paper	417
	Nazmi @ Nazni Noordin, Zaherawati Zakaria, Mohd Zool Hilmie Mohamed Sawal, Mohd Syahmizan Azmi & Adnan Aminuddin	
50	Teknik Retorik Lafaz-Lafaz Berkaitan Dengan Syaitan Dalam Al-Quran	425
	Muhamad Khairul Anuar Zulkepli, Burhanuddin Wahab, Ahmad Fauzi Yahaya & Mohd Zulkhairi Abd Hamid	
51	The Determinants and Impact of Social Media Content on Consumer Engagement	438
	Marha Abdol Ghapar, Azlina Shamsudin, Nazlin Emieza Ngah & Nur Dalila Adenan	

52	The Distraction That Affects Students Focus	446
	Nur Khalyda Kamarol Hisham, Sarah Sabir Ahmad, Azfahanee Zakaria & Syed Mohammed Alhady Syed Ahmad Alhady	
53	The Effects of Varying the Duty Cycle to The Output Voltage in Buck Converter	455
	Nurhazwani Saleh	
54	The Impact of i-Pulih Model Towards Methamphetamine Addicts Recovery in PUSPEN Tampin, Melaka	462
	Muhammad Dhamir Audi Azizul, Wan Munira Wan Jaafar, Azlina Mohd Khir & Samir Muhazzab Amin	
55	The Implementation of National Education Assessment System in Malaysian Primary Schools	473
	Shanusi Ahmad, Nor Hasnida Che Md Ghazali & Mohd Nazir Md Zabir	
56	The Influence of Leadership Style on Lecturer's Performance	481
	Azlina Shamsudin, Nalin Emieza Ngah, Marha Abdol Ghapar & Nur Dalila Adenan	
57	The Internet Addiction (IA) Among Youth Generation	487
	Muhammad Arif Ikhwan Aminuddin, Sarah Sabir Ahmad, Azfahanee Zakaria & Mhd Azmin Mat Seman	
58	The Relationship Between Curricular Activities Among Students' Leadership	493
	Syarifah Nur Bahirah Syed Jamalulil, Sarah Sabir Ahmad, Azfahanee Zakaria & Syed Mohammed Alhady Syed Ahmad Alhady	
59	The Role Entrepreneurship Education in Moderating Intention to Be An Entrepreneur Among Students With Learning Disabilities In Malaysia	504
	Nazlin Emieza Ngah, Nur Dalila Adenan, Azlina Shamsudin & Marha Abdol Ghapar	
60	The Usage of Open Green Space (Planting Strip Area) at the Perimeter of Terrace House Unit by The Residents: Case Study in Taman Sinar Intan, Sungai Petani	511
	Mohd Zikri Mohd Zaki, Nurul Izzaty Zulkipli, Ahmad Faisol Yusof & Tajul Edrus Nordin	
61	The Use of Scaffolding in Helping Students Complete Tasks That Require Higher Order Thinking Skills	525
	Syakirah Mohammed, Fathiyah Ahmad @ Ahmad Jali, Robekkah Harun & Sharina Saad	
62	Time Passed and How Much Time Is Left? A Study on Motivation to Graduate on Time (GOT)	537
	Nur Dalila Adenan, Marha Abdol Ghapar, Nazlin Emieza Ngah & Azlina Shamsudin	
63	Underground Mapping for Islamic Mausoleum	546
	Syed Idrus Syed Salim, Nor Azme Nordin & Sulzakimin Mohamed	

Time Passed and How Much Time is Left? A Study on Motivation to Graduate on Time (GOT)

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ABSTRACT

To date, there has been a growing global concern for research to take a closer look at the issue of low graduation rate, failed to graduate on time (GOT), and delays in the completion of doctoral research with respect to PhD education. However, the ability of PhD students to finish their studies within the GOT timeframe has become a constraint and issue for students, lecturers, supervisors, professors, schools, and universities. The low GOT rate can be an indicative of poor university's performance consequently it will give bad impact to the university's key performance indicators (KPI), academic reputation hence affects the university's ranking. Hence, Motivation Theory is used to guide the study. The main purpose of this study is to investigate the PhD students' motivation to GOT and how these are influenced by institutional support, supervision, and student factors. Furthermore, this study can assist the universities to improve and provide the parameter to influence PhD students' ability to acquire GOT in the near future. Hopefully, the findings pinpoint useful discussion to improve and boost the quality of higher education in Malaysia.

Keywords: graduate on time, got, motivation, phd student

INTRODUCTION

Doctoral education is gaining popularity as a major pillar of higher education innovation and development in most emerging countries. Malaysia is one such country that has set a goal of becoming a developed nation. Due to long completion durations and high attrition rates becoming increasingly common in Malaysia, the government has lately urged that HLIs examine ways to increase the proportion of students who can graduate on time (GOT) (MOHE, 2020).

The Malaysian government is passionate to transform Malaysia into a high-income country by producing highly educated-skilled graduates who are efficient and able to work competently. Thus,

the public's investment in higher education is also a key driver in ensuring that Malaysia can brand itself as a developed country in the field of education. In support of this aim, Malaysia launched the National Strategic Plan for Higher Education, (Ministry of Education Malaysia (MoE), 2015) and Malaysia Education Blueprint 2015-2025 to produce a critical mass of high-quality human capital through holistic education. On top of that, government targeted 100 000 PhD holders by 2020 through the National Higher Education Strategy Plan (PSPTN). Unfortunately, this quantity proved unattainable, prompting the Ministry of Higher Education (MOHE) to reduce the aim to 60 000 by the year of 2023 to be more practical and doable through incentives such as MyBrain15, MyPhD, Industrial PhD, and IPTA Academic Training Scheme (MOHE, 2020). To achieve this Malaysia's ambitious plan, a total of RM2.26 billion (GBP 500 million) in scholarships has been made available to eligible Malaysian students via the MyBrain15 program (Baydarova et al., 2021). According to (Bernama, 2018) a total of 22,342 Malaysian citizen holds a PhD from institutes of higher learning in 2017. On top of that, based on the HEIs Macro statistic, the expected number of PhD holders could reach a total of 35 622 people by 2021. Thus, it is still a long way to take on the aim. Therefore, every Higher Education Institutions (HEIs) in Malaysia is developing strategies to contribute to an increase in human capital by creating more PhD holders at the same time help the ministry to achieve the targets set by the government and to produce highly skilled graduates that contribute to economic development (Alavi et al., 2020).

The relationship of the study of graduate on time (GOT) with the field of management is the application of management theory and practice in educational institutions or fields of education involves the process of governance activities to achieve organizational goals set and resolve problems and conflicts related to the performance of these activities. The relevance of management studies to graduate on time (GOT) is closely tied to a university's management efficiency in achieving the government's ambitions by attempting to achieve KPIs and a good ranking in the education industry. Student achievement and the quality of educational institutions are frequently judged through timely student graduation rates or GOT particularly in Malaysia because it would directly contribute to the country's economic growth. As a result, having a PhD qualification provides access to a pool of talent that will boost productivity and have an impact on economic and social development through industry-related research-based ideas and recommendations.

BACKGROUND OF THE STUDY

GOT are those students who can complete their studies within the time frame set by the university (Yung Chin et al., 2018). Meanwhile Alavi et al. (2020) define GOT as graduates successfully complete a specified period. In Malaysia, specific definition of GOT for any PhD programs are based on 'iGoT' which defined as the percentage of full-time students from a particular intake batch who graduate on or before the year that they are prescribed to graduate. Overall iGOT is affected most by the postgraduate level. As a matter of fact, the (Silver Book, 2017) UniTP Silver Book's, exhibit 1, clarified it takes 4 years to graduate for all PhD program, except architecture, medicine, dentistry, and veterinary that takes 5 years to graduate for Malaysian HEIs (MOHE, 2017).

GOT research is critical for ensuring the feasibility and competitive efficacy of PhD programs for individuals, students, educational institutions, and governments. This study does not claim that GOT is the best strategy to raise the level of PhD education in accordance with government standards; nevertheless, the factor study is designed to uncover the key reasons GOT failed to achieve this goal. A longer time-to-degree generates more waste and ineffective usage of vast amounts of public resources that support doctoral students (Lim et al., 2020). Therefore, as stated by Baydarova et al. (2021) with lengthy completion times and high attrition rates becoming increasingly common in Malaysia. This is consistent with the government's recent recommendation to Higher Learning Institutions (HLIs) to investigate ways to enhance the number of students who graduate on time (MOHE, 2016).

PROBLEM STATEMENT

The ability of PhD students to finish their studies within the GOT timeframe has become a constraint and issue for students, lecturers, supervisors, professors, schools, and universities (Yung Chin et al., 2018). However, almost all educational institutions now face problems in dealing with the issue of PhD students who fail to graduate on time (GOT). This GOT issue is important and has been raised as a critical project by the Ministry of Education as the number of students who do not GOT is increasing significantly every year (MOHE, 2017). This GOT issue led to a negative impact on universities as the GOT rate is the key factor in determining the university's position in the education industry. A rise in the number of students unable to GOT will have a significant impact on the institution's ability to provide excellent output per year, contributing the lowest marks on the graduation rate. The low graduation rate can be an indicative of poor institutional quality and performance. It shows something is not right and need to be study and yet to determine and improve.

PhD admission in Malaysian universities is still fairly small compared to other developing countries (Alavi et al., 2020). In 2021, the number of admissions to PhD programs in public and private universities in Malaysia is 11,276 with a total enrolment of 42,875. Yet, based on Higher Education Statistics 2020, Chapter 1: Macro of Higher Education Institutions, the number of PhD students' output in HEIs for the year 2018-2021 have decreased exponentially from 4781 to 3681 compared to the year of 2014-2017 that had increasing number of outputs per year (MoHE, 2021). Therefore, the admission, and enrolment of students to the PhD program is increasing every year, but the number of students enrolled is not in line with the total output. This is something that needs to be studied and must be addressed. Referring to the statistics released by the ministry of higher education MOHE, whether the target of 60000 PhD holders in Malaysia can be achieved by 2023 with only less than 2 years left. On top of increasing the number of admissions into PhD programs, each institution needs to ensure that the students complete by graduate on time (GOT) and earn the PhD. The main concern is the ability of PhD students to complete their studies within stipulated time. This challenging scenario is eye-opening and causes concern for many parties, as the university's success is heavily reliant on graduation rates. When students are prone to issues or problems, they are unable to focus and concentrate. This will have an impact on performance, and some of them may fail. As a result, they must bring unfinished papers for the following semester, pay additional semester fees, and therefore are failed to GOT. Surely, without proper guidance, students will have little chance to complete their studies on- time, which may, in extreme circumstances, lead to the termination of their studies. Therefore, studying the factors that will contribute to the PhD student to GOT will certainly benefit students and institutions in the way that it will be able to assist students and ultimately give better services to generate GOT students.

The purpose of this study is to identify the most factors that drive failure to graduate on time (GOT) and how these are influenced by institutional support, supervision, and student factor, and as well as to provide solutions to improve GOT accomplishment among PhD students in Malaysia. This research will be considering employment as moderating role on the association between institutional support, supervision, and student factor towards GOT. Thus, this study is likely to fill that need. Accordingly, this study attempts to find out the most factors contribute to GOT. The findings of this study will be utilized as a guideline to address GOT problems and can also succour the university in planning as well as to assist institutions in preparing and assisting PhD students to attain GOT in the future, thereby improving the quality of higher education in Malaysia.

LITERATURE REVIEW

This current study focuses on the motivation of PhD students to complete their degree on time (GOT), i.e. "what are the elements that motivate them to GOT?" Based on the literature, information, theories, and studies linked to the research topic and questions are reviewed. Since the GOT study is current and extensively discussed, there are many studies on the success

factors (Lim et al., 2020); (Ismail and Dorloh, 2021); (Yung Chin et al., 2018) challenges (Alavi et al., 2020), and strategies (Alavi et al., 2020). Several studies have been undertaken to determine the difficulties encountered during the completion process. Many studies tend to examine the extent to which factors leading to GOT inhibit non-GOT (Alavi et al., 2020). Thus, study of the relationship between supervisors and students is also great discussed by Baydarova et al. (2021) while here are still few studies examining how institutions use these factors in response to grow the number of GOTs among PhD students.

Graduate On Time (GOT)

The key dependent variable in this study is GOT, which determines who will be able to complete their studies within the time frame given by the university. GOT will be measured in accordance with the timeline established by the university and the policy adopted by Malaysian HEIs. GOT also considers time to degree, or the number of years it takes to defend the thesis. Several factors that contribute to slow completion times which are personal factor, institutional factor, and supervisory factor had been identified as the domain factors that influence the PhD students in achieving GOT. Personal or students' factors such as financial (Alavi et al., 2020); (Ismail et al., 2020); (Vassil and Solvak, 2012); (Yung Chin et al., 2018), lack of self-motivation, pressure, health issues, and divorced (Alavi et al., 2020), employment (Yung Chin et al., 2018). Thus, personal factor related to the individual characteristics of the student plays an important role in impacting the GOT (Alavi et al., 2020). The benefit of GOT obviously reflects the university's efficiency in investing resources for supports PhD students and this can place a positive perception on institutional accountability for PhD training. Furthermore, the benefit of GOT good records attracts smart individuals to the university program. (GOT) study has an impact on the country and society in terms of the applicability of program offerings with career opportunities in the industry. Furthermore, for graduate schools (PG), the monitoring and supervision of academic programs is strongly tied to GOT to ensure that the program is in accordance with professional standards at the faculty and institutional levels. Additionally, GOT students can balance their personal success and skills. The success of students in obtaining GOT has a favourable impact on graduate students, academic vitality, and the overall success of research universities in attaining their goals. As a result, the importance of research findings as a guide for PhD candidates to make choices and preparations to lower the chance of failure in completing graduate studies in the field is highlighted.

Institutional Support

Institutional support is critical in providing students with the resources they require, such as academics, student support systems, and advice on campus and online as a support system for a successful learning environment (Muthukrishnan et al., 2022). Many researchers have expressed concern about the lack of institutional support, as well as the need for greater institutional services and practices to be available for postgraduate students' research work (Sidhu, 2010). Findings by Hoon et al. (2019) showed that institutional factors play a role in encouraging students' motivation towards GOT by providing support such as facilities in institutions (grant applications for research, workshops, financial services, and library services) contributed indirectly to the level of motivation in terms of guidance.

Supervision

Supervision is viewed as a complicated and multidimensional work in which one-on-one conscious interaction between the student and the supervisor occurs with mutual respect, collegiality, professionalism, and open-mindedness (Muthukrishnan et al., 2022). Supervisors are among the factors that affect GOT. According to students who have successfully obtained GOT, the frequency of supervisors meeting and discussing can make the student successful for GOT with encouragement from supervisors who are knowledgeable, experienced, committed and very

helpful. In addition, a good relationship with the supervisor facilitates and makes progress run smoothly (Alavi et al., 2020). However, if the supervisor does not show support and assistance, it can make the student procrastinate and not succeed GOT. Yet, this suggests supervisor does play a role in motivation to GOT. Furthermore, study by Muthukrishnan et al. (2022) suggested the need for supervisors to attend to the psychological needs of their students and motivate them to complete their programme on time.

Student Factor

The student factor influences the length of time it takes to obtain a PhD degree (Yung Chin et al., 2018). Similarly, Hadi and Muhammad (2019) observed that graduate students' personal variables had a significant impact on their research development. Hoon et al., (2019) suggests that the students' component (challenges and experience) is important in GOT. Based on the preceding statement, it can be stated that PhD students face a variety of personal challenges relating to current research during their postgraduate studies, which they must manage and conquer to graduate. Most of the factors are responsibilities, motivation, negative emotions (frustration, lack of enthusiasm, exhaustion, hopelessness, anxiety), and health issues (Alavi et al., 2020). The study also stated that non-GOT graduate students face a series of challenges such as stress, financial problems, health, inadequate instruments and chemicals, difficulty in publishing high impact journals, problems with supervisors, difficulty managing technical and methodological formats in theses, difficulty in collecting data and difficult get the latest reference material.

Employment

Previous research has investigated the effects of employment status and employment support. According to data Myers (1999) quoted by Yung Chin et al., (2018) in his study, 73 percent of respondents felt employment or professional responsibilities to be a constraint to this issue and claimed that employment status has become the barriers to the timely completion of their thesis or project. Moreover, some research claim that changing careers or professional duties throughout the study period has an impact on GOT (Shariff et al., 2015). On top of that the most powerful predictors, such as academic employment which time dedicated to PhD research (Benzon et al., 2020).

Motivation Theory

Motivation has a strong direct relationship with student performance and it the most significant aspect in learning achievement. Students, teachers, content, methods/processes, and environmental factors are the key sources suggested to influence student motivation (Kaylene & Caroline, 2011). Most model provides a unique lens to analysing issues of persistence and graduation, the focus on three main factors: student (e.g., family background, attitudes, goals); institutional (e.g., size, programs, structures); and institution (e.g., social integration, academic engagement). PhD students require motivation in order to complete their research and achieve GOT (Hoon et al., 2019). The aids give a positive learning experience and hence motivate students to progress. Overall, students are driven by various aspects in their personal life, educators, and programme structure. Thus, motivation theory is the primary source for justifying domain definition in this study. This literature review focuses on Maslow's (1943) theory of the hierarchy of needs contains five different levels: physiological, safety, love, esteem, and self-actualization as it relates to student motivation (Stoyanov, 2017). According to this motivation theory, human needs organize themselves in a hierarchy of priority. The satisfying of a stronger desire frequently depends on the satisfaction of a rising need. The pyramid representation of Maslow's hierarchy of requirements describes the basic blocks that are stacked on top of each other. Individuals do not feel sufficient when their requirements are not addressed. However, current demands must be fulfilled before moving on to future needs. Besides, motivation by

intrinsic and extrinsic those who are not intrinsically motivated may not perform to their full capacity and may consequently only do what is necessary to get by. Students needs influence their degree completion GOT. The examined literature on Maslow's hierarchy of needs adds specific understanding on how people are driven and how people can experience a hierarchy reverse.

THE FRAMEWORK

This framework is based on models used in previous studies. This study employs and modifies a few variables to identify the factors that influence motivation to GOT (Hoon et. al., 2019). The independent variables (institutional support, supervision, student) that influence the dependent variable (motivation to GOT) and the moderating role of employment.

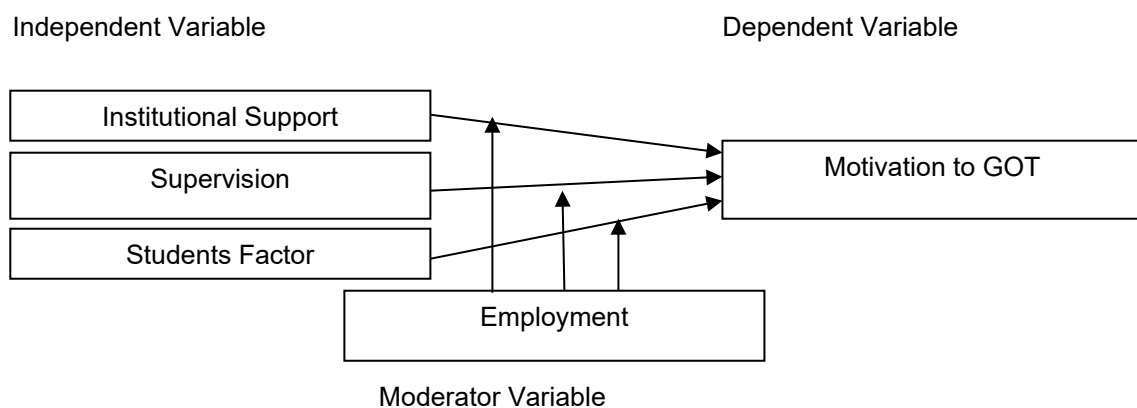


Figure 1: The Framework

METHODOLOGY

This study investigates the factors that influence motivation to GOT. The study employs a quantitative approach. Besides, this research is quantitatively analysed using the Statistical Package for Science and Social (SPSS) software. The total population for this study is at a public university in East Coast, Malaysia. Respondents are PhD students at universities. There are enough number of PhD students serves as the sampling frame for this study. According to Sekaran and Bougie (2013), the sampling table, the sample size recommend for this study is 201 people. This figure is large enough to represent the entire population (Sekaran & Bougie., 2013).

A questionnaire is a tool used to collect data for this study. It is distributed online through Google forms. It is a 6-section self-administered questionnaire. Section A: respondent demographic information such as age, gender, marital status, level of education, salary, and current position in the institutions. Each question has a multiple-choice format. Sections B- used a five-point Likert Scale, with responses ranging from 1-Strongly disagree; 2-Disagree; 3-Neutral; 4-Agree; and 5-Strongly Agree. Section B: the motivational aspect of respondents that leads to motivation to GOT. It consists of questions about how and why motivation can increase PhD students towards GOT. Section C: the goal is to gather information on institutional support and investigate how it affects PhD students' motivation to the GOT. It is one of the variables that previous studies have emphasized because the research also aims to determine the relationship between institutional support and GOT. Section D: aim to collect questions about the culture embedded in public universities. It consists of questions about how organizational supervision relationship to motivation to GOT. Section E: the questions are design to ascertain whether the perceived benefit factor influences students' motivation to GOT. Section F: questions base on the employment assessing the moderate relationship toward variables. This study employs an

online survey (questionnaire) via a series of self-administered questionnaires. The respondents will involve at random from a population of PhD student at a university. Following completion, the researcher will collect the data for analysis.

For the main study, a pilot test is used to determine whether the instrument (questionnaire) is reliable and valid for this study. Following the completion of the coding process and the completion of the questionnaire, SPSS will apply to analyses the descriptive statistics, Cronbach's Alpha, frequency, reliability analysis, and regression analysis to answer the study questions. Cronbach's alpha is a reliability coefficient that determines how closely the study's elements are related. The purpose of frequency analysis is to identify demographic profiles that may influence respondents' motivation to GOT. To conduct descriptive analysis, determine the mean for each component and identify the most important factors (variables) that contribute to motivation to change. The responses are measured on a 5-point Likert Scale. In the context of this study, a score below the mean would indicate room for improvement. On the employment, the higher the score above the average, the greater the fear. Following this, use crosstab analysis to determine the relationships between the factors. There are plans for more research to examine the relationship between the mean of each measure and a selection of demographic factors. This study uses a multiple regression approach. The objective is to determine whether institutional support, supervision, and student factor are relating to motivation to GOT by examining the relationship between the independent variables and the dependent variables and the moderating role of employment.

CONCLUSION

Furthermore, the study sought to determine whether referring to these aspects helped PhD students better understand the necessity, urgency, and rewards of GOT, or vice versa. The evaluation whether institutional support, supervision, and student factor can contribute to motivation to GOT to and to examine the extent to which employment moderates the relationship between variables. One of the most difficult challenges during this time has been securing student motivation for GOT, locating an appropriate and simple method for implementing changes to them. In addition, the study's findings will consider how motivation to the GOT contributes to the success of the PhD. In addition, the scope of this investigation should be broadened to include more universities and students. To improve the overall GOT rate and graduation time, it is essential to comprehend the factors that contribute to the motivation to GOT. This will have a ripple effect on the students' satisfaction with the services provided by institutions and postgraduates schools.

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