

**AN EMPIRICAL STUDY ON THE EFFECTS OF TAKING LESS
CREDIT HOURS ON THE PERFORMANCE OF UiTM
SARAWAK'S PROBATION STUDENTS**



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ABSTRACT

AN EMPIRICAL STUDY ON THE EFFECTS OF TAKING LESS CREDIT HOURS ON THE PERFORMANCE OF UiTM SARAWAK'S PROBATION STUDENTS

Poor academic performance has been one of the many critical issues faced by the higher learning institutions. Measures in the form of support systems have been found productive in improving the academic performance and retaining an educationally at risk students. This study investigates the performance of UiTM Sarawak students placed under first and second probation known as P1 and P2 respectively after they had taken 12 hours of maximum credit hours as stated in the Peraturan Akademik UiTM (Pindaan 2008) (UiTM Academic Regulation). The sample for this study was taken from the results of Diploma in Accounting (DIA), Diploma in Business Studies (DBS) , Diploma in Banking (DIB), Diploma in Public Administration (DPA) and Diploma in Office Management (DOM) students in UiTM Sarawak. The results of students under P1 and P2 status accumulated from March 2002 until October 2006 were analyzed. The overall performance of P1 students were not encouraging as only less than 40% managed to achieve a minimum satisfactory 2.00 of CGPA. In their second attempt, their performance was still far from satisfactory. P2 students have recorded the highest dismissal rate with more than 50% of P2 students from all faculties being dismissed. The graduating rate for P1 students has not been promising either as all programs recorded less than 10% graduating rate. Probation students who had acquired a CGPA of 1.92 were found to improve their performance to a satisfactory level of CGPA 2.00, while those with CGPA below 1.92 did not do so. Results from this study might be useful for both students and UiTM Sarawak, in taking aggressive actions to improve the performance of these students should their CGPA fall below 1.92.

Keywords: probation, academic performance, students

CHAPTER 1

INTRODUCTION

1.0 BACKGROUND OF STUDY

In any higher learning institution, the academic achievement is the most critical factor for a student to graduate. If the student somehow has **under** achieved his or her academic requirements, the sense of inferiority complex may **cause** the student to be left behind by his or her fellow achieving students. As **inferred** by Cruise (2002), embarrassment, disappointment and desolation can be felt by a student who has failed to meet the academic requirements of his or her institution.

Many universities have recognized these as a problem **that** eventually contributes to students' dismissal. Motivated by the above view, many **higher** learning institutions have and are still looking for measures to handle these critical issues (Mann, Hunt and Alford, 2004).

In addressing the issues of retaining students in **higher** learning institutions, measures have been sought by many to improve their **grades** ranging from offering learning skills assistance through academic support programs such as tutoring, study skills courses, learning centers, supplemental institution to other remedial courses (Lipsky & Ender, 1990). Interestingly, these support systems **have** been found fruitful in improving the academic performance as well as retaining of **educationally** at-risk students