

Failure Rate among the Students of Universiti Islam Selangor: The Case of Faculty of Management and Muamalah

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Abstract

Education plays a vital role in human capital development. Issues on failure rate among the university students became a serious concern of Higher Learning Institutions (HLIs). This study presented the result of a recent analysis of the Selangor Islamic University by identifying factors of failures among the students of the Faculty of Management and Muamalah. This paper analyzes a specific case of university student failure rate in the Department of Accounting and Finance, Department of Economics and Management and Department of English Studies and Communication. Data was collected by using the overall results of subject for session I 2022/2023. The finding indicates that students' failure is a complex phenomenon that depends on various factors such as; lack of discipline, low commitment and bad performance during the final examinations. Previous results of last academic session showed that the students are more likely to fail their subjects because of their low commitment during the class session. It is found that more than 10% failure rate were recorded especially for calculation subjects. Furthermore, it is found that the failure rate of the Diploma students has different causes as compared to the first-degree level students. The main causes of failure among students are: internal factors (attitude, commitment, lack of disciplines) and external factors (lecturer's teaching approach and pedagogical).

Keywords: *students' failure rate, commitment, attitude, discipline, teaching approach*

Introduction

Research in education have shown that there exists a wide variation among students (Schuman, 2000). Students who enter universities including Selangor Islamic University come from a wide range of social and cultural backgrounds. These scenarios entitle them with a very different life experiences, educational backgrounds, opportunities and a great variety of expectations, needs and academic potential. We hope that they will be capable of successfully completing the course in which they are permitted to enrol.

Everybody is not perfect and we cannot deny of failure exists among students. Some students come from good academic background plus fully mentally and financially supported by their family. Some of them have contrary background which may affect their academic performance. Academic failure was attributed primarily to lack of study, poor time management, and inadequate goal setting (William & Killen, 2003). Student self-efficacy features prominently in attempts to explain student success (Schweitzer, 2001).

The experience of learning without aim to success, however, might be more time-intensive or frustrating than learning with positive aim, leading to higher withdrawal or failure rates from students who are at risk. Therefore, performance for those who persist might end up the same, but performance for those who do not is substantially different (Margulieux et al., 2020).

Research Design

This study aims to identify courses with high failure rate and analyze the factors affecting. The specific objectives are as the following: (1) to identify the courses with high failure rate; (2) to analyze the different factors affecting the failure rate of the students in mathematics; (3) to come out with several suggestions on improving the students' academic performance. The result of the study will be used to improve the teaching strategy of the lecturer in teaching any course to be more effective. According to Cole and Levine (2000), a good teacher is considered the most important element in the student's educational environment. In addition, this study is useful for educators to understand the nature of variation of the students in terms of learning. Furthermore, this research can be used for self-assessment by the students to further improve their academic performance. This will also contribute strategies to avoid the failure factors and help students understand the ways that will help them to survive their college life.

The following are the objectives of this research:

1. To identify the high-failure rate courses offered to full-time undergraduate students in Faculty of Management and Muamalah.
2. To investigate the relevant factors those affect the students' academic performance.
3. To determine the suggestion on how to improve students' academic performance.

There are differences in students' academic performance evaluation in UIS where lecturers may decide to not offer final exam or hundred percent evaluated from continuous assessment such as tests, quizzes, assignments, presentations and final assessment. The status of result, pass or fail may be decided based on both continuous assessment and final exam/assessment. Students have to gain more than 10% for final exam/assessment plus the marks of continuous assessment. The status 'fail' will be existed when they may not perform both of types of evaluation.

The useful lists of courses were provided by the Department of Economic and Management, Department of Accounting and Finance, and Department of English and Communication. The process of marks review were made among lecturers with the Head of Study Program and Head of Department. The process of marks verification will be done a week after review process. The population of interest must be officially enrolled during the session I of Academic Year 2022/2023.

Table 1: Number of Courses Offered by Faculty of Management and Muamalah for Session I 2022/2023

| Department | Number of Courses | with Final exam | No final Exam |
|---------------------------|-------------------|-----------------|---------------|
| Accounting and Finance | 62 | 62 | 0 |
| Economics and Management | 67 | 67 | 0 |
| English and Communication | 70 | 55 | 15 |
| | 199 | 184 | 15 |

There were 199 courses offered by Faculty of Management and Muamalah for session I 2022/2023 from fourteen undergraduate programs (6 Diploma and 8 Degree). Hundred and eighty four of them needs student to seat final examinations and the remaining fifteen of them just focus totally on the continuous assessment (no final exam). Inspired by the aim to improve students' performance in the academic courses offered, this research was embarked to identify the 'high-failure rate' which was more than 10% among full-time undergraduate students in Selangor Islamic University (UIS) and to investigate the relevant factors that contribute to the 'high-failure rate'. Suggestions from lecturers were also determined in order to improve students' performance.

Result and Discussion

The finding indicates that seven subjects or courses from total 199 courses showed high failure rate which was more than 10% failure rate.

| COURSE NAME | LEVEL | REASONS OF FAILURE |
|--|---------|---|
| FINANCIAL ACCOUNTING AND REPORTING | DEGREE | 3/9 failed because they cannot answer the final exam well. 16/52 failed because they did not complete the task given and got low marks for the final exam which was less than 10%. |
| INVESTMENT | DIPLOMA | Warning for the sake of warning given, but none progress. 8/66 failed because 3 students did not send assignments. |
| BUSINESS ACCOUNTING | DIPLOMA | and 6 students get examination marks final less than 10%. |
| PENERBITAN AKHIR GRADUAN | DEGREE | 2/11 failed for not being present final presentation 4/6 failed because did not send term paper and did not attend for |
| TERM PAPER | DIPLOMA | presentation. Students do not give full commitment. 6/19 failed because they did not send all assigned task even a reminder have |
| FUNDAMENTAL OF HUMAN CAPITAL DEVELOPMENT | DEGREE | been given some times. 17/62 failed because of 2- did not send assignment which contribute total |
| MALAYSIAN INDUSTRIAL RELATIONS LAW & PRACTICES | DIPLOMA | low marks for continuous assessment. 15 gained less 10% of final exam marks. |

Two from seven courses listed were courses without final examination or totally based on continuous assessment including presentation and report submission. Only five courses have had final examination and three of them were calculation base courses such as Financial Accounting and Reporting, Investment, and Business Accounting. It means that calculation courses contribute more on the high failure rate which was 60%. It is found that more than 10% failure rate were recorded especially among calculation subjects

Reasons of failure were student cannot answer well during the final examination and low commitment during study. According to Tachie and Chireshe (2013), students' failure is a complex phenomenon that depends on various factors such as; lack of discipline, low commitment and bad performance during the final examinations.

Students did not send the assignment given and failed to do a presentation for courses were few causes of failure. Furthermore, it is found that the failure rate of the Diploma students via courses like Investment, Term Paper and Malaysian Relations Law and Practices because of low commitment during the class session. 16 out of 52 students who registered for Investment course last session failed because they did not complete the task given. While 4 out of 6 Diploma students for Term Paper failed because did not send the term paper and did not attend for the presentation. Lecturer claimed that students did not give full commitment during the class.

Diploma students has different causes as compared to the first-degree level students. The main causes of failure among students are internal factors such as attitude problem, lack of commitment and lack of disciplines. Majority of the lecturers reported that students must be discipline by developing regular study habits by attending lectures and tutorial as well as attempting to do assignments and exercises in order to master the knowledge. Students should play their part by studying hard and always make an effort to meet the lecturers for consultation when they are having difficulties during the study. Students should not delay in asking for assistance or prolong their problems until a day before the exam because it is quite impossible for them to cram knowledge and concept at the very last minute.

Few students cannot answer questions final exam well. Majority of programs offered in Faculty of Management and Muamalah require Mathematics as the ability to master calculations skills. Mathematics is very important in our daily lives since it deals with real life situation in our daily activities (Norziah, Effandi & Zanaton, 2016). This is an important potential indicator for students' success. Thus, it would be wise for students to enter university with a good background in Mathematics especially during Sijil Pelajaran Malaysia. Experience had shown that students who came to university with a poor grade in Mathematics had a difficult time progressing in the disciplines they had chosen to major in.

Leomarich and Casinillo (2019) strongly recommended that students must focus on basic concepts in mathematics, so that they can easily understand and apply it to solve problem in business and management. Students must develop discipline on study habits, take responsibility for doing the assignments, and attend the class regularly. The lecturer can definitely directly influence the students' learning habits. Studying calculation subject is different from other subjects. They have to learn by doing, and must develop a habit of doing exercises consistently. The lecturer can foster a more stimulating class atmosphere to encourage students to participate in class discussions and activities. It will certainly help if the lecturer has a positive attitude towards their students, good personal qualities, and excellent teaching style which will surely have a positive impact on students' academic performance and eradicate the failure rate. Suggestions for improvement are suggested so that lecturers can monitor scores continuous assessment of students before they sit for the final exam.

The lecturers' teaching method must be properly sequenced and well-organized. The teaching approach must be effective and tally with the level of understanding of the students. The use of certain courseware and the implementation of new teaching and learning methods such as concept mapping and mind mapping can help students to visualize the abstract concept and enhance their understanding in the process of learning. The lecturers must be competent and show the ability to guide students in identifying the correct skills in answering various type of questions. Lecturers could train their students to actively work for alternative solutions which help them to think creatively.

In order to help students to be succeed, the lecturers and the students should cooperate to overcome the arising problems. The lecturers should try their best to educate the students, and in return, the students should study hard to thank the contributions of their lecturers. To encourage students to practise their preferred learning approach and not just rely heavily on lecture notes, an environment that is conducive for learning needs to be implemented by the lecturers. Further, to increase the students' understanding,

Lecturers should put in effort to increase the usage of concrete materials in the teaching and learning Improvements on curriculum and teaching strategies, use of technology, infusing thinking and creativity, and provision of training could be the solutions to improve the students' academic quality (Yousaf, Zahoor & Sadia, 2013). It may well indicate that lecturers are giving too little attention in their assessment tasks to the importance of critical thinking and the exploration of ideas, and that these ways of approaching content are not being modelled in lectures.

According to William and Killen (2003), there was strong agreement on the importance of "self-discipline" as a factor contributing to success. they had been able to achieve success in examinations through adequate preparation that was not necessarily regular. Effective examination techniques seem to be viewed as something that might help (Casinillo & Guarte, 2018). Poor examination techniques are seen as a distinct disadvantage. Certain student behaviours ensure failure by not attending class, not taking notes, not reading assignments and so on.

Conclusion

A better understanding of the factors that would motivate students to engage persistently with their studies might be the successful key towards student performance improvement at institutions of higher learning. This may help the students improve their level of achievement and at the same time, lecturers have motivation to teach and students to learn by encouraging them regardless of the factors affecting it. Hence, a periodic and almost similar study to have a better understanding of the failure rate in any courses should be conducted on the students' academic performance.

It is hoped that the findings obtained from this research could give valuable inputs to the faculty and also to the managements of UIS especially, to set clear goals and devise new strategies to tackle these problems inherent to improve the students' academic performance.

Acknowledgment and Limitation

We thank our colleagues Dr. Suhaila Nadzri, Dr. Mahanum Mahdun and Dr. Wan Shahdila Shah Shahar from Department of Economics and Management, Department of English and Communication and Department of Accounting and Finance respectively who provided information on the students' result by each department for previous session I 2022/2023.

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