

Graduate On Time: Factors of Failure in UiTM Cawangan Johor

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ABSTRACT

The percentage of diploma students who graduate on time in UiTM Cawangan Johor for each semester was inadequate. Therefore, this study seeks to explore the factors that influence students to fail to graduate on time. A sample of 17 extended full-time mode (SML) students in the semester July – August 2018 (intersession semester) was utilised as the primary data. In this research, the descriptive analytics study was also used. The students were asked an open-ended question as to get the required information based on the objective of the study. In 30 minutes, 97 answers were received and recorded. Based on the students' answers, 10 categories can be identified by the similarities in their responses. The 10 categories are then called as the factors. It includes (1) learning abilities, (2) attitude towards learning, (3) time management, (4) system, (5) lecturer, (6) strategy, (7) low self-confidence, (8) peer, (9) lack of family support and (10) financial difficulties. This study is important because it attempts to generate research-based recommendations to improve the percentage of students who graduate on time at UiTM Cawangan Johor. The findings of the study may suggest new activity methods or programmes that the university should consider in the future. The increase in GOT students will only materialize if actions are taken, which depends on the findings of this study.

Keywords: Graduate on time, Learning ability, Student's attitude, Time management

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1. INTRODUCTION

UiTM Cawangan Johor is always striving to ensure excellence in teaching and learning to meet the objectives of academic quality. UiTM Cawangan Johor Quality Objectives are (1) To achieve 60% of all full-time students graduating with HPNG.

3.00 and above each semester, (2) To achieve 80% of all full-time students graduating within the stipulated period of each semester, (3) To increase high quality research and high impact research by targeting 10% of lecturers UiTM Johor Branch became Head of Research and 30% of lecturers became researchers, (4) Enhancing high quality publishing and high impact publishing by targeting 60% of Johor UiTM lecturers produce publications, and (5) To achieve 70% of the total MDAB students who graduated from the program to the Diploma in each semester.

This study addresses the second UiTM Cawangan Johor Quality Objective, as the percentage of Diploma students who graduate on time in UiTM Cawangan Johor each semester was unsatisfactory. Graduate on time (GOT) refers to students who completed their studies within the stipulated duration. The students who failed to get into GOT will be enrolled in the extended full-time mode (SML). As stated in UiTM academic regulation, SML is approved for full-time students who have extended their study period beyond the specified time in their study plan. The tuition fees and period of study are the same as in the part-time mode.

A total of 17 Diploma students from UiTM Cawangan Johor, Segamat campus, were selected as participants in this study. Table 1 describes the programme and the duration of their GOT.

Table 1
Programme and Duration of GOT

Program	not GOT
AC110 – Diploma in Accountancy	> 5 semesters
BM111 – Diploma in Business Studies	> 6 semesters
BM117 – Diploma in Transport	> 6 semesters
BM114 – Diploma in Investment Analysis	> 6 semesters
BM119 – Diploma in Banking Studies	> 6 semesters
CS110 – Diploma in Computer Science	> 5 semesters
CS143 – Diploma in Mathematical Science	> 5 semesters
IM110 – Diploma in Information Management	> 5 semesters

The percentage of diploma students who graduate on time at UiTM Cawangan Johor was unsatisfactory in each semester. The statistics from the December – March 2016 semester to the March – July 2019 semester show that the average percentage of GOT at UiTM Cawangan Johor exceeds 80% only once, in the September – January 2018 semester, as shown in Figure 1. In addition, the average percentage ever recorded was the lowest, at 51.37%, in the March – June 2019 semester. From the record, as shown in Table 2, two diploma programmes, BM114 and CS110, have never attained the stated quality of objectives. The other six diploma programmes have reached the predetermined percentage at least once. This situation is certainly worrying. Universities, counselling units, faculty, and student associations have undertaken various initiatives and measures, including academic programmes such as motivational camps, mentor-mentee programmes, and extra and intensive classes, to overcome this problem. However, the situation seems to remain unchanged.

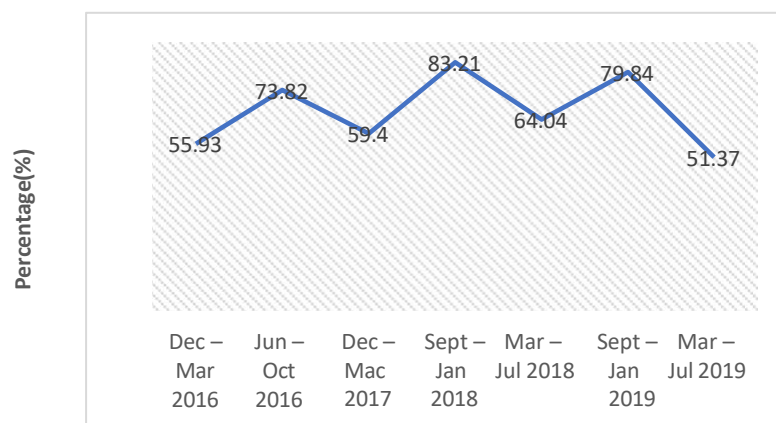
Table 2
The Percentage of GOT by Diploma Programme

	c - March 2016	me - Oct 2016	c - March 2017	ept - Jan 2018	March - June 2018	ept - Jan 2019	March - June 2019
AC110	40.68%	75.00%	58.00%	90.00%	65.90%	89.00%	61.00%
BM111	39.52%	77.80%	52.80%	87.10%	68.40%	81.60%	69.20%

BM114	52.50%	63.80%	48.80%	68.30%	21.10%	78.90%	68.70%
BM117	56.89%	73.35%	64.90%	92.68%	81.60%	80.70%	55.17%
BM119	46.20%	70.40%	46.40%	84.90%	76.40%	70.80%	57.90%
CS110	50.00%	62.45%	52.40%	64.86%	50.00%	55.08%	0.00%
CS143	92.11%	78.50%	85.70%	88.48%	-	89.05%	33.33%
IM110	69.51%	89.23%	66.10%	89.33%	84.90%	93.55%	65.63%
Average	55.93%	73.82%	59.40%	83.21%	64.04%	79.84%	51.37%

Extending time to graduation has inflicted many negative implications not only to students but also to university and the country. Kurlaender, M. M et al. (2014) mentioned that it will increase the cost of education for students. By extending their time at university, students must pay tuition fees for additional semesters, which increases the overall cost of their diploma. Due to this matter, the students need to find extra money to cover the extra cost. Moreover, the suspension in graduation causes an unplanned increase in the number of continuing students. This will increase university resources for the class and lecturers' allocation. Although SML students pay additional fees, the program is still subsidized and supported by the government. Thus, prolonging the time to graduation may impose additional burdens on the country.

Figure 1
The average percentage of GOT in UiTM Cawangan Johor, Segamat campus



Therefore, this study aims to explore the factors that influence students to fail to graduate on time. The findings of this study are significant as it may suggest new methods of activities or programmes that need to be taken by the university in the future. The increase of GOT students will only be materialized if the actions have been taken, which depends on the findings of this study.

2. LITERATURE REVIEW

An abundance of research has been conducted on the GOT issues. Students who do not graduate on time may extend their studies to complete their course. As such, numerous factors which affecting this situation have been discussed, such as their academic achievement (Letkiewicz et al., 2014; Rumberger, 1995). Studies by Letkiewicz et al. (2014) reported that a good grade point average (GPA) plays an important role in ensuring students graduate on time. Almgren (2014) also stated that students with low GPAs may need to retake the

course, which will delay GOT. Therefore, students with good academic achievement may have a higher chance of graduating on time than students with low academic achievement.

The study by Yousaf A. K. et al. (2013) among students at the University of Gujarat found that academic failure

is due to a lack of study, poor time management, and inadequate goal setting. Barakat & Allah (2010) stated that the low level of academic achievement is due to a lack of self-desire to study Mathematics, which can lead to academic failure. Students with a lack of self-discipline have a poor understanding, less focus on learning, repeat the same mistakes, and have poor memory skills.

Besides that, Abbasi, M. et al. (2015) stated that low effort during the semester and a lack of preparation for the examination resulted in low achievement on the examination. Moniri et al. (2006) reported that low classroom concentration, unplanned study, and studying less than 2 hours a day were the main causes of educational failure among paramedical students at Kashan University of Medical Sciences. As the previous research mentioned above suggests, the lack of commitment to study will lead to low academic achievement.

Attitudes toward school and learning are significant predictors of academic achievement, as measured by grade point average (GPA) (Erdogan, Bayram, & Deniz, 2008; Konting, 1990; Marcela & Dana, 2016). The literature review in this area reveals two main contributing factors to students' academic achievement: psychological and sociological factors. Psychological factors refer to an individual's internal elements, including emotional and cognitive domains, whereas sociological factors refer to external factors, such as the socio-environment and friendships. Students with a more positive orientation toward school are respectful of school rules, and their personal goals align with the school's goals (Jessor et al., 1995).

Time management can also be the factors that contributes to low achievement. Gurbuz & Serkan (2016) stated that there is a significant, moderate negative relationship between academic procrastination and time management. This situation may suggest that students with stronger time-management skills might be expected to exhibit a lower tendency towards academic procrastination.

Miqdadi, F. Z. et al. (2014) indicate that time management is related to the academic performance of the Petroleum Institute male students. The study shows that successful students are good time managers. Ahmad Saleh (2014) also conclude that time management and stress are significant predictors of academic achievement. It is important that students should aware on the educational system in their place of study. As mentioned by Jamel, O. et. al. (2016), students' awareness on the educational system will promote graduates on time. Students should alert on their study plan so that they will not miss any courses and finish all the courses in specified time.

Lecturers also play an important role in this matter. According to Noor (2017), the role of experienced teachers and their social behaviours are the most important factors to make sure students obtain the best result. While, Gurbuz & Serkan (2016) explained that students are prone to show more tendency on procrastination when they think the lecturers do not give enough importance to their lectures or no intend to teach their students. Moreover, students are not willing to fulfil the academic tasks given by lecturers who are oppressive or of whom they think they can't learn anything. As Jung (2012) also mentioned that students who had positive relationships with teachers made more effort and persevered in learning because they internalized the academic values and expectations appreciated by teachers. Abbasi, M. et al. (2015) suggested that instructors should use different teaching methods according to the students' learning style as the teachers can enhance the quality and quantity of learning by strengthening their relations with students as well as student participation in the course.

Other factors that cause the delay of graduation time is the low GPA in the first year of studies. They need a strategy to maintain their GPA. According to Almgren, K (2014), students which have low GPA, may need to retake the course. This will cause the students to spend extra time to retake the failed courses in order to improve their grades. This also mentioned by Ritter B (2015), the grades earned at the end of first year, will related to student's graduation.

Self-confidence also contributes as the factor of student's academic achievement. The high level of self-confidence leads to good academic performance. According to Doodman et al. (2017), having a strong will and self-confidence is directly related to self-esteem. As a study by Vishalakshi (2012), found that the higher the self-esteem, the higher will be the academic achievement. In other words, a high level of self-esteem brings a high level of confidence, problem solving abilities and assertiveness and thus, elevates the performance or achievement level of the students. The result suggest that high self- confidence is important factor and strengthen the prediction of academic achievement in student. Stephen & Robert (2009) found that students who have high level of self-esteem can manage their stress, health, well enough to be academically successful and can obtain a good position when they graduate. A successful people always have confidence in their abilities to

succeed and anyone who does not have self-confidence begins the battle of failure and defeat. (Al-Zoubi, S. M. et al. (2015)

Other factor that contributes in this matter is the influence of peer. Making toxic friendships has a significant impact on student achievement performance. Some of the negative effects include negative attitudes toward college and education, disrespect to teachers, smoking and rejecting lessons. Students may be influenced by their peers to engage in unusual activities that may cause their academic achievement to decline. According to a study conducted by Deepika & Prema (2017) revealed that peer pressure is one of the sources for deviant behavior among school children. Their academic achievement automatically declines when their behavior is distorted. According to Mosha (2017), peer groups have influence on academic performance of adolescent students in two folds; positive and negative. However, the influence does not directly affect them in a negative way but depends on how well they respond to the peer group environment that comes from the group. This means that if peer groups have an interest in learning well and succeeding well, they may influence their teenage students to do as well as they do.

According to Wahsheh (2017), family factor was a ranked first in students' ability to exert great efforts to improve university performance and raise academic achievement. A broken family is the factor that affect student's academic achievement as well as effects on their attitudes. Alami (2016) in his study carried out on the factors involved in students' low academic achievements at Salalah College of Technology Omani, also mentioned that family plays a critical role in a student's academic performance. Family problems such as uneducated parents, big family and having problem with parents due to generation gap leads to students' low performance. Besides that, Al-Zoubi, M. et al. (2015) mentioned that parents who put pressure on students to score higher in the examination will cause academic failure in students. A good environment in family had significant effect on achievement in learning, performance and on academic motivation.

Financial difficulties are also the factors involved in this matter. According to Votta and Benau (2014), financial were one of the most common stressors among students. It is hard for students to focus on their academic duties if they study under stress (Mouza, 2005). Therefore, advancing students towards completing their studies on time is a central focus of any academic institutions. Thus, to achieve the target, this study is aiming to identify factors that contribute to the students' failure in graduating on time for the diploma programme at UiTM Cawangan Johor.

3. METHODOLOGY

In this research, the descriptive analytics study was used to explore the factors of students who are failed to graduate on time (GOT) among the Extended Fulltime Mode (SML) students. A sample of 17 SML students in semester July- August 2018 (Intersession Semester) was taken. A name list of 17 SML students was obtained from a sampling frame gathered from UiTM web application, Student Information Management System (SIMS). This number of respondents is sufficient because in qualitative research even a single respondent is enough for a researcher to generate findings (Patton, 2002).

The students were approached while they were in class and they were asked on an open-ended question on factors that can cause the extension of their study duration. Within 30-minutes, the students returned the answer paper. The answers were then classified accordingly to highlighted words, for example "lack of discipline", "procrastination" and "lack of time management" and grouped as time management factor. Next, the researchers finalised the answer in the same group and provided a name to each of it. Afterwards, the identified group is called as a factor.

4. RESULTS AND DISCUSSION

Based on the answers obtained by the students, there are 10 categories that can be identified according to the

similarities of answers given by the students. It includes (1) learning abilities, (2) attitude towards learning, (3) time management, (4) system, (5) lecturer, (6) strategy, (7) low of self-confidence, (8) peer, (9) lack of family support and (10) financial difficulties. The answers by the students are listed as in Table 3 – Table 12.

Table 3
List of Answers of Factor 1 – Learning Abilities

1.	Failed to master certain subjects. Kelemahan dalam menguasai matapelajaran.
2.	Students failed and weak in certain subjects. Terdapat pelajar yang lemah dalam subjek tertentu.
3.	Students were unable to understand what they have been learning. Pelajar yang tidak dapat faham apa yang dipelajari.
4.	There is an important topic that has been taught in semester 2 which contribute lots of marks and is repeated in semester 4 (example). Lecturers did not re-teach and assume that the students were well-versed and understood since it had been learned. Ada topik penting yang sudah diajar masa part 2 yang mempunyai markah yang banyak dan keluar lagi masa part 4 (contoh). Lecturer tidak ajar semula dan beranggapan semua sudah mahir dan faham kerana sudah belajar.
5.	Weak in few subjects. Kelemahan dalam beberapa subject.
6.	Poor in Mathematics has resulted in repeating the Mathematics paper multiple times. Lemah dalam bidang Matematik mengakibatkan banyak kali repeat paper Math.
7.	Poor in Mathematics. Lemah subjek matematik
8.	Mathematics contributes to the failure. Subjek Matematik punca kegagalan.
9.	Poor in Mathematics Lemah dalam matapelajaran Matematik.
10.	Failed to master in any mathematical subjects. Tidak menguasai mana-mana matapelajaran Matematik.
11.	I did not understand Calculus which resulted me in repeating the examination. Saya tidak faham subjek yang diajar iaitu Calculus hingga menyebabkan saya terpaksa ulangi peperiksaan.
12.	Repeated Pre-Cal and Calculus multiple times. Terlalu banyak kali repeat Pre-Cal dan Cal.
13.	Repeated Pre-Cal and Calculus. Mengulangi subjek Calculus dan Pre-Calculus.
14.	Repeated the same mistakes while doing the exercises. Mengulangi kesalahan yang sama ketika membuat latihan.
15.	Repeated the same mistake most of time while doing the exercises. Kerap mengulangi kesilapan yang sama ketika membuat latihan.
16.	Repeated the same mistake while doing the exercises. Mengulangi kesalahan yang sama ketika membuat latihan
17.	Numerous reading subjects. Subjek menghafal banyak.
18.	Failed to understand the concept of the final exam question. Tidak memahami konsep soalan final.
19.	Weak in mastering the techniques of answering the final exam question. Lemah dalam menguasai teknik

	menjawab soalan final.
20.	Failed to understand the question when answering the final exam question.Tidak faham soalan ketika menjawab final.
21.	Students were not exposed to the final paper scoring format.Pelajar tidak didedahkan dengan format permarkahan kertas final.
22.	Failed to understand the concept of the final exam question.Tidak memahami konsep soalan final.
23.	Repeated paper.Repeat paper.
24.	I had to repeat the exam which eventually made me extended my semester.Saya terpaksa ulangi peperiksaan sehingga menyebabkan saya extend.
25.	Repeated too many papers and had to drop few subjects for the next semester.Repeat paper yang terlalu banyak dan terpaksa drop subjek untuk semester seterusnya.
	Took too much tough subjects in one semester which eventually affects my focus.Terlalu banyak sangat mengambil subjek berat dalam satu semester mengakibatkan kurang fokus.
27.	Low pointer.Pointer yang rendah.
28	Failed to achieve GPA and CGPA 3.0 and above.Keputusan GPA dan CGPA yang tidak mencapai 3.0 ke atas.
29.	Failed to score decent marks for the on-going assessment and did not perform well in the final exam. Carrymark tidak melebihi separuh markah dan tidak dapat score markah untuk peperiksaan akhir.
30.	Scored low on-going assessments marks as well as final examination. Markah rendah dalam carrymark dan semasa final.

As shows in Table 3, it is found that the main factors which contributed to the number of students who failed to graduate on time is students' low learning ability such as hardly to understand the subjects even though they worked so hard. They were five responses mentioned that they were weak in several subjects and did not understand what they had learned in class. This apparently indicates that with a low learning ability of the students, it may lead to the academic failure. According to Al-Zoubi, S. M. et al. (2015) in their study stated that academic failure can be caused by the weakness of student's abilities and lack of experience.

In addition, there are eight responses about Mathematics subjects. They claimed that, they were very weak in some of the subjects especially in Mathematics. They also believed that Mathematics and Pre-Calculus and Calculus were the reasons for their academic failure, which caused them to repeat the same paper for many times.

On the other hand, there were three responses about repeating the same mistakes. The students stated that they kept doing the same mistakes while doing the exercises. This might be caused due to the inability to understand the subjects well. Also, there was a feedback that they were weak in memorizing. This is obviously because they had lots of reading subjects and they were not good with that.

Furthermore, their low learning ability would affect the way they answered their final examination questions. They claimed that they were weak in understanding the concept or format of final examination and unable to understand the questions (4 responses). Thus, they failed to score a better grade then had caused them to get a lower pointer. In result, they must repeat the same subject for the next semester and extend the semester because they failed the subject. In the next semester, it will cause them to loss focus because too many subjects are needed to be studied during the semester (1 response).

In addition, they believed that due to lower pointer for on-going assessment might lead to lower pointer in final grade as well (4 responses), besides a lower pointer accumulated from the previous semester. Thus, caused them to extend the semester.

Students with excellent attitude in studies can lead for their successful in academic. Opponent, laziness, playful and do not focus in studies are example of poor attitude that may bring for academic failure. From the interview, most of the students agreed that one of the reasons for not graduating on time was they were not serious in study (7 responses). They liked to waste their time by doing other things, failed in doing some revisions when they have some free time and they did not take an initiative to catch up with the syllabus. Despite, they preferred to choose extra sleeping hours. From the responses. received, they admitted that they were not good in self-management. In addition, they liked to seek a help from lecturers in last minute and refused to improve their bad habit (1 response).

Table 4
List of Answers of Factor 2 – Attitude Towards Learning

1.	Too much depending on the lecturers' assistance in the eleventh hours. Terlalu berharap pertolongan daripada pensyarah pada saat-saat akhir.
2.	Playing too much. Banyak main.
3.	Made little efforts in revising the lessons. Mengambil mudah dalam mengulangkaji pelajaran.
4.	Prioritized sleeping instead of doing exercises. Melebihkan waktu tidur berbanding membuat latihan.
5.	Failed in managing oneself. Tidak bijak dalam mengurus diri.
6.	Student failed in taking any initiative to revise the subjects that they were once left behind. Pelajar tidak mengambil inisiatif untuk mengejar pelajaran di kelas.
7.	Student had the difficulty to wake up in the early morning, therefore truant classes and barred from taking the final examinations. (Factor: pain (migraine)). Pelajar yang sukar bangun pagi dan tidak datang kelas dan di 'bar' (faktor; sakit (migrain)).
8.	Failed to understand the lessons when played truant. Terlepas pelajaran apabila tidak datang ke kelas.
9.	Skipped classes intentionally. Ponteng dengan sengaja.
10.	Took it lightly in terms of the class' attendance. Mengambil ringan tentang kehadiran kelas.
11.	Took it lightly in terms of the class' attendance. Mengambil ringan tentang kehadiran kelas.
12.	Lack of doing exercises on poor subjects. Kurang latihan pada subjek yang lemah.
13.	Rarely do exercises on final examination questions. Jarang membuat latihan berdasarkan soalan final.
14.	Lack of effort. Kurang usaha.
15.	Less Math exercises. Kurang buat latihan Math.
16.	Less exercises for poor subjects. Kurang membuat latihan pada subjek yang lemah.
17.	Less exercises. Kurang membuat latihan.
18.	Less exercises in the subject taken. Kurang buat latihan matapelajaran yang diambil.
19.	Lost focus when the lecturers were teaching. Tidak fokus ketika lecturer mengajar.
20.	Lack of attention during class made it difficult to understand what was being taught. Kurang perhatian semasa dalam kelas membuatkan tidak paham apa yang diajar.

21.	Learning process was distracted by personal problem. Masalah pribadi yang membuatkan fokus lari dari pembelajaran.
22.	Lost focus in the classroom. Tidak fokus di dalam kelas.
23.	Lack of attention during the lecture sessions. Kurang menumpukan perhatian ketika sesi perkuliahan.
24.	Failed to improve oneself. Tidak perbaiki diri.

Table 4 listed the answers of students' attitude towards learning. The negative attitudes that had always been portrayed by these students where they played truant from attending the class intentionally (4 responses). Even though they realized that they would leave behind if they skipped the class, but they did not care about it.

Furthermore, they also admitted that they did less exercises and revision although they knew they were weak in certain subjects (7 responses). They put less effort and less focus in class (5 responses). They were aware with these negative attitudes, but they chose to ignore because they prioritized other things than study. This is supported by Barakat & Allah (2010) in his study. According to him, lack of self-desire to study may lead to students' low academic achievement in Mathematics level.

Table 5
List of Answers of Factor 3 – Time Management

1	Too active with club and society's activities. Terlalu aktif dengan aktiviti kelab dan persatuan.
2	Excessive society' activities which eventually made the students neglected their study. Aktiviti persatuan terlalu banyak sehingga pelajar lalai.
3	Giving less commitment in class due to club and society's activities. Kurang beri komitmen dalam kelas sebab sibuk dengan aktiviti kelab dan persatuan.
4	Occupied with club and society's activities. Sibuk dengan aktiviti kelab dan persatuan.
5	Occupied with other activities. Sibuk dalam aktiviti lain.
6	Less discipline in managing time. Kurang disiplin dalam menguruskan masa.
7	Less discipline in managing time. Kurang berdisiplin dalam mengurus masa.
8	Expected help from the lecturers at the last minute. Terlalu berharap pertolongan daripada pensyarah pada saat-saat akhir.
9	Ineffective time management. Pengurusan masa yang tidak efektif.
10	Less discipline in time management. Kurang disiplin dalam menguruskan masa.
11	Procrastination. Suka bertangguh masa.
12	Do last minute works. Buat kerja last minute.

A good time management is very important in determining the successful in academic achievement as found in many studies. In Table 5, there were 12 responses related to time management as the major factors for the students to fail in graduating on time. Five of them were very active in club and society's activities and another five responses admitted their less discipline in time management. While another two noted that they had procrastinating time habit. These responses showed that they had time management problem which lead them to had insufficient time to study, thus; had poor academic performance. This situation is consistent with many recent studies from Gurbuz & Serkan (2016), Miqdadi F. Z. et al. (2014), Ahmad Saleh (2014) and Yousaf A. K. et al. (2013) which found that time management is the main factor of academic achievement.

Table 6
List of Answers of Factor 4 – System

1	The Head of Faculty did not allow the students to take the same course code (subject with pre-requisite) before this. Ketua Pusat Pengajian tidak membenarkan pelajar mengambil kod kursus yang sama pada satu semester untuk sebelum ini.
2	Courses offered by Accounting faculty had a lot of related subjects, if you did not pass the subject, you could not take the next subject. The KPP did not allow it. Course Account banyak subjek berkait, kalau tak pass subjek tu tak boleh amik yang seterusnya. KPP dulu tak izinkan.
3	There were several failure courses in semester 2 to 5, which most of the time they were related and students could not take the next level courses until they passed the pre-requisite one. Terdapat kursus-kursus yang gagal pada semester 2 hingga semester 5. kebanyakannya, kursus-kursus yang gagal adalah kursus yang saling berkait dan tidak dapat mengambil kursus yang seterusnya.
4	There were pre-requisite courses that were needed to be passed in order to allow us to register another subject which caused delayed in study. Wujudnya subjek yang memerlukan subjek lain untuk lulus baru boleh mengambil subjek yang seterusnya.
5	There were lots of pre-requisite courses. Terlalu banyak kod kursus yang 'berantai'.
6	There were lots of courses taken which were not related with the program. Banyak kod kursus yang diambil tiada kaitan dengan kos diambil.
7	Because of I had to withdraw the course, there were more carried papers that I had to take during Semester 5. Disebabkan terpaksa batalkan kursus, masih ada kursus yang belum diambil lagi pada semester 5.
8	I had to withdraw the course and registered it in the next semester. Terpaksa batalkan kursus dan ambilnya pada semester hadapan.
9	Overlapped classes had caused me to drop the subject and I needed to register in the next semester. Jadual waktu yang clash menyebabkan saya terpaksa dropkan subject dan mengambil subject tersebut pada sem berikutnya.
10	Students in semester 1 and 2 still did not understand the university learning system. Pelajar pada semester 1 dan 2 masih tidak faham akan sistem pembelajaran universiti.
11	Subjects offered were not aligned with faculty. Subjek tidak mengikut fakulti.

In academic system area as listed in Table 6, there were eleven responses which showed that the rules and regulations implemented by the academic system of the university, lead students to delay their graduation time. Six responses related to failure of pre-requisite subjects, another three responses related to failure of course registration and another two responses related to unawareness about academic system. Most academic program have several pre-requisite subjects. Students are prohibited to enrol a certain subject if they failed their pre-requisite subjects. Some students also failed to register some courses due to clash of time with another course and due to less GPA. When these problems happened, students will not allow to take the course and need to transfer it to next semester. Findings from Almgren (2014) explain the low GPA will affect the students' graduation time. In addition, lack of information retrieved by the students about the academic system also make them unaware and disregard the importance of the pre-requisite courses, the schedule arrangement, and the good of GPA. Jamel, O. et al. (2016) highlighted this situation and acknowledges the role of counsellors and academic advisors to promote students' awareness on the educational system and hence to encourage them to graduate on time.

Table 7
List of Answers of Factor 5 – Lecturer

1.	There was an important topic that had been taught in semester 2 which involved a lot of marks and was repeated in part 4 (example). Lecturers did not re-teach and assume that everyone was well-versed and understood since it had been learned. Ada topik penting yang sudah diajar masa part 2 yang mempunyai markah yang banyak dan keluar lagi masa part 4 (contoh). Lecturer tidak ajar semula dan beranggapan semua sudah mahir dan faham kerana sudah belajar.
2.	There was only one class available for registration since other classes had reached the maximum enrolment. But the lecturer did not allow students to join his/her class and they needed to register in the next semester. Ada subjek yang satu kelas tu je boleh masuk sebab kelas lain penuh dan overlap. Tetapi lecturer tu tak izinkan masuk kelasnya dan terpaksa untuk amik next sem.
3.	The replacement classes held could not be attended due to overlapping classes and usually the extended students were neglected by the respective lecturer. Kelas ganti yang diadakan ada yang tak dapat hadir kerana overlap dengan kelas lain dan selalunya pelajar extend selalu diketepikan.
4.	Some lecturers did not like extended students, neglected them and made them feel uncomfortable to be in the classroom. Ada lecturer yang tak suka pelajar extend, diabaikan dan membuat tak selesa untuk berada dalam kelas.
5.	Students did not understand what was taught and was sneering while being asked. Tidak faham apa yang diajar dan apabila tanya diperli.
6.	Lecturers' mentality and bad perception towards students. Mentaliti/tanggapan buruk pensyarah terhadap pelajar.
7.	Students did not understand what was being taught and what the lecturer was saying. Tidak faham apa yang dipelajari dan apa yang lecturer sampaikan.
8.	Unable to understand the teaching style. Kurang memahami cara pengajaran.
9.	Unable to follow the lecturer's teaching style. Pelajar yang tidak dapat mengikut rentak pengajar.
10.	Unable to follow the lecturer's teaching style. Tak boleh ikut dengan flow lecturer.

Table 7 shows the answers about the passive lecturers. A response said that lecturers had no initiative to teach back the important topics in previous subject since the students should have understand it well. However, there were students who had forgotten about the topic and needed the lecturer's guidance. They had a hard time in remembering it without the help of the lecturer. Therefore, students could not answer the questions well in examination and led them to fail in that particular subject. This situation shows that lecturers play the main roles to determine the success of the students. As mentioned in the study of Abbasi, M. et al. (2015), lecturers who have good interaction with the students will lead students to get more motivated and study better.

Other than that, there are five responses said that lecturers failed to give a clear explanation so that they had difficulty to understand the topic. Several of them could not understand but they did not want to ask because they were afraid of being scolded by their lecturers (2 responses). Therefore, a lecturer should improve the quality of classroom's teaching by conveying the course contents effectively using active learning method and getting students to participate in the class (Abbasi, 2015). Noor et al. (2017) in her investigation reveal that teaching methodology is one of the factors contributes to academic failure among students. The lecturers should give an effort in explaining the contents in order to make sure that the lessons are well-delivered to the students.

There were also responses from students said that they had difficulties in finding the right class because the only class they could register was full, and the lecturers did not allow them to register in that class (2 responses). There was also a response said that they could not attend the replacement class due to the lecturers did not aware about their overlapping classes problem which usually happened to the students who extended their semester. This shows that the lecturer attitudes and behaviour affect the academic procrastination (Gurbuz, 2016).

There was also a response said that they felt alienated not only from their friends (Table 10) but also from their lecturers as well (Table 7). Their classmate also tended to ignore them, and they always thought that their lecturers resented them and had a bad view about their behaviours. They also had no confidence while being with friends in class especially which those who were not extended. Consistent with the study done by Ashmeen (2016) stated that adolescent feels pressured due to unhealthy comparisons being made by parents and teachers.

Table 8
List of Answers of Factor 6 – Strategy

1.	To maintain the pointer. Jaga pointer.
2.	The low pointer caused me to register just a few subjects for the upcoming semester. Pointer yang rendah menyebabkan saya mengurangkan subjek pada semester yang seterusnya.
3.	Intentionally to maintain good CGPA. Berniat ingin menjaga CGPA.
4.	To maintain good CGPA. Ingin menjaga CGPA.

Table 9
List of Answers of Factor 7 – Low of Self-Confidence

1.	Less confidence in answering the final examination questions. Kurang keyakinan dalam menjawab soalan.
2.	No self-confidence. Tiada keyakinan diri.
3.	No self-confidence. Tiada keyakinan diri.

Table 10
List of Answers of Factor 8 – Peer

1.	Sometimes extended students were also feel uncomfortable because they were ignored by their classmates.
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	Kadang-kadang pelajar extend juga tidak selesa dengan rakan sekelas kerana mereka sentiasa mengetepikan yang extend.
2.	Given wrong information from peers.

Other than that, there were four responses listed in Table 8 shows that students who had a low grade in CGPA were indeed choosing not to graduate on time because they thought that if they take an extra semester, it will help them to improve or maintain their CGPA. They deliberately dropped the subject to reduce burden of class, and they ended up finished their study with a pretty good CGPA even though they did not graduate on time. This happened because the students did not have the confident (3 responses) as stated in Table 9 to follow the actual study plan provided by the university. This is aligned with study conducted by Al-Zoubi, S. M. et al. (2015) stated that fear of failure and lack of self-confidence are the reasons of academic failure.

Table 11
List of Answers of Factor 9 – Lack of Family Support

1.	Family problem. Masalah keluarga.
2.	Family problem. Masalah keluarga.

Table 12
List of Answers of Factor 10 – Financial Difficulties

1.	Financial complications. Kewangan.
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Table 13 shows the factors contribute to not graduate on time. 30.3% of the answers from respondents' state that learning abilities is the main factor of failure. It clearly shows that the main factor of failure came from the students with poor foundation in Mathematics. From the list of answers in Learning Abilities factor (Table 3), the most frequent word 'week' repeats for ten times, 'repeat' and 'not understand' five times each.

Table 13
The Distribution of Factors

No.	Factor	Frequency	Percentage (%)	Cumulative percentage
1	Learning Abilities	30	30.30	30.30
2	Attitude Towards Learning	24	24.24	54.54
3	Time management	12	12.12	66.66
4	System	11	11.11	77.77
5	Lecturer	10	10.10	87.87
6	Strategy	4	4.05	91.92
7	Low of self-confidence	3	3.03	94.95
8	Peer	2	2.02	96.97
9	Lack of family support	2	2.02	98.99
10	Financial difficulties	1	1.01	100
Total		99	100	

The second factor is attitude towards learning with 24.24%. According to the list of answers in Table 4, 'less exercises' and 'class' repeats for six times each. The word 'class' indicates the absenteeism among students and lack of attention in class.

The third failure factor is time management with 12.12%. Table 5 shows that 'activity' and 'time' duplicates for five times. From these two group of answers, students were more likely failed to manage their time between

study and extra- curriculum activities.

The fourth factor of failure is system with 11.11%. From the list of answers in Table 6, the most frequent word is 'interrelated' which are repeated for four times and 'cancel' repeats for three times. For pre-requisite subject, students must abide by the academic system and enrolled the subject according to Plan of Study.

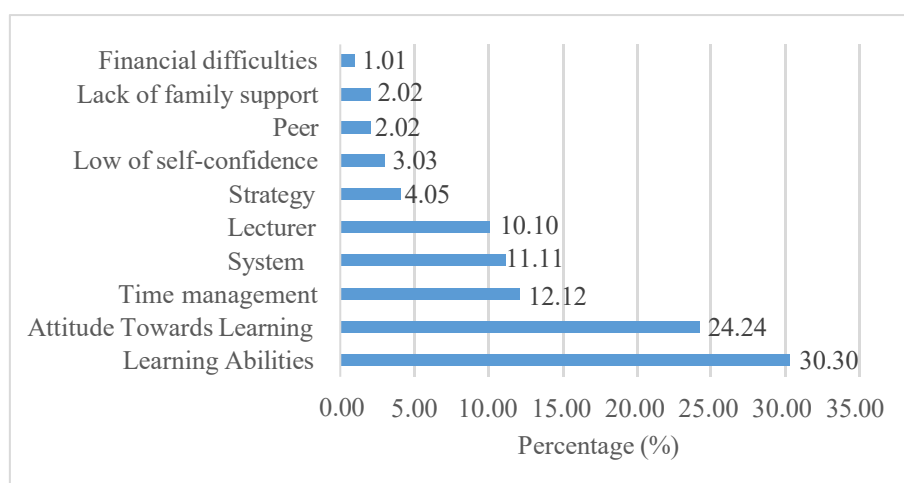
The fifth failure factor is lecturer with 10.10%. Table 7 shows that 'lecturer' duplicates for seven times and 'not understand' repeats for three times. The responses show that lecturers play an important role in students' success.

87.87% of all answers are from these five factors. Therefore, this study concludes that there are five main factors of not graduating on time namely learning abilities, attitudes towards learning, time management, system and lecturer.

5. CONCLUSION

In conclusion, further investigations need to be carried out to strengthen the findings in this study. It is hoped that through the further investigations may suggest new methods of activities or programmes that need to be taken by the university in the future.

Figure 2
The distribution of factors



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