What It Takes to GOT

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DEAN OF GRADUATE SCHOOL
UNIVERSITI SULTAN ZAINAL ABIDIN
SO...

WHAT DOES IT TAKE TO DRIVE STUDENTS TO GRADUATE ON TIME?

ie: 3 years according to sponsors, 42 months (MyRA) and 48 months (Critical Agenda Project (CAP)KPT)
“Too often we are preoccupied with the destination, that we forget the journey”

But then again, we must plan to reach .....
Two Specific issues

Completion times and completion percentages [rates]

The quality of graduate students and their programs

Is the Problem worthwhile?

Factors that need to be considered whether the problem situation is worthwhile to solve include:

Objectives for graduate training in the 1990s increasing the quality of training and decreasing the time required (Kyvick, 1991).

Educational authorities

1) Denmark,
2) Finland,
3) Norway and
4) Sweden.

For example,

Objectives for graduate training in the 1990s increasing the quality of training and decreasing the time required (Kyvick, 1991).

• In Australia, concern has also been expressed both about completion times and completion rates and about the quality of graduate students and their programs.

• A comprehensive study by the Commonwealth Department of Employment, Education and Training (1988) of the completion rates and average completion times of the 1979 cohort of Postgraduate Research Award holders found that:

<table>
<thead>
<tr>
<th></th>
<th>Completion times (Month)</th>
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<tbody>
<tr>
<td>Science</td>
<td>52.6</td>
</tr>
<tr>
<td>Arts, humanities and social sciences</td>
<td>56.8</td>
</tr>
</tbody>
</table>
The study also found that the completion rates for science and engineering students holding either a Commonwealth or a University award were considerably higher than those for students from the arts, humanities and social Sciences which is:

<table>
<thead>
<tr>
<th>Completion rates</th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and engineering</td>
<td>77</td>
<td>60</td>
</tr>
<tr>
<td>Arts, humanities and social sciences</td>
<td>48</td>
<td>41</td>
</tr>
</tbody>
</table>
The Higher Education Council (1990) has also recommended that institutions continue to develop action plans to review their higher degree studies programs and particularly to monitor the progress of academic organisational units (faculties, departments etc) with respect to:

- improving supervision and supervisory arrangements, including the publication of institutional policies and examples of good practice;

- examining student research proposals before they begin their programs of study or, where this provision is inappropriate, to have a provisional enrolment period until the research proposal is examined;

- initiatives to increase numbers of higher degree graduates in national priority areas; and

- co-operative initiatives with other institutions, industry and commerce/government/professional or community associations for mutual benefit through formal and informal links.
MAKING GREATER EFFORTS 

**TIMES HIGHER EDUCATION, 2014**

<table>
<thead>
<tr>
<th>TIMES HIGHER EDUCATION, 2014</th>
<th><strong>CUTHBERT AND MOLLAR IN NEWBAUER AND GHAZALI (2015)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MALAYSIAN GOVT CHANGED ITS TARGET FROM 100,000 TO 60,000 PhD IN 2023.</td>
<td>KEY DRIVER TO POLITICALLY DRIVE PhD IS THE KNOWLEDGE ECONOMY (AMONG OTHER FACTORS).</td>
</tr>
<tr>
<td>MyBRAIN 15 (LAUNCHED IN 2008) AIMS AT CREATING 60,000 Ph.Ds THROUGH SCHOLARSHIPS FOR MASTERS AND DOCTORAL LEVEL</td>
<td><strong>This includes Europe, UK, Afrika, Latin America, Australia, Asia and Asia-Pacific Region (Korea, Malaysia, Vietnam, Indonesia and Philippines)</strong></td>
</tr>
<tr>
<td>THE FINANCIAL ASSISTANCE IS TO INCREASE THE ENROLLMENT OF POSTGRADUATE STUDENT</td>
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<tr>
<td>(ELSE, H. (2014) MALAYSIA CHANGES TARGETS FOR POSTGRADUATES)</td>
<td></td>
</tr>
</tbody>
</table>
11th MALAYSIA PLAN (2016-2020)

• TO PRODUCE TALENT THAT IS EQUIPPED WITH RELEVANT SKILLS INCLUDING SOFT SKILLS
• THE COUNTRY IS MOVING FROM LABOUR-INTENSIVE TO INNOVATION-BASED ECONOMY
• THIS IS SUPPORTED BY MyBRAIN 15 FOR POSTGRADUATE STUDENTS TO ACHIEVE THE 60,000 PhD TARGET
IN ENGLAND, THE PREDICTED PERCENTAGE OF FULL-TIME DOCTORATES THAT WILL OBTAIN A DEGREE WITHIN SEVEN YEARS

- 72.9% (of 11,625 students)
- 70.1%
- 70.5%

Expensive: lecturer-student ratio

Investment of time by both parties

Investment of intellectual resources

Doctoral non-completion

Adapted from: http://cgsnet.org/cgs-occasional-paper-series/university-georgia/chapter-1
ROI on taxpayers through services provided/awards achieved

Achievements reflecting the university

Represents the university

Doctoral completion

Adapted from: http://cgsnet.org/cgs-occasional-paper-series/university-georgia/chapter-1
POSTGRADUATE STUDENT LIFE CYCLE

FOUNDATIONS
- Admission and registration
- Supervision assignment
- Establishment of support and resources
- Approval of research topic
- Completion and approval of proposal
- Ethics approval

MOMENTUM
- Research workplan and timelines
- Progress monitoring and reporting
- Thesis preparation

FINAL PHASE
- Thesis submission
- Paper submission
- Examination process
Factors affecting GOT

- Health
- Skills
- Management of Self
- Preparedness

- Workable Topic
- Reasonable Scope
- Support Network
- Effectiveness of supervision

- Family
- Finance
- Unforeseen life changes

- Administrative/ processes
- Support mechanisms

STUDENT
SUPERVISOR
OTHER EXTERNAL FACTORS
ENVIRONMENT
Factors Affecting GOT

Self
• The intention (niat)
• Lack sustenance of motivation
• Wavered interest
• Distractions
• Lack diligence
• Rigour & Vigour

Skills
• Management of time and resources
• Ability to write scholarly
• Ability to synthesize
• Initial planning

Supervision

"I'm coordinating five different R&D projects, but SURE, I can spare a minute."

https://anniebruton.files.wordpress.com/2013/09/supervisor.jpg
Personal Vigour

• Graduating on Time shows that the learner is structured, focused, and has the ability to self regulate; also to regulate his or her motivation

• Self consequating
• Interest enhancement
• Mastery self talk
• Performance self talk
• Environmental control – environmental restructuring when necessary
ROLE OF A SUPERVISOR

ASSIST Students keep to their deadlines

Assist in identifying relevant courses

Offers advice and guidance

Shaping the research, issues, analysis

https://www.kcl.ac.uk/artshums/depts/cmci/study/handbook/programmes/pgr/supervision.aspx
ROLE OF A SUPERVISOR

Be willing to listen and engage intellectually

Read the students work

Give timely and constructive feedback

Administrative responsibilities properly and promptly addressed

### SUMMARY CHECKLIST OF SUPERVISORY TASKS

<table>
<thead>
<tr>
<th>STEPS IN THE PROCESS</th>
<th>SUPERVISORY COMMENT RE SPECIFIC TASKS AND ADHERENCE TO TIMELINE</th>
<th>SIGN-OFF DATE</th>
</tr>
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<tbody>
<tr>
<td>Admission and registration</td>
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<td>Supervision assignment</td>
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<td>Providing support and resources</td>
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<td>Paper submission</td>
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<tr>
<td>Examination process</td>
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<tr>
<td>Preservation and retention of research data</td>
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GoT: Issues and Challenges

Many are undocumented and the pile is increasing...
Problems Faced by PhD Candidate

- Difficulty in starting to write
- Cannot find ways to motivate myself
- Cannot refocus concentration on PhD when faced with problems
- Family support while doing PhD
- Cannot set aside fixed time
- Cannot find ways to overcome research problems
- Equipment problem faced during PhD
- Data collection problem faced during PhD
- Sample problem faced during PhD
- Availability of facilities problem faced during PhD
- Supervisor problem faced during PhD

(Ahmed, A. Z., 2013)
Factors Affecting Candidates' Success

- Full time participation during data collection
- Full time participation during data analysis
- Full time participation during theoretical development
- Holding a fulltime/part time employment
- Research methodology course conducted by BLPS
- Interdisciplinary nature of dissertation
- Adaptation to a new life
- Complexity of field
- Financial support for research
- Full time participation during planning
- Prior research experience
- University selected
- Quality of students
- Demand on supervisor's time
- Language used in writing dissertation
- Demands of supervisor
- Student's preparation for independent research
- Defining research topic
- Funds available
- Support from family members
- Supervisor's commitment

(Ahmed, A. Z., 2013)
Balancing Time

Graduating on Time

Publications/
Participation in
conferences
Support Mechanism

• Tracking Progress
  – Study Plans/GOT schedule
  – Academic Maps

• Support
  – Financial Aids
  – Academic Advising
  – Learning resources

• Data-driven warnings
  – Looking at the data – point of failure, ‘killer courses’,
  – Identify off-track students as early as possible

• Policy and Regulations
  – Easily accessed info
  – Well understood academic regulations

• Process
  – Clear academic process
THANK YOU
Criteria for Evaluating Research Problems

The general criteria must include finding answer to the following questions, namely:

1) is the problem **feasible**?

2) is the problem **researchable**?

3) is the problem **worthwhile**?

(Howard and Sharp, 1983)
Is the Problem Feasible?

a) Availability of data and information  
b) Accessibility of data and information  
c) Is the time available  
d) Is the facility required adequate  
e) Is the cost satisfactory  
f) Is the risk involved manageable
Is the Problem Researchable?
Criteria relate to the possibility of conducting research on the problem situation selected include the checking on whether the problem situation is:

a) Clearly specified
b) Opportunity to pursue a particular research design
c) Can be subjected to scientific method of inquiry
d) Clearly understood by the researcher
e) Manageable and not too large
f) Can the problem situation be measured and measurement can be conducted.
g) Can the research problem be solved by the researcher.
Is the Problem worthwhile?
Factors that need to be considered whether the problem situation is worthwhile to solve include:

a) Do the research have some economic value
b) Do the results advanced or enhanced knowledge
c) Is the research unique
d) Will the research benefit or of interest to other
e) Will the results assist in making a decision
When applying...

Right INTENTION
Right MINDSET
Right ATTITUDE
Right READINESS

Accept responsibility for your actions.
Be accountable for your results.
Take ownership of your mistakes.