

Observing on the Student's Obedience Towards the Rules of Regulation: Analysis in UiTM Terengganu

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ABSTRACT

Universiti Teknologi MARA has designed a sound regulatory framework of rules and regulation for their students for the purpose of control the disciplinary actions and judgments applicable to procedure and organization for students. It is the duty of students to fulfill the tasks imposed laws, rules, regulations and directives within and outside the institution of higher education. Thus, this research aims to evaluate the obedience of students towards the rules and regulation of UiTM. With the intention of having a good simplification, out of approximately 7000 populations, 300 respondents were selected from students by using quota sampling. Relying on three construct regarding knowledge awareness among students, attitudes of student and University's efforts in tackling the rules and regulation of the university, the investigation was conducted in UiTM Terengganu. Further testing and analysis on the hypotheses revealed that all the three constructs are able to explain 47.5% on the relationships with the obedience of students towards rules and regulation in UiTM Terengganu. The outcome of the study is useful in providing the direction towards the obedience of student to the rules and regulations in futures.

KEYWORDS: Rules and Regulations, Students, Obedience and Universities.

INTRODUCTION

Rules and regulations can be defined as a rule of conduct, decreed by a regulation-making authority pursuant to an Act of Parliament which has the force of law for an undetermined number of persons [4]. Milgram's theory proposed that obedience to authority is a vital tenant of any human social organisation. Virtually every society has developed some sort of hierarchy in which some individuals exercise a degree of authority over others. For example, teachers have authority over their students; police officers have authority over members of the public. It is therefore understandable that the purpose of universities' rules and regulations is to create a safe and warm environment [3].

Referring to [14], students supposed to be familiar with the rules and regulations of universities since they have been providing a guideline book whenever they join the universities. In this academic regulation, students are demanded to be responsible to understand, appreciate and comply with all the regulations. Besides, students must aware all the rules and regulations since university always make the revision and updating with the intention to strengthen the implementation of a standardized academic regulation by taking into consideration of the current and future needs. Referring to [13], all students are responsible to abide by all sections of the UiTM Academic Regulations 2011 and to observe the following responsibilities in order to enable the university to administer effective and efficient services. For effective management of discipline, the cooperation between the head, staff, students, parents and the community is very crucial.

According to [15], in Malaysia, corporal punishment in educational institute is seen as a disciplinary action to control students who misbehave. It is often dealt as a punishment for "serious" disobediences such as stealing, smoking, gangsterism, vandalism or bullying. Many of the students stated that UiTM's punishment is too burden and give negative impact to the students, which result them to disobey the rules due to dissatisfaction towards the UiTM. Hence, there is a pressing need to replace corporal punishment with positive discipline which encourages children to develop self-control, confidence and respect for others through an on-going educational process using non-violent approaches.

LITERATURE REVIEW

Obedience on Rules and Regulation

It is the university's efforts to tackle issues related to the rules and regulations, so that they can handle the disciplinary matters among students. In [12] discussed that rules should not be very restrictive because students

like adults which hate unrealistic constraints and struggle against them. In UiTM, the Security Department is responsible for traffic rules in the campus as well as to ensure the safety condition in the university such as dress ethics, campus safety, traffic operation, urine test and college rules. This department will impose a summons to the students who break the rules. However, the right of impose a summons has been given also to the staffs and lectures.

Since Universities rules serve as important guideline for students in the Universities, they should be drafted in a way that will help students to portray the expected behavior as expected by the authority. In [2] suggested some guidelines that authorities can consider when drafting the educational institute's rules. The rules should clarify its intentions; the rules should specify who will be the beneficiaries from the implementation, in this case the teachers as well; the rules should not expect discipline problems to disappear all of a sudden, but should put into consideration students youthful immaturity; the rules should act as a guideline and it is the teacher who should assisting student to cope with the rules.

In order to manage the students' discipline, there is a need to manage the education policies and procedures at the universities. A study done by [7] in managing education, the specified parties are supposed to simplify the learning of job-related behaviors in order to improve the performance and the focus has been on teaching facts, modifying attitudes and behaviors. Hence, this will eventually promote obedience among students toward the rules and regulations. The participation of obedience towards rules and regulations demand the adaptation of subject matter as quickly as possible through the proper enforcement of rules and understanding of knowledge regarding the rules and regulations. However, in [6] found out that there were no differences between boys and girls with regard to have certain knowledge and simple knowledge, they did differ in their belief in quick learning and fixed ability.

Predictors Associate with Obedience

In the context of Malaysia, management education has come to much criticism in recent times from the industries due to the inability of students to put what they have learned into practice. The inadequacies of this phenomena is assume to be due to the approach taken by students not to follow as what had been instructed by the respected parties involved in the process. Part of these disobediences arises due to lack of awareness about the consequences of breaking the rules and regulations. According to [11], rules are very important because they help to set academic excellence and also contribute to all round development of students. The first thing students must know is the rules and the student must familiar with that. Failure to do so may result as disobedience of authority and is punishable in some Universities.

However, rules and regulations must be well established if the institutions are expected to realized the vision and mission of its establishment. As mentioned by [10], a well-run universities depends on a few but clearly understood rules which students find easy to follow. As students, they should understand the rules and the consequences that entail from breaking them. When they choose to break the rules, they choose consequences. For example, failure to follow the rules will results the poor performance in examinations among students. In [1] observed that aggression, immorality, disobedience of authority, class disruptions and generally not following the school and classroom rules and procedures affect student performance in examinations in both the developed and developing countries. In [9] supported the claim that students' absenteeism and indiscipline as the causes of poor examination results in educational institutions.

In Botswana, the study shows that indiscipline cases such as violence, bullying, inability or unwillingness to do homework interferes with teaching and learning process. As stated by [5], indiscipline students violate school rules and regulations thus affecting the smooth and orderly functioning of the school system. The end result is poor performance in examinations. For those students, who regularly skipped classes more often, found to achieve the lower grade on any courses attended. With such unfavourable attitude it makes them to lose focus on the educational goals which are only achieved through such values as hard-work, time management, respect for others, high plane of spirituality and self-determination.

It is also interesting to note accordingly to [8], that a rule-as-discipline approach leads to a paradox. He points out that the rules may encourage passive acceptance instead of critical thinking and reflection in students. The solution, he argues, lies in the thinking of rules, not as being a means to an end but as having direct implications for students. As such, as argued by [16], failing to provide the rules and regulations books, the students will loss of control positions and attendance at their institutions.

Rules and regulation requires the whole community to participate in an effort of enhancing the educational system towards becoming better. The cooperation between organizations or the strategist plays a vital role in disseminating clear information with regard to the idea and concept of rules and regulations for the others to understand and act upon achieving its objectives. This is to ensure that a safety and comfortable environment places within the campus is made available for everybody.

METHODOLOGY

The research approach taken to capture the required data is descriptive in nature, whereby data were collected cross-sectional among the students of UiTM Terengganu. A total of 364 respondents (students) from the total population of 7000 students were taken for this study. A set of questionnaires which was divided into five sections was formulated for getting the required information. Section A (User's Background) consists of six items that attempt to extract information related to Gender, Age, Marital Status, Semester, Educational Level, and Faculty. Section B (Obedience of Students) focuses on the dependent variable which is the obedience of students towards rules and regulations. There were seven items constructed in measuring this concepts. Section C elicited data on knowledge awareness; Section D measured the variables on attitudes; and Section E investigate the measurement of UiTM's effort in tackling the rules and regulations of the University.

For the purpose of answering the objectives, primary data by using survey was collected from the respondents by personally administering the questionnaires. By using this approach, we are able to motivate respondents, establish rapport, clarifying the doubtful, chances of 100% response, high anonymity and information collected immediately. To support the stability and reliability of the instrument, pilot testing procedure was performed by taking 30 samples from the populations. Based on this testing procedure, it shows that the reliability analysis is around 0.6 to 0.8. There are some questions that should be deleted because the data given in Corrected Item – Total Correlation is below 0.3. For Section B (Obedience), the alpha result indicated 0.736 after one question has been deleted. For Section C (Knowledge Awareness), the number of items remained the same. For Section D (Attitude), there are two questions have been deleted due to inconsistency with other items. For the last section which is Section E (UiTM's effort) with the value of 0.807, we decided to maintain the current number of questions because it indicates that the questions are reliable.

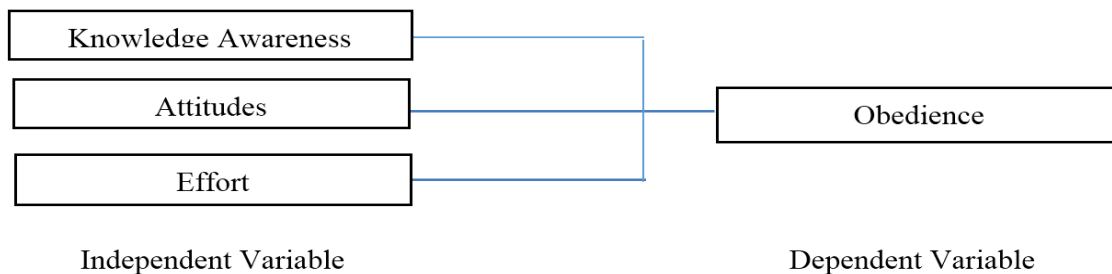


Figure 1: Theoretical framework

The research will cover three independent variables which reflect the measurement of the dependent variables on the obedience of students towards rules and regulation in UiTM Terengganu. The variables include the knowledge awareness, students' attitude and UiTM's efforts in tackling the rules and regulations of the University.

The following hypotheses were generated:

- H1: There is a significant relationship between knowledge awareness with the obedience of the rules and regulations.
- H2: There is a significant relationship between attitudes with the obedience of the rules and regulations.
- H3: There is a significant relationship between UiTM's effort with the obedience of rules and regulations.

RESULTS AND DISCUSSION

A total of 300 questionnaires were distributed and all of them were fully completed and returned. In the context of educational level, 244 students were diploma students while 56 students were degree students. In this investigation, the profile distribution indicated that more than half of the respondents (68.3%) were female while another 31.7% were male. From the analysis, it shows that the largest group of respondents was from Faculty of Business and Management (43.3%), followed by Faculty of Hotel Management and Tourism (27.7%), Faculty of Mathematical and Computer Sciences (10%), Faculty of Engineering (17%) and other faculties (13.3%).

A Pearson correlation matrix provides us an indication of the direction, strength and significance of the bivariate relationships among all the variables on a linear basis. The result shows in the Table 1 indicating that independent variables are statically significant with the p-value of 0.000 at 0.01 significant levels

Table 1: Pearson correlation coefficient for variables

Variables	Mean	Standard Deviation	Pearson Correlation
Knowledge awareness	3.5406	0.54	0.616**
Attitude	3.8981	0.64	0.864**
UiTM's effort	3.7911	0.62	0.785**
Obedience of rules and regulations	3.9557	0.60	0.825**
		0.65	

** Correlation is significant at the 0.01 level (2-tailed).

The coefficient analysis shows that the relationship between the independent variables of knowledge awareness and attitude with the obedience towards rules and regulations among students of UiTM Terengganu having a moderate relationship as shown by correlation value of 0.548 and 0.514, while as for the effort done by the management reflected to be high moderate relationship at 0.643. Observing each of the relationship nevertheless provide evidence that all the selected variables above were having a significant relationship with the obedience of the rules and regulations at the significant value of 0.000. Therefore, hypothesis 1, 2 and 3 are accepted. For mean analysis, the computed mean values were 3.9557 for the obedience of rules and regulations, 3.5406 for knowledge awareness, 3.8981 for attitude and 3.7911 for UiTM's effort. The finding suggested that the issue of not to obey is not that really critical in UiTM Terengganu. However, the observed values for all the variables provide us with evidences that there are still rooms for improving the subject matter under this investigation, especially in terms of imparting knowledge awareness among students.

CONCLUSION AND RECOMMENDATIONS

From the research and findings, regulation has two main identifying characteristics. First, the institute must plan its rule to apply generally rather than in a specific case. The rule must apply generally so long as it declares how a certain class of cases will be decided. Second, the rule must implement, interpret, or make specific the law enforced or administered by the institutes, or govern the agency's procedure. As a student, they must obey the rules in order to keep safe and favourable environment in the campus. With all evidences generated in this investigation, it is useful for the management to explore further all the collected data. With further analysis, it will further portray a better understanding of managing students in institutions of higher learning.

From this research, it seems that when investigating issues relating to obedience to rules and regulations, all the three variables which involved knowledge awareness, attitude and university's effort, significantly contribute its usefulness as been tabulated in our analysis. However there were other factors that had been left out. Among others could be such as peers influence, facilities provided, services rendered by the academic and non academic staff, college environments and even the policy of institutions itself may have their impact on the obedience. In fact, based on the observation of the overall views of the respondents, there were still rooms for improving the obedience by shaping the more favourable attitude, communication relevant knowledge and other related information and improving the implementation on handling issues arises for disobeying among the students. Issues governing knowledge awareness could be much more interesting to be explored as most often the institution authorities seems to be failure in understanding that students that are studying in the campus keep on changing, as one leet out a new batch step into the system.

For future research, it is important to note that this investigation only considers three independent variables which are believed to contribute to the obedience of students towards the rules and regulations. As such, for further study we are proposing that there is a need to include other variables. In order to get a much better generalization the pool of respondents, especially from the students of UiTM Terengganu should be carried out from other UiTM campuses so that a much deeper analysis can be performed within the sub locations. Obviously, there is a need to conduct a more comprehensive survey as ell as incorporating several other predictors so as a different perspective result can be used to address issues related to obedience on rules and regulations in institutions of higher learning.

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