



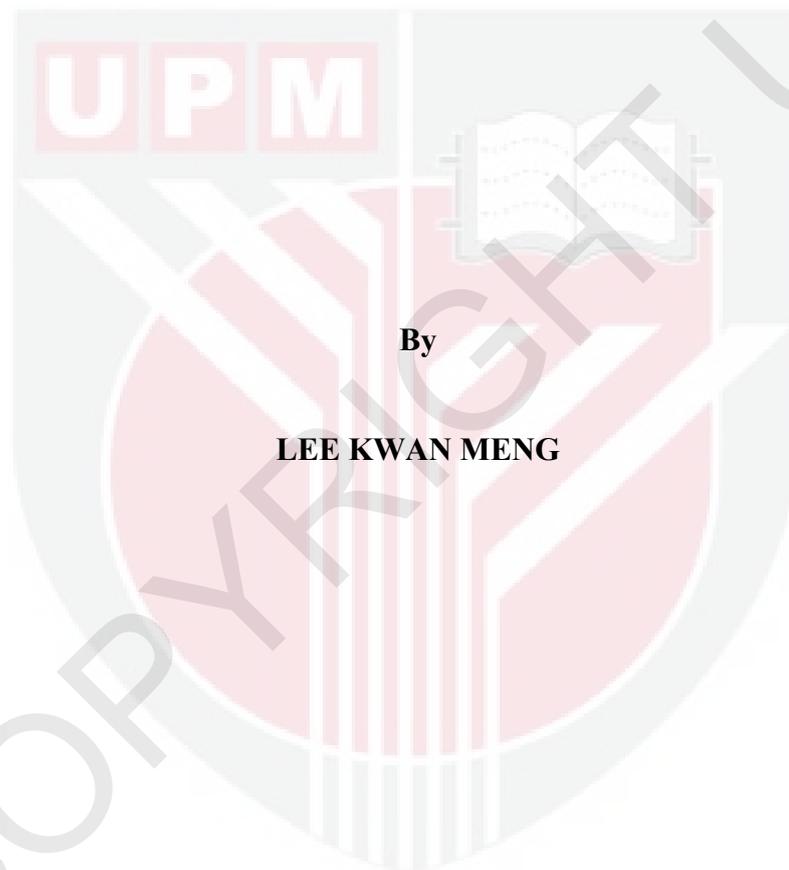
UNIVERSITI PUTRA MALAYSIA

***INFLUENCE OF MENTORING ON LEARNING OUTCOMES OF
PIONEERING SCHOOL-BASED 'INTERNATIONAL AWARD FOR
YOUNG PEOPLE' PROGRAMME IN MALAYSIA***

LEE KWAN MENG

FPP 2012 34

**INFLUENCE OF MENTORING ON LEARNING OUTCOMES OF
PIONEERING SCHOOL-BASED 'INTERNATIONAL AWARD FOR YOUNG
PEOPLE' PROGRAMME IN MALAYSIA**



By

LEE KWAN MENG

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia
Malaysia, in Fulfillment of the Requirements for the Degree of
Doctor of Philosophy**

December 2012

DEDICATION

This dissertation is specially dedicated to four very special people who started me on this long journey, gave me the encouragement, inspiration, and motivation to undertake this challenge, but who unfortunately have since passed on and were not able to share in this joy from this world :

My late father, Mr. Lee Kum Fook;

The late Mr. Wee Teow Soon;

The late Mr. Clinston Tan Kok Hoe; and

The late Datuk Hajjah Ilani binti Dato' Haji Isahak.

To them, I am sincerely grateful and would like to extend my tribute.

Thank you very much.

May you all rest in peace.

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

INFLUENCE OF MENTORING ON LEARNING OUTCOMES OF PIONEERING SCHOOL-BASED 'INTERNATIONAL AWARD FOR YOUNG PEOPLE' PROGRAMME IN MALAYSIA

By

LEE KWAN MENG

December 2012

Chairman: Prof. Turiman Suandi, PhD

Faculty: Educational Studies

The youth resource in Malaysia comprising of about 45% of its general population needs to be translated into being the nation's human capital through the formal, non-formal, and informal learning approaches. One approach is the practice of mentoring where the young people are partnered with adult mentors who coach, guide, and facilitate their development. Mentoring has been found in many studies to facilitate positive youth development effectively. The question now is the extent mentoring and its practices contribute to youth learning, and influence learning outcomes.

The main purpose of this study then is to determine the extent of mentoring practice among school-based participants of the 'International Award for Young People' (IAYP) programme in Malaysia and its influence on their

learning outcomes by determining the relationship and predictability of mentoring practices with learning outcomes in knowledge, attitude, and skill.

The study was a correlational design. The respondents comprise all 90 school-based population who participated in the Award programme of Yayasan Saad College in 2011 who were then pursuing their silver and gold awards when the study was conducted. A survey questionnaire was administered to the participants where the instrument include question items on the practices of mentoring comprising of mentor relationship development, mentor bonding, coaching, facilitation, guiding, reflecting, and learning experientially. This mentoring practice was the independent variable, whereas, the learning outcomes of knowledge, attitude, and skill were the dependent variables. This instrument that was employed was pilot tested, and then tested for reliability. It was also validated for check dimension through exploratory factor analysis (EFA).

The findings of the study show that there are strong relationships between facilitating, coaching with the three learning outcomes, whereas, mentor establishment and bonding and reflecting has no relationship with learning. However, it was learning outcomes related to skill that was mostly contributed by the mentoring facilitating. Nonetheless, the study shows that facilitating has a 49%, 50%, and 45% influences on knowledge, attitude, and skill learning outcomes respectively; while coaching has influence only on knowledge and attitude learning outcomes. It can be concluded that though learning outcomes occur, it was not through the mentoring relationship, but through the

facilitation and coaching. The mentoring relationship instead established the foundation for the practices of learning to be enabled, while reflecting was the learning aspect that was internalized to learn experientially.

The facilitation and enabling of learning then contribute towards the inculcation of self-directed, andragogical form of learning where the mentee becomes self-motivated learners. Mentoring practices thus an approach to facilitate learning in co-curricular activities in schools in the context of non-formal learning. From this study, the findings therefore demonstrate that mentoring could complement holistic education of the young people.

It can be concluded that in the IAYP programme, the participants have benefited in some ways through the mentoring practices, and support Bandura's Social learning and Social cognitive theories. In this way, the young people learned through role modeling to reinforce their self-efficacy towards their personal and character development.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PENGARUH PEMENTORAN TERHADAP HASIL PEMBELAJARAN
PROGRAM SEKOLAH PERINTIS ANUGERAH REMAJA
ANTARABANGSA DI MALAYSIA**

Oleh

LEE KWAN MENG

Disember 2012

Pengerusi: Prof. Turiman Suandi, PhD

Fakulti: Pengajian Pendidikan

Aset sumber belia Malaysia merangkumi lebih kurang 45 peratus dari keseluruhan populasi yang perlu diterjemahkan menjadi sumber manusia negara melalui pendekatan pembelajaran secara formal, non-formal, dan tidak formal. Salah satu pendekatan yang di amalkan adalah amalan “*mentoring*” di mana orang muda akan dilatih, dipandu, and dibantu pembangunan mereka oleh seorang dewasa yang menjadi rakan kongsi. Amalan pementoran telah didapati dalam banyak kajian-kajian bagi memudah cara pembangunan belia yang positif. Persoalannya kini adalah, sejauhmana amalan pementoran menyumbangkan kepada pembelajaran belia dan mempengaruhi hasil pembelajaran.

Tujuan utama kajian ini adalah untuk menentukan tahap amalan pementoran dalam kalangan peserta-peserta sekolah dalam program Anugerah Remaja Antarabangsa di Malaysia dan pengaruhnya terhadap hasil pembelajaran

mereka. Ia kemudian akan menentukan hubungan dan kebolehamalan amalan pementoran dengan hasil pembelajaran berkaitan pengetahuan, sikap dan kemahiran

Rekabentuk kajian ini adalah korelasi Responden kajian merangkumi populasi bagi semua 90 peserta sekolah yang terlibat dalam program Anugerah dari Kolej Yayasan Saad pada 2011, yang ketika itu sedang cuba mendapatkan anugerah perak dan emas mereka semasa kajian ini sedang dijalankan. Borang tinjauan soal selidik diberikan kepada para peserta di mana instrumen meliputi butiran soalan berkaitan amalan pementoran termasuklah *coaching*, memudah cara, pembentukan hubungan mentor-mentee, panduan, muhasabah, dan pengalaman pembelajaran. Amalan pementoran merupakan pembolehubah bebas, manakala hasil pembelajaran pengetahuan, sikap dan kemahiran adalah pembolehubah bersandar. Instrumen yang dibangunkan telah di pra uji di lapangan dan kemudiannya diuji kebolehpercayaan. Ia juga adalah untuk mengesahkan dimensi pembolehubah melalui *Exploratory Factor Analysis (EFA)*.

Dapatan kajian menunjukkan bahawa terdapatnya perhubungan di antara memudah cara, *coaching*, dengan ketiga-tiga hasil pembelajaran; manakala pembinaan pementoran dan ikatan tidak mempunyai perhubungan dengan pembelajaran. Walau bagaimanapun, kajian ini didapati pementoran menyumbangkan paling tinggi terhadap hasil pembelajaran berhubung dengan kemahiran. Selain itu, kajian mendapati bahawa pemudahcara mempengaruhi 49%, 50% dan 45% pengaruh terhadap hasil pembelajaran

pengetahuan, sikap dan kemahiran; semmentaranya *coaching* hanya mempengaruhi hasil pembelajaran pengetahuan dan sikap. Kesimpulannya, walaupun hasil pembelajaran berlaku, ianya bukan melalui hubungan pementoran, tetapi melalui pemudahcara dan *coaching*. Hubungan pementoran menjadi asas kepada pembelajaran, manakala muhasabah merupakan aspek pembelajaran dalaman untuk pembelajaran melalui pengalaman.

Pendekatan pemudahcara dan pembolehan pembelajaran kemudiannya menyumbang kepada menanamkan bentuk pembelajaran *andragogy* yang dikendalikan sendiri di mana mentee menjadi pelajar yang mempunyai motivasi sendiri. mendorong Maka, amalan pementoran sedemikiannya menjadi pendekatan untuk memudah cara pembelajaran melalui kegiatan ko-kurikulum di sekolah dalam konteks pembelajaran tidak formal. Hasil kajian ini menunjukkan bahawa pementoran dapat melengkapkan pendidikan menyeluruh dalam kalangan orang muda.

Dengan ini, dapat disimpulkan bahawa para peserta program anugerah remaja antarabangsa ini telah mendapat beberapa manfaat melalui amalan pementoran, dan kajian ini juga menyokong teori-teori *social learning* dan *social cognitive* oleh Bandura. Dengan cara ini, orang muda dapat belajar melalui orang yang mereka boleh dicontohi (*role modeling*) untuk memperkukuhkan ekifikasi sendiri (*self-efficacy*) ke arah pembangunan peribadi dan sahsiah mereka.

ACKNOWLEDGEMENTS

The pursuit of a doctoral study and dissertation may seem to be a one-man pursuit, but it is not so. Many people contributed to this directly and indirectly to it to ensure its successful completion.

The first people I would like to thank are my supervisory committee members: Professor Dr. Turiman Suandi as Chairman, Professor Dr. Azimi Hamzah, Associate Professor Dr. Azizan Asmuni, and Associate Professor Dr. Abdul Lateef Abdullah @ Steven Eric Krauss as members. To them, my gratitude and great appreciation for their mentorship, guidance, support, and patience that enabled me to complete this long 6-year study. They were the ones who were directly with me from the beginning to the end and guided me through the whole process of my study and in the preparation of my dissertation.

The second group to whom I am similarly grateful for contributing their comments and inputs were also from the various universities. From UPM, specifically the Faculty of Educational Studies were Emeritus Professor Dr. Rahim Md. Sail, Dr. Tengku Fadilah Tengku Kamaldeen, Dr. Zoharah Omar and Ms. Siti Ra'baah Hamzah; from UPM Faculty of Human Ecology were Dr. Sarjit S. Gill and Dr. Haslinda Abdullah; from UPM Institute for Social Science Studies (IPSAS) were Dr. Mohammad Badsar for his advice and guidance on statistical analysis, research assistants Mahazan Muhammad for scanning through Turnitin, and Abdul Hadi and Syamimi Turiman for helping with the translation of the abstract to Bahasa Malaysia; from UPM Faculty of Forestry,

Associate Professor Dr. Abdullah Mohd., Dr. Shamsul Herman, and Shazali Johari; and Prof. Dr. Jegak Uli of the National Defense University (UPNM) who was formerly from the Faculty of Educational Studies. From University Malaysia Sabah (UMS) is my good friend, Dr. Janice Nga Lay Hui for her comments and constructive criticisms; and from Universiti Malaysia Perlis (UNIMAP) is Assoc. Prof. Dr. Azizan Bahari. Then there are also Dr. Selina Khoo from the Sports Centre, Universiti Malaya (UM); Dr. Zuber Hassan and Dr. Tan Siew Eng from the Ministry of Education; Dr. Fazilah Idris, Universiti Kebangsaan Malaysia (UKM); Dr. Wasitah Mohd. Yusof, Malaysian Institute for Research in Youth Development, Ministry of Youth and Sports; and finally, from the Asia Pacific Regional Office, Duke of Edinburgh's Award International Association, Ms. Sue Walker, Regional Director, and Mr. Rob Oliphant, Programme Manager.

Others who have contributed in other ways were Mr. Suhail Mohamad, formerly from the International Youth Centre, Kuala Lumpur who provided inputs and comments on the questionnaire to ensure that it meets the understanding of young people and also help in getting respondents for the pilot test; my wife, Sharon Koh for some tutoring on statistics; Dr. Edwin Varo, Lt. Col. (Ret) J.K. Cheng, and Dr. Teoh Hsien Jin for their inputs on the items of the survey questionnaire especially on the Award programme and mentoring and coaching. Two lovely officers from Rakan Muda Development Division, Ministry of Youth and Sports Malaysia, Mdm. Mariam Tobias and Ms. Anfatny Rutel contributed in facilitating my gathering respondents for my study. However, it was Cikgu Azmi Muhammad from Kolej Yayasan Saad,

Malacca who was instrumental in helping me administer the survey questionnaire and getting his students to be my primary respondents for the study.

Then these are the people who have indirectly given their support and motivation through reminders, encouragement, and inspiration. They include my old childhood friends, Mr. Albert Lim Kar Ean, Mr. Jeffrey Lim and Mr. Hoon Joong High; Ms. Ediola Pashollari, Secretary-General, World Assembly of Youth (WAY); Mr. James Tan; Mdm. Khor Mei Ling; Dr. Loi Kheng Min. From the Philippines: Mrs. Lourdes T. David of Ateneo de Manila University; Ms. Cherrie Ong; and Mr. Melanio Santella and Ms. Mignonette Reposar from the Philippines National Youth Commission; and finally, Ms. Anna Karina Jardin. From Mauritius, there is also a dear friend and youth programme colleague, Mr. Munsoo Kurrimbaccus of Mauritius. I also have a fellow PhD student from Singapore, Mr. Ahmad Taufiq Muhammad, and Dr. Mustafa Izzuddin, as well Mr. James Soh of the National Youth Award Association. My dear friends in Malaysia, Mdm. Tang Kat Huey of Petaling Jaya who have been giving me regular motivation, and pushing me on; my cousins Mr. Ramsun Ho from Penang, and Swee Gaik Sienkowski in USA have also constantly kept in touch with my progress from time to time to ensure that I will complete the journey. Lastly, my colleagues in the Malaysian Leisure and Recreation Council (MARFIMA), Dato' Abdullah Kassim (President), Mr. Abdul Malek Ghani and Mr. Nordin Hussain (Vice Presidents), and Mr. V.S. Maniam (Hon. Treasurer) for their understanding and encouragement.

I have to also thank other staff in UPM especially those from the Faculty of Educational Studies and Institute for Social Science Studies who have given all the necessary support to facilitate my study. Finally, my appreciation and gratitude to the internal and external examiners for their comments and constructive criticisms on my dissertation. They were Associate Prof. Dr. Bahaman Abu Samah as Chairman of the Examination Committee and my lecturer in statistics; Associate Prof. Dr. Ismi Arif Ismail, and Dr. Jamilah Othman, who were my internal examiners; and Distinguished Professor Dr. Linda Caldwell, from Pennsylvania State University, USA who is the external examiner and who was my inspiration to pursue this study.

To all these people who have directly or indirectly facilitated, guided, supported, and inspired me towards my long doctoral journey, a big Thank You. I would not have made it through to the finish line alone without all of you.

To any aspiring doctoral students who read my dissertation, I have this important message: “Undertake this journey with sincerity, humility, commitment, determination, perseverance and sacrifice. But never do it alone. Walk with your friends slowly and steadily. Then you will eventually cross the finish line.” My advice then is that if you ever aspire for this rewarding and fulfilling undertaking, make sure that you are mentally, intellectually, and physically ready and dedicated to pursue this marathon journey ALL the way regardless of its challenges. There is no shortcut or halfway stop. It’s either all the way or none at all.

I certify that a Thesis Examination Committee has met on 12 December 2012 to conduct the final examination of Lee Kwan Meng on his thesis entitled “Influence of Mentoring on Learning Outcomes of Pioneering School-based ‘International Award for Young People’ Programme in Malaysia” in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the degree of Doctor of Philosophy.

Members of the Thesis Examination Committee were as follows:

Bahaman Abu Samah, PhD

Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Ismi Arif bin Ismail, PhD

Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Jamilah binti Othman, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Linda L. Caldwell, PhD

Professor
Pennsylvania State University
United States of America
(External Examiner)

SEOW HENG FONG, PhD

Professor and Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 26 February 2013

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Turiman bin Suandi, PhD

Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Azimi Hamzah, EdD

Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

Azizan Asmuni, PhD

Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

Abdul Lateef Abdullah @ Steven Eric Krauss, PhD

Associate Professor
Institute for Social Science Studies
Universiti Putra Malaysia
(Member)

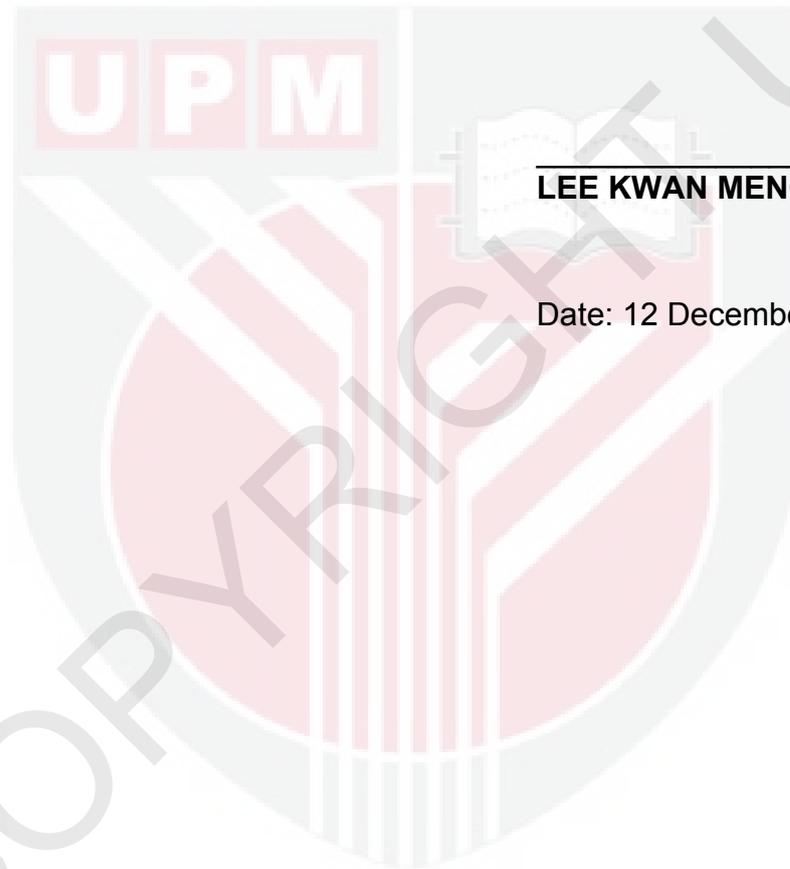
BUJANG BIN KIM HUAT, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or any other institution.



LEE KWAN MENG

Date: 12 December 2013

I certify that a Thesis Examination Committee has met on 12 December 2012 to conduct the final examination of Lee Kwan Meng on his thesis entitled "Influence of Mentoring on Learning Outcomes of Pioneering School-based 'International Award for Young People' Programme in Malaysia" in accordance with the Universities and University College Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The committee recommends that the student be awarded the Doctor of Philosophy.

Members of the Thesis Examination Committee were as follows:

Bahaman bin Abu Samah, PhD

Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Ismi Arif bin Ismail, PhD

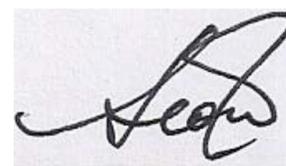
Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Jamilah binti Othman, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Caldwell, Linda L., PhD

Professor
Pennsylvania State University
United States of America
(External Examiner)



SEOW HENG FONG, PhD
Professor and Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 26 February 2013

TABLE OF CONTENT

	Page
DEDICATION	ii
ABSTRACT	iii
ABSTRAK	vi
ACKNOWLEDGEMENTS	ix
APPROVAL	xiii
DECLARATION	xv
LIST OF TABLES	xix
LIST OF FIGURES	xxi
CHAPTER	
I	
INTRODUCTION	1
Problem and its Context	1
Background	2
Youth in Malaysia	4
Youth Development in Malaysia	5
Youth Agencies in Malaysia	6
Scenario of Youth Activities in Malaysia	7
The International Award for Young People (IAYP) Programme	9
Youth Development through Rakan Muda programme	13
Mentoring in IAYP in Relation to Learning Outcomes	16
Statement of Problem	19
Objectives	21
Focus of Study	22
Significance of the Study	23
Delimitation on Scope of Study	25
Limitations of the Study	27
Operational Definition of Terms	28
Summary	31
II	
LITERATURE REVIEW	33
Introduction	33
Concept of Youth	35
Youth Development	41
Youth Learning	45
Theories of Learning	49
Theories in Learning	49
Concepts in Learning	62
Learning Approaches for Youth	69
Concept of Mentoring	70

	Mentoring Practices	78
	Theoretical Framework of the Study	91
	Summary	95
III	METHODOLOGY	96
	Overview	96
	Introduction	96
	Research Design	97
	Population and Sampling	103
	Conceptual Research Framework	105
	Measurement and Instrumentation	106
	Validation	119
	Face Validity	119
	Content Validity	120
	Exploratory Factor Analysis	121
	Dimensions of Mentoring Practice	123
	Pilot Study	124
	Data Collection	127
	Data Analysis	128
	Descriptive Analysis	129
	Correlation	130
	Multiple Linear Regression	131
	Summary	133
IV	FINDINGS AND DISCUSSIONS	134
	Introduction	134
	Profile of Respondents and Award Levels	135
	Profile of Respondents	135
	Award Levels of Participants	136
	Distribution of Independent and Dependent Variables	137
	Distribution of Mentor Practice of Mentor Establishment and Bonding	138
	Distribution of Mentor Practice of Mentor Coaching and Guiding	139
	Distribution of Mentor Facilitating	141
	Distribution of Mentor Reflecting	143
	Distribution of Knowledge Learning Outcomes	144
	Distribution of Attitude Learning Outcomes	147
	Distribution of Skill Learning Outcomes	150

Relationships between Mentoring Practices and Learning Outcomes	153
With Knowledge Learning Outcome	154
With Attitude Learning Outcome	155
With Skill Learning Outcome	156
Dimensions of Mentoring Practices Affecting Learning Outcomes	158
Knowledge Learning Outcome	159
Attitude Learning Outcome	160
Skill Learning Outcome	161
Discussions on Mentoring Influence on Learning Outcomes	163
Mentoring Relationship Establishment and Bonding	163
Mentoring Practices	167
Influence of Learning from Mentoring	172
Co-curriculum, Learning, and Mentoring	175
Summary	178
V	
SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS	179
Introduction	179
Summary	180
Conclusion	187
Implications	193
Recommendations	198
Summary of chapter	211
REFERENCES	212
APPENDICES	234
BIODATA OF STUDENT	263