UNIVERSITI PUTRA MALAYSIA

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

LEE KWAN MENG

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

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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 menyumbangkkan 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 kebolehramalan 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 menunjukan 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; sementaranya 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 menpunyai motivasi kendiri. mendorong Maka, amalan pementoran sedemikiannya menjadi pendekatan untuk memudah cara pembelajaran melalui kegiatan kokurikulum di sekolah dalam konteks pembelajaran tidak formal. Hasil kajian ini menunjukan 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 kendiri (self-efficacy) ke arah pembangunan peribadi dan sahsiah mereka.
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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 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.

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

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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.

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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
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