COMPARISON OF KNOWLEDGE, ATTITUDE AND PRACTICES AMONG STUDENT TKP3201 (NO MENTOR) AND TKP4203 (WITH MENTOR) IN UNIVERSITI PUTRA MALAYSIA

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BY

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CERTIFICATION

This project report entitles "Comparison of Knowledge, Attitude, and Practices among Student TKP3201 (no mentor) and TKP4203 (with mentor) in Universiti Putra Malaysia. Prepared by Mohd Hilmi Azfar Bin Dzulkarnain and submitted to the Faculty of Agriculture in fulfillment of the requirement of PRT 4999 (Final Year Project) for the award of the degree of Bachelor of Agriculture Sciences based on my own original works.

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ABSTRACT

A statistics had stated that the students' in Malaysia comprising of about 60% of its general population needs to be translated into being the nation's human capital. It is whether through formal, non-formal, and informal learning approaches. The media also had reported that the students' performance in Malaysia University had decreased to a low level, which come to worries. Mentoring has been proved in many studies to facilitate positive development effectively. The question now is that whether the extent mentoring and its practices contribute to students learning, and will it influence learning outcomes or not. So, the main problem in this study is that the students seems hard to meet their lecturer because of time constraints which they need to cope with assignments, tests and quizzes. Besides that, students' lack of focus and attention during lectures in class is also the factor that this study should be looking at. Therefore, objectives for this study are (1) to determine the level of knowledge, attitude, practices and student performance among student TKP3201 (no mentor); (2) To determine level of knowledge, attitude, practices and student performance among student TKP4203 (with mentor); and (3) To compare level of knowledge, attitude, practices and student performance between student TKP3201 (no mentor) with TKP4203 (with mentor). 109 students participated as respondents which respectively consist of 42 students from TKP3201 and 67 students from TKP4203. Quantitative method uses questionnaire design using a Likert scale. SPSS 23 and *t*-tests analysis were used for data analysis. The performance of students agriculture extension showed that they have significantly different for mean of affective while for mean cognitive and psychomotor there are no significant different in extension programs planning between classes of TKP3201 (no mentor) and TKP4203 (have mentor), in UPM.

ABSTRAK

Statistik menunjukkan seramai 60% populasi di Malaysia adalah pelajar yang perlu dibentuk sebagai modal insan negara. Ianya sama ada melalui pendekatan pembelajaran formal atau tidak formal. Media juga telah melaporkan bahawa prestasi pelajar universiti di Malaysia semakin merosot dan telah menimbulkan kebimbangan. Melalui kajian-kajian yang telah dilakukan, program mentor membuktikan bahawa ianya satu perkembangan yang positif untuk membentuk sahsiah pelajar secara effectif. Persoalannya adalah, sejauh manakah program ini berkesan untuk membantu pelajar dan adakah ianya akan mempengaruhi hasil pembelajaran peajar. Permasalahan dalam kajian ini adalah pelajar sukar untuk bertemu dengan pensyarah disebabkan kekangan masa. Selain itu,kekurangan tumpuan dan perhatian semasa dikelas juga merupakan faktor yang perlu dikaji didalam kajian ini. Objektif untuk kajian ini adalah (1) Untuk menentukan tahap pengetahuan, sikap, amalan dan prestasi pelajar dalam kalangan pelajar TKP3201 (tiada mentor); (2) Untuk menentukan tahap pengetahuan, sikap, amalan dan prestasi pelajar dalam kalangan pelajar TKP4203 (mentor); dan (3) Untuk membandingkan tahap pengetahuan, sikap, amalan dan prestasi pelajar antara pelajar TKP3201 (tiada mentor) dengan TKP4203 (mentor). 109 pelajar telah menjadi responden, terdiri daripada 42 pelajar dari TKP3201 dan 67 pelajar dari TKP4203. Kaedah kuantitatif digunakan dengan reka bentuk soal selidik melalui skala Likert. SPSS 23 dan analisis t-ujian tak bergantung digunakan untuk menganalisa data. Prestasi pelajar pengembangan pertanian menunjukkan perbezaan bagi tahap afektif, manakala tiada perbezaan bagi tahap kognitif dan psikomotor pelajar dalam perancangan program pengembangan pertanian antara kelas TKP3201 (tiada mentor) dan TKP4203 (mentor) di UPM.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

Chapter one is all about the introduction of the study which comprised of Knowledge, Attitude, Practices, Extension Program, Extension Program Planning, Mentoring System, Problem and its Context, Objectives, and Research Hypothesis.

1.1 Knowledge

Knowledge is a familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning (CUREE, 2012). Knowledge can refer to a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject); it can be more or less formal or systematic. In philosophy, the study of knowledge is called epistemology; the philosopher Plato famously defined knowledge as "justified true belief", though this definition is now thought by some analytic philosophers to be problematic because of the Gettier problems while others defend the platonic definition. However, several definitions of knowledge and theories to explain it exists. Knowledge acquisition involves complex cognitive processes: perception, communication, and reasoning; while knowledge is also said to be related to the capacity of acknowledgment in human beings.

Bloom's taxonomy was created to provide a common language to discuss and exchange learning and assessment methods. Taxonomy can be derived from the

specific learning objectives, though it is most commonly used to assess learning on a variety of cognitive levels. The goal of an educator using Bloom's taxonomy is to encourage higher-order thought in their students by building up from lower-level cognitive skills. Behavioral and cognitive learning objectives were given to focus on Bloom's taxonomy which can be incorporated into larger-scale educational goals or guidelines.

Cognitive domain has six levels among which are knowledge (C1), comprehension (C2), application (C3), analysis (C4), synthesis (C5), and evaluation (C6). Bloom's levels of thinking process start by recognizing and recalling facts, concepts, theories, principles, procedures criteria and steps on self-learning which process is essential towards performing more complex cognitive tasks especially in understanding events, abstraction, cause and effect of physical phenomenon. The cognitive complexity rises as the tasks move from understanding to higher order thinking skills such as justifying an idea or action or new ways of viewing things (Yunus et al., 2013). So, the cognitive domain in the simple word is more about understanding and knowledge about something.

1.2 **Attitude**

In psychology, attitude is a psychological construct, a mental and emotional entity that inheres in or characterizes a person. They are complex and an acquired state through experiences (Perloff, 2010). It is an individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression toward a person, place, thing, or event (the attitude object) which in turn influences the individual's thought and action. Prominent psychologist Gordon Allport described this latent psychological

construct as the most distinctive and indispensable concept in contemporary social psychology. Attitude can be formed from a person's past and present. Key topics in the study of attitudes include attitude strength, attitude change, consumer behavior, and attitude-behavior relationships. The affective domain has five levels are receiving phenomena (A1), responding to phenomena (A2), valuing (A3), organizing values (A4), and internalizing values (A5). The effective domain focus on interests, attitudes, opinions, appreciations, values, and emotional sets that includes the way we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes (Yunus et al., 2013). So, affective domain is more about the attitudes and behavior towards something.

1.3 Practices

The practices are mean by the acquisition, coordination, and use of physical and neuromuscular movement (Edginton & Edginton, 1994; Simpson, 1972). The practices are also synonyms with skill and psychomotor. So, in the psychomotor domain has seven levels these are the perception (P1), set (P2), guided response (P3), the mechanism (P4), complex overt response (P5), adaptation (P6), and origination (P7). Simpson (1972) describes the psychomotor domain to include physical movement, coordination, and use of the motor-skills. Besides, development of skills requires related practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The psychomotor domain focus attention on physical skills that involves muscular or motor skill, some manipulation of materials and objects, or some act which requires a neuromuscular coordination that captures the complexity of enhancing, strength and speed that is often involved in physical

activity or skill acquisition (Yunus et al., 2013). So, the psychomotor domain can be described as practices and skills of something related towards someone after getting the knowledge and action the attitudes toward the related things.

1.4 Extension Program

An extension is a non-formal educational function that applies to any institution that disseminates information with the intention of upgrading knowledge, attitudes, skills, and performance (Rivera & Qamar, 2003). Rivera and Qamar (2003) mentioned that at the same time, an extension is a political and organizational instrument utilized to facilitate development. It can be defined as a process of generating change and satisfaction within the individual and in turn to achieve the objective of a large group. Its purpose may differ, from technology transfer to problem-solving educational approaches to participatory programs aimed at alleviating poverty and improve community involvement in the process of development. Internationally, extension education tends to differ from country to country.

Definitions range from technology transfer model to that of the facilitative human development model. The former definition suggests a technical improvement where the extension has the task of increasing the rate of adoption. The later definition suggests that given the opportunity to the clients to develop the solution to their problems (Coutts, 1995).

Okunade (2007) contended extension as a type of education that is functional rather than formal and its main task is to transfer meaningful information to the clients. It is kind of source to make clients aware of alternatives methods that exist for carrying out their operations.

Qamar (2005) defined the concept of extension as a function of providing need and demand based knowledge and skills to rural people in a non-formal and participatory way in order to improve their quality of life. The function of extension may be applied to several subjects, both agricultural and non-agricultural, such as health; when it is applied to agriculture, it is called agricultural extension.

Bone (1989), Carter (1993) and Swanson (1997) similarly stated that extension is a system of non-formal education, which provides advisory services using the educational process to help clients in acquiring knowledge and skills to cope with a problem facing them in their own socioeconomic contexts.

Boone (1990) described extension as the human system, not just a technical system. Extension education is a human process in which technical information is integrated and used to help clients achieve their potential.

1.5 **Extension Program Planning**

Planning is the process of achieving the desired result. It begins with a look at the past, then analyze the present, and ending in predicting the future. All process through the decision-making process (D'ortenzio, 2012). The planning phase usually includes some mechanism for linking the educational institution to the clients it intends to serve, an assessment of needs, and a process for assigning priority to the needs. This phase focuses on determining what needs to be done. Developing an extension program requires planning. Extension program planning involves a process of selecting the best course of action to accomplish an objective. It deals with an extension worker's decision. The precise patterns vary considerably as situations differ from one another, however, the following steps in planning should be taken into consideration (FAO, 1980)

Data gathering: The first step is to collect the facts on natural resources such as It contains objectives, activities, and resources (inputs) such as finance, infrastructure, staff (human), and equipment. Each activity is clearly defined and precise. For example, as this study, the agricultural program planning method of study visits or trips of educational visits. It must contain elements of what? (Educational visit), when? (Date), who? (Students TKP3201 and TKP4201), and where? (Visited place).

Situation analysis: Next to a collection of facts, is the analysis of the situation. With the available important facts, the prevailing situation is related to the desired situation. On the other hand, the relative importance of each need is also analyzed. One problem deserves more consideration than the others.

Problem identification: Problems are identified after data are gathered. The problem is then prioritized according to relevance and meaning.

Objective setting: Each general objective will be analyzed. This is breaking down the general objective into series of simple steps which can be understood and applied.

Implementation still uses a "top-down". Each state gets a "quota" to be carried out to meet the goal. Then, the states distribute the "quota" to the region, and next to the service area. Finally, the extension agents (students) identify appropriate locations for the implementation. In addition, it can also be used for the project implementation process using a "bottom-up" approach which is to identify the input needs of the project, collected by the district and sent to the state for the purchase/receipt. Input materials that were purchased/receive would be supplied to the district area and next to the service area. Time input supplied to the service area is very important to enable the project goes according to plan. Due to the input delay that causes it supplied the implementation of the project to be delayed.

1.6 Mentoring System

Mentoring is the partnership and relationship between two people one of whom, the mentor, provides the trust and support to guide, advise, help the other party, the mentee, and learner, towards the mentee's personal growth and development. The mentor's role is that of a coach, counselor, facilitator, as well as evaluator (as the mentor needs to evaluate the mentee's progress in order provide the necessary guidance and support) (Cranwell-Ward *et al.,* 2004). In this study, mentoring will be the process of a more experienced and trusted adult who forms a relationship with a young person so that the young person is supported in growth towards building essential skills through personal discovery and experiences (adapted from Dunphy *et al.*, 2008, p.9 in Dolan and Brady, 2012, p.10).

Hence, the teaching and learning process of TKP3201 and TKP4203 is using the class task and small group task (three or four students per group) in class. TKP3201 had a class task which is Agriculture Extension program in the field trip and small group task is to choose technology development and explain in the present day to develop their cognitive, affective, and psychomotor skills performance. While, TKP4203 also uses class task of Agriculture Extension program in the field trip, but the small group task is interview farmers and present their result interview in the present day to develop their cognitive, affective, and psychomotor skills performance. So, we will see either two class, who will be a better in process and learning either of TKP3201 (no mentor) or TKP4203 (have a mentor) in the class.

1.7 Problem and Its Context

In many studies mentoring has been found to be an effective approach in facilitating the competence and character of youth (Dubois & Karcher, 2005; Keller, in Allen & Eby, 2007) because according to Bandura's Social Cognitive theory (1989), mentors serve as role models who guide and inspire the young people. As a non-formal extension learning program mentors share and their knowledge and experience to the mentees who in turn shared their own experiences contributing to shared learning experiences between the mentor and mentee. Hence this study discusses and examines the comparison of knowledge, attitude, practices among student TKP3201 (no mentor) with TKP4203 (with mentor) in UPM of mentoring to non-formal learning in extension education based on the class that they are taken

Learning is part and parcel of the youth development process, particularly in the learning taxonomies of cognitive, affective, and psychomotor learning domains (Edginton & Edginton, 1994). It is through these learning domains that mentoring practices could contribute to the positive development of youth (Rothman & haydon, 2006; Murphy & Ensher, 2006 in Clary & Rhodes, 2006). Moreover, the new theory of asset-based youth development program assets that if youth potentials are recognized and their positive developmental assets are nurtured, their learning objectives that are valued by society could be met and where they will contribute positively to themselves, their families, community and civil society (Learner *et al.,* 2006 in Clary & Rhodes, 2006).

The problem occurs when some of the student lack of interest to the lecturer/academician causing student less interested in the subject. Besides that, lack of focus to the lectures giving by lecturer/academician in class and the time constraints

in order to meet their lecturer also the main factor why this approach should be done. So, a new method must be a plan to solve this problem like mentoring practices.

Therefore, this study is needed to determine the extent of mentoring practice among a student and its influence on their program learning outcomes. It will then determine the relationship and predictability of mentoring practices with learning outcomes.

1.8 Objectives

1.8.1 General Objective

To determine student performance on the program learning outcome that comprises of knowledge, attitude, and skills among student TKP3201 and TKP4203 in UPM.

1.8.2 Specific Objective

The specific objectives of the study were as follows:

i. To determine the level of knowledge, attitude, practices and student performance among student TKP3201 (no mentor).
ii. To determine the level of knowledge, attitude, practices and student performance among student TKP4203 (with mentor).
iii. To compare the level of knowledge, attitude, practices and student performance between student TKP3201 (no mentor) with TKP4203 (with mentor).

1.9 Research Hypothesis

The following are the hypothesis related to the objective of this study:

i. Ho: There is no significant difference mean of knowledge, attitude, practices and student performance among student TKP3201 (no mentor) with student TKP4203 (with mentor).

ii. Ha: There is a significant difference mean of knowledge, attitude, practices and student performance among student TKP3201 (no mentor) with student TKP4203 (with mentor).

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