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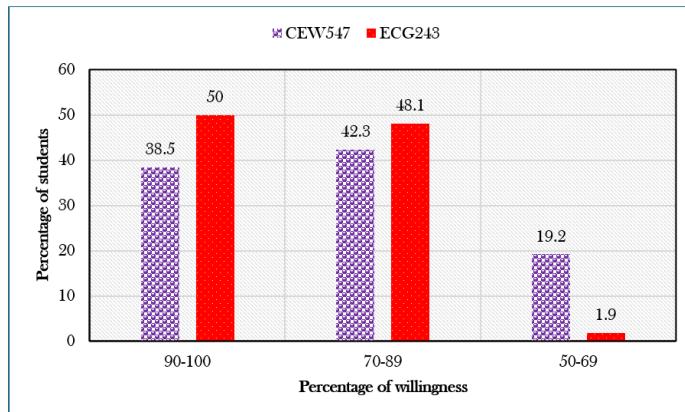
# Before It Begins: Measuring Students' Willingness to Participate in PO Intervention & Cantas Gagal

Assoc. Prof. Dr. Noorsuhada Md Nor, Roziah Keria, Dr. Intan Shafeenar Ahmad Mohtar

This information provides insight into the estimated willingness of students to participate in the PO Intervention & Cantas Gagal programme before they actually participate. By comparing the responses from two different groups, we hope to better understand students' initial perceptions, interest and potential factors influencing their motivation to participate in the programme in the future.

The graph below shows that students estimated their readiness to participate in the PO Intervention & Cantas Gagal programme prior to actual participation, comparing two groups: CEW547 and ECG243. ECG243 students generally showed higher readiness. About 50% estimated their participation at 90–100%, compared to about 38% of CEW547 students. At the same time, there were quite a large number of students in the 70–89% range in both groups, indicating moderate interest and openness to the programme.

Interestingly, in CEW547, a considerable proportion of students (approximately 20%) were in the lower 50–69% readiness range, indicating some uncertainty or hesitation before participating. In contrast, ECG243 had very few students in this lower range, indicating greater initial confidence or curiosity about the programme. Overall, ECG243 students appeared to be more motivated to participate in the programme, whereas initial interest was more mixed in CEW547. The higher willingness of ECG243 students to participate in the PO Intervention & Cantas Gagal programme could be due to the fact that they were familiar with similar programmes in their academic background. This may have led them to feel more confident and better prepared, resulting in greater interest. In contrast, the CEW547 students may have had less information or previous experience, which could explain why more of them were initially hesitant or unsure about participating.



Another possible reason is social influence. The ECG243 students may have received positive feedback from peers or seniors who had already participated in the programme, creating a sense of confidence and enthusiasm. They may also have seen the programme as more relevant to their academic or personal goals. The CEW547 students, on the other hand, may not have had the same experience or encouragement, which often affects motivation and perceived value before participating in something new.

To increase awareness of the PO Intervention & Cantas Gagal programme, lecturers can begin by sharing real-life stories and positive outcomes from previous participants. When students hear how other participants have gained confidence, experienced personal growth, they are more likely to see the programme as valuable. Faculty can also highlight how the programme aligns with academic or career goals, making it more relevant and appealing to students.