"Student's Involvement in Classroom among Diploma Student's in University Technology Mara, Kedah"

Ahmad Hakimi Abu Bakar, Intan Syafinas Hasbullah, Nadia Bokhair, Siti Nor Hidayah Hassan, Mohamed Samsudeen Sajahan

Faculty of Administrative Science and Policy Studies, Universiti Teknologi MARA (UiTM) Merbok, Kedah

ABSTRACT

According to Alexander W. Astin (1999)[1], student involvement can be defined as student contribution in academic experience. This means that, there is involvement in classroom when the students give their time, energy and effort in the class. Involvement in class is very important for students. This is because it can help to develop conducive environment where the process of learning will become interesting. Besides, it can increase the level of understanding toward the subject learned. Apart from that, involvement in a classroom can be consider as an essential element in helping the university to develop quality graduate for the job market. This study is conduct in order to improve the level of UiTM Kedah student's involvement in classroom. It is done to investigate whether UiTM Kedah students participate in classroom or not and what are the best ways to encourage them to actively participate in classroom There are several objectives to be achieved in this study whereby to determine the relationship between interaction and the level of student's involvement in classroom. Besides, to investigate whether learning styles and teaching method influences student involvement in classroom. The research conducted by using Statistical of Package for Social Science (SPSS) version 15.0 and the data was analyzed

---

[1] Astin, A.W. (1999). Student Involvement: A Development Theory for Higher Education. Los Angeles: *Journal of College Student Development.*

with the Person Correlation. The result indicated that there is significant relationship between interaction and student's involvement in classroom.

Keywords: Environment, Interaction, Involvement**,** Learning style, teaching method

1.0　INTRODUCTION

Student Involvement in classroom is very important for students. This is because it can help enhance the students' level of self esteem and understanding in one's subject. Previous studies indicate that several decades of research on college impact point to engagement. According to Chen et al. (2008)[2], student engagement can be defined as the time devoted to learning beneficial behaviors such as personal study, seeking extra help from an instructor, or studying with others. This is because when the student participate in classroom, it help generates ideas from one person to another which can increase their knowledge on that particular subject.

---

[2] Chen, H.L., Lattuca, R. Lisa.& Hamilton, E.R. (2008). Journal of Engineering Education. *Conceptulizing Engagement: Contributions of Faculty to Student Engagement in Engineering.* Vol. 97, Iss. 3; pg. 339, 15 pgs.

Apart from that, Alexander W. Astin (1999), student involvement can be defined as the amount of physical and psychological energy that the student devotes to the academic experience. Meaning to say that, student involvement generally can be said as how committed the students are toward the process of learning occurring in the classroom. However, the current situation right now is there is lacking or low participation from students in classroom whereby students tend to act passive and ignorance towards the lecture given in the class. This is influence by few factor such as peers' pressure, lecturer teaching method, classroom environment and also interpersonal factor such as effort and learning style.

Basically, this type of investigation is Person Correlational study. This is because, the researchers is studying on the relationship

between the dependent variable (indicator of student involvement) and the independent variable (interaction, teaching method, environment and learning style) which will affected the level of student's involvement in classroom.

2.0 METHODOLOGY

Research methodology is a section that explains the procedure in collecting the data from the respondents. In this section, it include the procedure such as research design, sampling technique, sample size, unit of analysis, measurement, data collection and data analysis which related in analyzing data relating to this research.

2.1 DATA COLLECTION

Data collection method which is used by the researchers is questionnaires which include demographic section and question regarding indicators of student involvement. The sample of the questionnaire is adopted from the NSSE (National Survey of Student Engagement). However, this sample of questionnaire will be restructuring as to make it suit to this research. Besides, the researcher is using likert scale questionnaire and develops the question based on research hypotheses testing.

2.2 DATA ANALYSIS

All the data information that has been collected by the researchers was analyzed by using Statistical Program for Social Science (SPSS).

3.0 RESULTS

3.1 Cronbach Alpha

Cronbach's Alpha analysis to be used to study the reliability of this research. Based on table 1, it shows that the Cronbach's alpha for overall scale is equal to 0.751.

Table 1: Reliability Statistics

Cronbach's Alpha		
Cronbach's Alpha	Based on Standardized Items	N of Items
.751	.760	20

This shows that the item (questions) is acceptable to be used to represent the research. This is because if it is less than 0.6, it will be consider poor and not appropriate to represent the research.

3.2   Descriptive Analysis

As shown in table 2, the female respondent dominated the percentage of the entire respondents with 86.7 percent while the male respondent represented by 13.3.

	Frequency	Percent
Valid Male	45	13.3
Female	293	86.7
Total	338	100.0

Table 2: Gender

Table 3 showed that eight programmes involved in the study. From the total number of respondent collected, 75 respondents are from DPA, 43 from DIB, 33 from DBS, 40 represent DIA, 17 represent DCS, 43 from DIM, 34 from DQS and 53 represent DIDE.

	Frequency	Percent
DPA	75	22.2
DIB	43	12.7
DBS	33	9.8
DIA	40	11.8
DCS	17	5.0
DIM	43	12.7
DQS	34	10.1
DIDE	53	15.7
Total	338	100.0

Table 3: Programme

Table 4 showed that the highest respondent comes form part 6 which is 108 respondents. Basically, this amount represents 32.0 percent out of the total respondent. This is followed by part 3 students with 82 respondents (24.3 percent). The third highest part comes from part 2 with 47 respondents which represent 13.9 percent. The researchers also obtain data from 39 respondents (9.8 percent) whom derived from part 5 students. Besides, the researchers also obtain data from 33 respondent (8.9 percent) representing part 4. Lastly, the lowest respondents come from part 1 with only 29 respondents which represent 8.6 percent.

Part	Frequency	Percent
1	29	8.6
2	47	13.9
3	82	24.3
4	33	9.8
5	39	11.5
6	108	32.0
Total	338	100.0

Table 4: Part

3.3 Correlation Analyis

The analysis was done to examine the four independent variables against the Student's Involvement (DV) and most preferable (influential) in the study of student involvement. The factors are interaction, environment, teaching method, learning style.

4.0 CONCLUSION

Based on this research, the researchers were providing several recommendations in order to increase the student's involvement in classroom. The researchers hope that the parties involved which are students, lecturers and UiTM Kedah administration will consider the recommendations given by the

researchers itself. Furthermore, it can give a good impact in the learning process where the student and lecturer can identify any weaknesses and tried to eliminate it in gaining a success in the learning process. Therefore, it can increase student's motivation as well as increases in their involvement in classroom.

5.0   REFERENCES

Astin, A.W. (1999). Student Involvement: A Development Theory for Higher Education. Los Angeles: *Journal of College Student Development.*

Chen, H.L., Lattuca, R. Lisa.& Hamilton, E.R. (2008). Conceptulizing Engagement: Contributions of Faculty to Student Engagement in Engineering. *Journal of Engineering Education, 97*(3), 339-353.