

The Relationship Between Interest, Awareness, and Teacher Teaching Style on Students' Tendencies in Choosing Agriculture Subjects

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Abstract

Other than farming, agribusiness, research, engineering, food processing, and more are available in agriculture. This diverse role may lead students to agricultural education. Students may not realize the many fulfilling professions in agriculture beyond farming. The potential for roles in agricultural research, agribusiness, sustainable farming, and technology may not be apparent. So, this study determined factors affecting students' choice of agriculture subjects in standard four. This study also used purposive sampling and was conducted on 127 Design and Technology (RBT) students at a school in Hulu Langat, Selangor. The questionnaire was used for descriptive analysis to calculate frequency, percentage, mean, and standard deviation. The Pearson Correlation test was used to determine the relationship between interest, awareness, teacher teaching style and agriculture subject choice. Students have the highest mean score for agriculture awareness. The study found that the three factors and tendencies for students to choose agriculture subject are significantly related. It appears that students also consider agriculture as their career option.

Keywords: Agriculture, Interest, Awareness, Teaching Style, Tendency

Introduction

The accelerated growth of the economy has prompted the general populace to become cognizant of opportunities in agriculture, including cultivation, animal husbandry, and related sectors. The phrase "Agriculture is a business" encapsulates the notion that any form of agricultural practice has the potential to be transformed into a commercial enterprise, thereby generating financial returns. In Malaysia, secondary school students can pursue agricultural education through RBT and Agricultural subjects (KPM, 2015). This academic pathway can potentially lead them to further their studies at the undergraduate and postgraduate levels in public universities and agricultural colleges (Ismail, 2020). Agriculture education may not consistently garner the same popularity or student preference as specific other academic disciplines owing to various factors (Mat Taib et al., 2019; Okoye, 2015).

Nevertheless, it is crucial to acknowledge that the level of acceptance and preference for a specific study area can fluctuate depending on geographical location, cultural norms,

economic circumstances, and societal viewpoints. Prices of agricultural commodities such as palm oil and rubber are also floated according to current prices. However, the urgent need for agricultural resources requires the government to take more proactive steps so that students' interests, awareness, and inclinations are nurtured from the beginning to ensure that the field of agriculture becomes the main prospect in career selection among students (N, 2021). The policy of liberalization and closure of the agricultural economy is also a factor in the lack of public interest in agriculture.

In the current educational context, the decision made by students regarding the academic disciplines they choose to pursue plays a crucial role in shaping their professional paths and making significant contributions to the progress of diverse sectors. Agriculture frequently assumes a distinctive position in the vast array of academic disciplines owing to its crucial role in guaranteeing worldwide food security, promoting sustainable resource management, and preserving the environment (Zakaria & Nair, 2019). Nevertheless, the inclination of students to select agricultural disciplines for their academic pursuits can be shaped by a convergence of multifaceted factors that transcend the content of the subjects. This study examines a pivotal component of the decision-making process, specifically the correlation between students' interests, levels of awareness, and the instructional methods utilized by teachers. By examining the intricate interplay among these factors, the present study aims to elucidate the underlying factors influencing students' preferences for agricultural subjects. This endeavour ultimately seeks to enhance the efficacy of pedagogical approaches and educational interventions by providing valuable insights. Therefore, this study was conducted to answer the research questions which are:

1. What is the level of student interest towards selecting Agricultural subjects?
2. What is the level of student awareness towards selecting Agricultural subjects?
3. What is the teaching style of RBT teachers?
4. What is the level of student tendency towards the selection of Agricultural subjects?
5. Is there a significant relationship between interest, awareness, and teacher's teaching style with students' tendency to select Agricultural subjects?

Literature Review

Interest, Awareness and Tendency of Students Towards Agriculture Subjects

Interest is a crucial factor influencing individuals' pursuits, encouraging effective studying when they are engaged. Interest encompasses liking, attention, and propensity to follow up. For students, interest in selecting Agricultural subjects in standard four shapes their trajectory towards desired futures. However, the extent of their inclination and career prospects in the field is uncertain. Attitude, interest, and motivation significantly impact student achievement. Vocational students acknowledge interest's role in career choices, and interest affects success and learning outcomes (Blotnicky et al., 2018).

Research indicates various factors impacting interest, such as teaching style, peer influence, electives, and career prospects. Malaysian Ministry of Education and efforts from various agencies aim to increase awareness of agriculture's importance. However (Mohamed, 2022) highlighted moderate student acceptance of TVET fields due to a lack of awareness and negative perceptions. Promoting awareness is essential, as recognized by successful career prospects (Hashish, 2019). Exposure and awareness from primary school can aid informed decisions. Awareness is vital in creating a learning attitude and identifying personal abilities and shortcomings. Understanding these guides efforts toward success. Limited studies have explored students' awareness of choosing Agriculture, and ongoing research is needed. The

tendency, shaped by interest, awareness, and teaching style, guides students' choices and actions (Tinto, 2017). Emotions, beliefs, and behaviours are linked, influencing responses. Factors motivating students to enter agriculture include employment readiness, skill development, and academic improvement.

Teacher's Teaching Style

Teachers are pivotal figures in education, as their role dramatically influences the success of educational plans by guiding students. A teacher's task goes beyond the syllabus, encompassing fostering interest in lessons. Effective teaching requires skill, extensive subject knowledge, and an engaging teaching style aligned with student achievement levels. A teacher's unique style involves personal characteristics like language, dress, gestures, energy, and motivation. They play multiple roles: educators, planners, managers, facilitators, guides, and role models. The study conducted by (Pying Rashid, 2014) also found that the expert teaching style affects students' interest in Integrated Living Skills (ILS) subjects when they obtain the highest mean compared to other teaching styles. While teaching styles vary, they all contribute to effective teaching and learning. Teachers should be versatile in styles and techniques, adapting to subjects and situations (Tee et al., 2020). A well-prepared teacher employs appropriate teaching styles for effective learning. Teachers also should be equipped through relevant courses and training, with institutions supporting their professional development. A lack of subject-specific education can hinder teachers' effectiveness (Rina Juliana, 2015). Effective teaching requires theoretical knowledge and teaching skills. A teacher must grasp teaching concepts, approaches, and methods. Effective teaching achieves objectives, challenging students and providing accurate feedback. Teaching style influences students' attitudes and interests, with effectiveness depending on goals and students' learning styles (Henriksen et al., 2016). Highlights teachers' need to deliver subjects positively and diversify their teaching style for student interest and achievement. Quality teaching involves engaging, compelling content delivery and promoting student achievement. Teachers contribute to producing skilled human capital for the nation's growth. Teaching and learning styles differ between individuals, affecting learning outcomes. To achieve learning objectives, teachers must adeptly select and apply appropriate teaching styles based on students and subjects. The teaching style indirectly fosters students' interest in RBT subjects and builds their confidence in pursuing studies in Agriculture.

Model Approach Related to Teaching Style

Grasha's Teaching Style

(Grasha, 2010) defines teaching style as the approach educators use to foster positive teacher-student relationships and maintain student interest in learning. Grasha categorizes teaching styles into five groups. (1) Personal/Personal Model Style: Teachers are role models, frequently used to emphasize explanations and demonstrations. It builds a friendly teacher-student relationship and encourages students to follow the teacher's behaviour and thinking. (2) Facilitator Style: This style emphasizes interaction and guidance. Teachers use questions to guide students, promoting independent thinking and decision-making. The goal is to enhance students' independence and initiative, fostering a supportive learning environment. (3) Delegator Style: This self-learning style emphasizes autonomy, encouraging students to work independently or in groups. Teachers act as reference sources and offer guidance as needed. It prepares students for independent tasks and helps them become confident and self-reliant. (4) Formal Authority Style: This style involves one-way communication through

lectures, focusing on delivering knowledge. It is less favoured as it limits critical thinking and creativity, potentially leading to disengagement, absenteeism, and hindered academic achievement. (5) Expert Style: This competitive style challenges students' thinking and relies on the teacher's expertise. It is suitable for specific situations but not regularly, especially for weaker students who might feel threatened and lose interest, leading to ineffective learning and poorer academic outcomes.

A study (Pying & Rashid, 2014) revealed that an expert teaching style was most effective for students' interest in Integrated Life Skills (ILS) subjects. ILS teachers predominantly used delegator, formal authority, personal model, and expert styles, with the facilitator style less common. To enhance interest in ILS Agriculture, reducing the delegator style was suggested. The alignment of teaching and learning styles was highlighted by (Aldajah et al., 2014), stressing the importance of balancing student learning styles with instructor teaching styles. Agriculture faces declining interest in a developing digital economy due to sectoral diversification. Policy changes are needed to rekindle interest in agriculture among students. Teachers are recommended to reduce the frequency of the delegator teaching style because the teaching style does not show anything significant with student interest in ILS subjects (Pying & Rashid, 2014). However, it suggested that ILS teachers for the four options, Home Economics, Technical Skills, Trade and Entrepreneurship and Agriculture, need to diversify the appropriate teaching style because it can increase students' interest in ILS subjects and subsequently increase the effectiveness of Teaching and learning activities in the classroom. According to (Aldajah et al., 2014), to improve the quality of teaching and increase its effectiveness, attention must be paid to the compatibility of the teacher's teaching style and the student's learning style. The results of a study conducted on mechanical engineering students and their instructors at the United Arab Emirates University showed that the student's learning style is balanced, which is active reflective, intuitive-sensory, and visual-verbal, and students are found to be fonder of the sequential global learning style (Aldajah et al., 2014). While from the aspect of the instructor's teaching style, the instructor often uses expert style, formal authority, personal model, and delegator. In most developing countries based on the digital economy, the migration of the young generation from agriculture to other income-generating sectors is evident. Through the digitization of other economic generating sectors such as taxi services, online food purchases and service provision, more places are in the community's hearts (Nugraha et al., 2019). Due to these factors, many choose the field of agriculture as the last option to venture into, causing agriculture-based programs to find less and less place in the hearts of the young generation of Malaysia.

Methodology

The research design used is a survey study. According to (J.W. Creswell, 2014), survey research is used to study a research problem that requires explaining a trend or the relationship between variables. This survey study was conducted to identify the interest, awareness, and teaching style of RBT teachers with a tendency towards the subject of Agriculture and measure the relationship between the interest, awareness, and teaching style of RBT teachers with a tendency towards the Agricultural subjects. Descriptive design is research that aims to get information about what is happening (Ary et al., 2019). In addition, this method is also easy to carry out by giving the instrument to the respondents and then processing the data.

Population and Sampling

The researchers identified the population accurately and clearly. This study's population is 190 RBT students at a school in the Hulu Langat district of Selangor. According to (Ghazali & Sufean, 2018), sampling is a part of the group taken to observe the study. The sample selection in this study consisted of 127 third-form students who took RBT subjects. Determining the sample size refers to the sample size determination table proposed by (Krejcie Morgan, 1970). The sample selection technique used is a purposive sampling technique because the sample selection is based on the purpose of obtaining individuals with the criteria set by the researcher, namely students who take RBT subjects.

Instrument

This study uses a questionnaire as the main instrument to obtain the necessary information and collect it. Questionnaires can be used to measure attitudes or opinions in a natural and honest situation because respondents usually do not know each other (Ary et al., 2019). The questionnaire was measured using a five-level Likert scale to see the respondent's tendency towards the questions presented. Scale 5 is the highest tendency value, and scale 1 is the lowest tendency value. The Likert scale is suitable for measuring the views given by respondents in a particular room continuously about certain practices, perceptions, and attitudes (Cohen et al., 2017), and the Likert scale is also suitable for use in research because it is an attitude inventory that involves individual feelings towards an idea, procedure, and social institution. This study's measurement level is based on a five-level Likert scale: strongly disagree, do not agree, disagree, agree, and strongly agree.

Pilot Study

According to (John W. Creswell & Creswell, 2018), pilot studies will help researchers decide whether the study can be implemented. Therefore, this study involved 30 third-form students who took RBT subjects at a school in Hulu Langat district, Selangor. The findings obtained from this pilot study allow the researcher to improve the constructed questionnaire. This allows robust instruments to be produced for actual research purposes. The researcher set the reliability index of each construct, which is Cronbach's Alpha coefficient value exceeding 0.60, to obtain a high-reliability value. If Cronbach's Alpha value is below 0.60, reliability is weak, while in the range of 0.70, it can be adopted, and above 0.80 is good. Cronbach's Alpha coefficient value above 0.8 is considered highly reliable as an instrument. For this study, the value used is 0.60 and above. This test is made by using Cronbach's Alpha coefficient for four constructs: interest, awareness, teacher's teaching style and tendency, using a 5-point Likert scale. The result found that the level of reliability for all four constructs is 0.764, as shown in Table 1 and Table 2.

Table 1

Coefficient measurements for Cronbach's Alpha values for all items

No. of Item	Alpha Cronbach
50	0.764

Table 2

Coefficient measurements for Cronbach's Alpha values according to constructs

Construct	No. of Item	Alpha Cronbach
Student interest	10	0.666
Student awareness	10	0.632
RBT Teachers' Teaching Style	20	0.771
Student tendency	10	0.748

Data Collection and Analysis

Before the questionnaire was distributed to the respondents, the researcher's first step was to get approval for the proposal from the Malaysian Ministry of Education and Head of School. The researcher then met with the RBT students to explain how to complete and answer the questionnaire. The researcher allocated time for a week for that collection. After the respondents completed the research instrument, the data was collected and analyzed with the help of SPSS software version 27. Descriptive statistics and inferential statistics also were used. Descriptive statistics are used to conclude the overall study data, providing an understanding of the various data obtained, such as frequency, percentage, mean and standard deviation. Pearson Correlation was used for inferential statistical analysis to relate the relationship between the variables.

Descriptive Analysis

Descriptive analysis in this study was used to obtain mean values, standard deviations, frequencies, and percentages. According to (Ghazali & Sufean, 2018), descriptive analysis such as the mean can provide an overall picture by considering the available data. All the results in this study are based on the answers given by the respondents in the questionnaire. Through descriptive analysis, the level of interpretation can also be obtained based on the mean score. Each aspect of student interest level, student awareness level and student tendency level are measured from an overall angle where each item is collected into a total score. Scores are obtained based on a five-point Likert scale. Once the mean score is determined, it is identified based on the mean range. The lowest and highest mean scores were determined from the inventory measurement scale. The lowest mean score value is one, and the highest mean score value is 5. The interpretation of the mean scale in this study is calculated, i.e., the range value is obtained by subtracting the highest scale from the lowest scale and then dividing by five. Therefore, the mean range of interest, student awareness, RBT teacher's teaching style and student tendency is as in Table 3.

Table 3

Interpretation of level of student interest, awareness, RBT teacher's teaching style and tendency based on mean range

Mean range	Interpretation aspect
1.00-1.79	Strongly disagree
1.80-2.59	Disagree
2.60-3.39	Moderately Disagree
3.40-4.19	Agree
4.20-5.00	Strongly agree

Inferential Analysis

Pearson's correlation interpretation was used to identify the relationship between teachers' interest, awareness, and teaching style with the tendency to choose the First subject in the fourth grade. Guidelines by (Cohen et al., 2017) are used to interpret the correlation degree. The classification of correlation values and evidence is as in Table 4.

Table 4

Correlation interpretation adapted from (Cohen et al., 2017)

Correlation values	Interpretation
0.01 to 0.29 or -0.01 to -0.29	Small
0.30 to 0.49 or -0.30 to -0.49	Medium
0.50 to 1.00 or -0.50 to -1.00	Strong

If the Pearson Correlation Coefficient is close to 1, the relationship between each variable has a strong positive correlation. If the correlation coefficient has a value close to zero, then the relationship between the variables involved is said to have no linear or no correlation.

Findings

Demographic Analysis

This section reports descriptive data based on the total sample obtained, 127 standard three students who took RBT subjects at a school in Hulu Langat district, Selangor. The researchers analyze student demographics according to gender, race and Standard Three Final Assessment results for RBT subjects. The data obtained is the result of a questionnaire that has been distributed. The respondents involved in this study comprised 45 male respondents, 35.4%, and 82 female respondents, 64.6%. The Malay race dominates the number of respondents, which is 62 students (48.8%), followed by the Chinese race, 47 students (37.0%), the Indian race, 11 students (8.7%) and other races totalling seven numbers of students (5.5%). The results of the Standard Three Final Year Assessment for RBT subjects were the number of A, totalling 33 respondents that are 26%, B totalling 51 respondents 40.2%, C totalling 30 respondents 23.6%, D totalling 12 respondents 9.4% and E only one respondent which is 0.8%. Table 5 shows the number of respondents, gender, and results for final year assessment in RBT subjects.

Table 5

Students Demographic

	Frequency	Percentage (%)
<u>Gender</u>		
Men	45	35.4
woman	82	64.6
<u>Ethnicity</u>		
Malay	62	48.3
Chinese	47	37.0
Indian	11	8.7
Others	7	5.5
<u>RBT Result in Standard Three Final Year Assessment</u>		
- A		
- B	33	26.0
- C	51	40.2
- D	30	23.6
- E	12	9.4
	1	0.8

Students' Interest Towards the Selection of Agricultural Subjects

Regarding students' level of interest in selecting Agricultural subjects, the study's results showed that the mean score was 3.81 and the standard deviation overall was 0.55. Table 6 shows the items for students' interest in selecting Agricultural subjects. *The practical training item in the RBT subject has developed my interest in the Agricultural subject*, showing the highest mean=4.02, sd=0.82. In contrast, the *School Based Assessment (SBA) item I implemented in the RBT subject developed my interest in agriculture and showed the lowest score*, mean=3.55, sd=0.96.

Table 6

The Level of Student Interest Towards the Selection of Agricultural Subjects

No.	Items	Mean	SD
1.	The RBT subject helped increase my interest in the Agriculture subject.	3.85	0.68
2.	The topics in RBT subjects developed my interest in Agriculture subject.	3.79	0.83
3.	The revelation about plant growth in the RBT subject interested me in Agriculture.	3.72	0.79
4.	Practical training in RBT subjects developed my interest in Agriculture subject.	4.02	0.82
5.	The learning objective of RBT builds my interest in the subject of Agriculture	3.69	0.85
6.	The learning environment, such as RBT subject workshop equipment at my school, increased my interest to choose Agriculture subject in standard four.	3.86	0.85
7.	The School Based Assessment (SBA) I implemented in the RBT subject has developed my interest in Agriculture.	3.55	0.96
8.	Early exposure to the topic of pets in the RBT subject increased my interest in Agriculture as there was continuity.	3.94	0.88
9.	The subject of RBT is a subject that is easy to understand, which made me interested in choosing the subject of Agriculture because I think that Agriculture is also an easy subject.	3.83	0.85
10.	The early exposure that I got to the subject of RBT increased my interest in the subject of Agriculture because this subject allowed me to get excellent results.	3.79	0.86
Total mean and sd		3.81	0.55

The Level Students' Awareness Towards the Selection of Agricultural Subjects

Table 7 shows the level of students' awareness towards selecting Agriculture subjects. Regarding the level of students' awareness towards selecting Agricultural subjects, the study's results showed a mean score and a sd=0.58. Table 4.3 shows the items for the variables of students' awareness of selecting Agriculture subjects. Through *the exposure I got while studying RBT, I realized that the subject of agriculture could fulfil the country's desire to increase the success of the agricultural sector* with the highest score of mean=4.09 and sd=0.81. *The initial exposure item on the topic of landscape that I obtained from the RBT subject convinced me that the subject of agriculture is suitable for standard four students to be the item with the lowest score*, which is mean=3.78 and sd=0.94.

Table 7

The Level of Students' Awareness Towards the Selection of Agricultural Subjects

No.	Items	Mean	SD
1.	The initial exposure obtained from RBT subjects made me realize that Agriculture subjects can produce a professional workforce, such as landscape architects.	3.99	0.87
2.	The initial exposure obtained from the RBT subject made me realize that the subject of Agriculture can produce individuals who can be independent in the field of employment.	4.07	0.74
3.	The initial exposure to the RBT subject convinced me that the Agriculture subject could provide opportunities to become an entrepreneur.	4.04	0.81
4.	The initial exposure obtained from the RBT subject made me realize that the subject of Agriculture can provide career opportunities in the field of industry, such as in the sub-topic of livestock production.	4.03	0.80
5.	The initial exposure gained from the RBT subject convinced me that the Agriculture subject fulfils my desire to join the research field related to agriculture.	3.79	0.94
6.	The initial exposure to the RBT subject convinced me that the Agriculture subject could improve technical skills, such as in the sub-topic of farm mechanization.	3.85	.87359
7.	The initial exposure gained from the RBT subject convinced me that the subject of Agriculture could improve scientific skills, such as in the sub-topic of biotechnology in agriculture.	4.09	0.74
8.	The initial exposure to the landscape topic that I gained from the RBT subject convinced me that Agriculture is a suitable subject to be chosen by standard four students.	3.78	0.94
9.	I know that to enter the farming field, I need to take the subject of Agriculture, as I know in RBT.	3.84	0.91
10.	Through the exposure I gained while studying RBT, I realized that the subject of Agriculture could fulfil the country's desire to increase the success of the agricultural sector.	4.09	0.81
Total mean and standard deviation (sd)		3.96	0.58

RBT Teacher's Teaching Style

For the RBT teacher's teaching style, the study's results showed that the score was mean=4.08 and sd=0.43. Table 8 shows the items for the RBT teacher's teaching style. *My RBT teacher's item explaining what needs to be learned and how students should learn* gets the highest reading scores, mean=4.47 and sd=3.51. The *RBT teacher's item showing dissatisfaction when students show unsatisfactory achievement in the lesson* showed the lowest score, mean=3.15 and sd=1.16.

Table 8

The Level of RBT Teacher's Teaching Style

No.	Items	Mean	SD
1.	RBT teachers emphasize mastery of facts, concepts and principles in teaching.	4.25	0.65
2.	RBT teachers teach essential topics to enable students to master a wide range of knowledge.	4.20	0.73
3.	The RBT teacher provides the best guidance and preparation as a guide after completing standard three.	4.13	0.65
4.	My RBT teacher uses wisdom to solve problems or disagreements during the teaching and learning process.	4.13	0.78
5.	The RBT teacher sets the conditions and provides a complete guide to complete the assignment.	4.18	0.68
6.	RBT teachers teach according to the goals and objectives set in the syllabus.	4.15	0.71
7.	My RBT teacher explains what to learn and how students should learn it.	4.47	3.51
8.	RBT teachers show dissatisfaction when students show unsatisfactory achievements in lessons.	3.15	1.16
9.	RBT teachers usually show how and what students must do to master the lesson topics.	4.15	0.72
10.	RBT teachers often tell their own experiences as an example of something related to lessons.	4.08	0.88
11.	RBT teachers can encourage students to think like themselves or agree with them on subject topics.	4.02	0.70
12.	RBT teachers often act as coaches and cooperate closely to improve lesson weaknesses.	4.10	0.69
13.	My RBT teacher uses various teaching methods to adapt to the learning needs.	4.10	0.73
14.	My RBT teacher encourages small group discussions to develop critical thinking skills among students.	3.94	0.75
15.	RBT teachers provide much support and encouragement to enable students to succeed.	4.19	0.78
16.	RBT teachers guide students by questioning, providing options, and suggesting alternatives to solve problems or tasks.	4.05	0.82
17.	RBT teachers provide class activities encouraging students to develop their ideas about subject topics.	3.93	0.84
18.	RBT teachers give students responsibility and roles in the teaching and learning process, making teaching and learning activities more enjoyable.	4.06	0.71
19.	RBT teachers are often a reference source when students face problems and need help.	4.19	0.68
20.	RBT teachers encourage students to think and work independently.	4.02	0.79
Total mean and standard deviation (sd)		4.08	1.16

Table 9

Aspects of RBT teachers' teaching style according to Grasha's style group (Grasha, 2010)

Item	Mean	SD
Expert Style	4.18	0.49
Formal Authority Style	3.98	0.98
Personal/Personal Model Style	4.08	0.48
Facilitator Style	4.07	0.58
Delegator Style	4.05	0.55

In terms of teaching style aspects of RBT teachers according to Grasha's teaching style group (Grasha, 2010) shown in Table 9, the item regarding *expert style* got the highest score reading, which was mean=4.18 and sd=0.49, and the item in the *formal authority style* group got the lowest score which was mean=3.98 and sd= 0.98.

The Tendency of Students Towards the Selection of Agricultural Subjects

For the tendency of students toward selecting agricultural subjects, the results showed a mean score of 3.80 and sd=0.66. Table 10 shows the items for the tendency of RBT students toward selecting Agriculture subjects. *I will choose the Agricultural subjects in standard four because the exposure I got in RBT convinced me that Agriculture is a subject that gives a vast career opportunity*, and the item reached the highest score, which is min=4.06 and sd 0.93. In comparison, the item *tends to choose the subject of Agriculture due to the initial exposure obtained from the RBT subject, which, from the aspect of learning outcomes*, was the lowest mean score and sd=0.88.

Table 10

The Level of Students' Tendency Toward the Selection of Agricultural Subjects

No.	Items	Mean	SD
1.	I will choose the subject of Agriculture when I enter standard four due to the RBT subject that I studied in junior high school.	3.72	0.98
2.	I tend to choose the Agriculture subject due to the initial exposure obtained from the RBT subject, which is from learning outcomes.	3.58	0.88
3.	I tend to choose the Agriculture subject in standard four because there is continuity from the RBT subject I studied at the lower secondary level.	3.61	0.95
4.	I tend to choose the Agriculture subject standard four because the RBT subject gives me early exposure to the activities found in the agricultural sector.	3.81	0.85
5.	I tend to choose the Agriculture subject in standard four because I can apply all of agriculture's scientific and practical skills daily due to the early exposure to the RBT subject.	3.83	0.87
6.	I will choose the Agriculture subject in standard four because the Agricultural subject profoundly affects the knowledge of agriculture due to the early exposure obtained from the RBT subject.	3.92	0.84
7.	I tend to choose the Agriculture subject in standard four because it can provide me with helpful information about career	3.91	0.85

	opportunities as an agricultural entrepreneur due to the early exposure gained from the RBT subject.		
8.	I will choose the Agriculture subject in standard four because agriculture can also produce a balanced human capital as the initial exposure obtained from the RBT subject.	3.92	0.85
9.	I tend to choose the Agriculture subject in standard four because I can help both my parents develop a business in agriculture as the initial exposure gained from the RBT subject.	3.69	0.91
10.	I will choose the Agriculture subject standard four because the exposure I have gained in RBT has convinced me that agriculture is a subject that provides vast career opportunities.	4.06	0.93
Total mean and standard deviation		3.80	0.66

The Relationship Between the Interest, Awareness, Teachers Teaching Style and the Students' Tendency Towards the Selection of Agricultural Subjects

A correlation test was conducted to determine whether there is a significant relationship between interest, awareness, teacher's teaching style and the tendency to choose Agriculture subjects among students. Table 11 below shows the study's findings on the relationship between the variables studied.

Table 11

Pearson's correlation, mean and standard deviation between interest, awareness, teacher's teaching style and students' tendency

Construct	Tendency	Mean	SD
Interest	0.71**	3.81	0.55
Awareness	0.80**	3.96	0.58
Teacher's Teaching Style	0.58**	4.08	0.43

** The correlation was significant at 0.01 (2-tailed) n=127

Pearson's correlation findings showed a significant relationship between student interest and students' tendency to choose Agriculture subjects. Referring to Cohen's table of correlation (Cohen et al., 2017), the findings showed that the interest of students with the tendency to choose Agriculture subjects had a strong significant relationship with a value of $r = 0.71$, $p < 0.01$. The relationship or association was positive, with respondents highly interested in Agricultural subjects. The results of the Pearson correlation test also showed a significant relationship between awareness and the tendency to choose Agriculture subjects among students. Findings showed that awareness of the tendency to choose Agriculture subjects among students had a strong significant relationship of $r = 0.80$, $p < 0.01$. The relationship or association is positive where respondents are highly aware of selecting Agriculture subjects. In addition, the findings also showed that there was a significant relationship between RBT teachers' teaching style and the tendency to choose Agriculture subjects among students. The study results showed that RBT teachers' teaching style with the tendency to choose Agriculture subjects among students had a strong significant relationship with a value of $r = 0.58$, $p < 0.01$. The relationship or association was positive where the teaching style of RBT teachers influences the selection of Agricultural subjects.

Discussion**Students' Interest Towards the Selection of Agricultural Subjects**

The study results show a high score value for the interest of RBT students in selecting Agricultural subjects in the fourth form. This explains that RBT students show a high interest in Agricultural subjects. Practical training in the subject of RBT is seen to build students' interest in the subject of agriculture since this item shows a high mean score. The results of this study are consistent with the study conducted by (Sukri & Nachiappan, 2021), which shows that students are interested in doing practical work in Agricultural subjects. The results of this study are also consistent with the findings obtained by (Jalil, 2014), which shows that academically excellent students are interested in the field of TVET based on full involvement and concentration when they do practical work. According to (N, 2021), academic performance in agriculture significantly predicts students choosing agriculture as a future career. RBT subjects that are patterned on practical training, especially in implementing school-based assessment, increase students' interest in this subject. This explains that practical work in RBT subjects can build students' interest in Agriculture subjects. This is in line with RBT's educational goals aimed at producing students who have basic knowledge and understanding of life skills, have minimal skills in the production of simple projects, have potential in terms of creativity and innovation, can appreciate and enjoy aesthetics and can practice good values (Sahaat & Nasri, 2020).

Students' Awareness Towards the Selection of Agricultural Subjects

This research determined the level of interest among RBT students in choosing Agricultural courses, revealing a notable degree of awareness among students about the selection of Agriculture topics. Students are cognizant of the opportunities for growth and development that studying RBT affords them. This awareness prompts them to recognize that by engaging with the field of Agriculture, they have the potential to contribute towards the nation's objective of enhancing the prosperity of the agricultural industry. The focus should be placed on cultivating the understanding of RBT students about the current concerns, significance, and trajectory within agriculture. This issue is anticipated to provide individuals with a newfound perspective, prompting them to consider this profession their significant choice for further educational pursuits. This phenomenon may be attributed to the positive correlation between a student's level of awareness and their likelihood of selecting a specific topic. The results of the (Jalil, 2014) found that academically excellent students, on average, are highly aware of following the flow of technical education at the upper secondary level. Students understand that the field of TVET can produce a skilled workforce, and they know the role of TVET, especially when it comes to skill areas that are very much needed in career prospects (Mat Taib et al., 2019). Parents and the community also need to be highly aware of the importance of the agricultural sector in meeting the needs and demands of the country regarding these needs. In this regard, the mass media and parents shape student awareness by providing valuable and helpful information to foster student awareness of a specific field, especially agriculture.

RBT Teacher's Teaching Style

For the RBT teacher's teaching style, the results found that students agree that the teacher's teaching style affects their inclination towards selecting Agriculture subjects in the fourth form. Students also agree that RBT teachers use the expert teaching style approach more often by showing a high mean score compared to other teaching styles. The teaching style

inspired by (Grasha, 2010) can be used as a guideline in choosing the appropriate teaching style teachers can use in the classroom. According to (Pying & Rashid, 2014), to increase students' interest in ILS subjects, teachers are recommended to reduce the frequency of the delegator teaching style because this style does not show a significant relationship with students' interest in RBT subjects. It also suggested that RBT teachers frequently use the expert teaching style in Teaching and learning activities followed by the personal model teaching style, expert teaching style and formal authority. However, (Pying & Rashid, 2014) suggested that ILS teachers for the four options of Home Economics, Technical Skills, Trade and Entrepreneurship and Agriculture need to diversify the appropriate teaching style because to increase students' interest in ILS subjects, they can subsequently increase the effectiveness of teaching activities. Furthermore, they were learning. Previous studies show that teachers' teaching styles are different depending on the teacher himself. However, teachers need to adjust the teaching style used to achieve the desired learning objectives and further increase the effectiveness of their teaching process. The teaching style chosen by the teacher should match their students' learning objectives and characteristics in line with 21st-century learning, whereas in TVET subjects, especially RBT subjects, teachers need to carry out Teaching and learning activities that emphasize a student-centred teaching style where students should be more inclined to master the learning process so that learning becomes more effective and meaningful.

The Tendency of Students Towards the Selection of Agricultural Subjects

Based on the analysis of students' tendencies, the results show that students favour selecting Agriculture subjects. This finding also indicates that RBT students tend to choose Agriculture subjects. The results of this study obtained the same findings as the study conducted by (Stair et al., 2016) that is, the subject of agriculture can help build students' interest in agricultural careers because students honestly continue to be interested in agriculture based on the items that get a high mean score. (Scherer, 2016) also think that the factors that encourage students to enter the field of agriculture are knowledge in preparation for entering the world of work and higher education, development skills, academic improvement, response to social pressure and participation in learning-centred activities. Therefore, the tendency possessed by students can help stakeholders such as teachers and schools and the Ministry of Education to guide students to choose Agriculture when they finish third form by providing high educational and career opportunities such as continuing their studies in the field of Agriculture.

The Relationship Between the Interest, Awareness, RBT Teachers' Teaching Style and The Students' Tendency Towards Agricultural Subjects

This study shows that there is a significant relationship between interest and tendency among RBT students toward the selection of Agriculture subjects. The relationship or association is positive where respondents are highly interested in Agriculture. Findings obtained by (Mohamed, 2022) showed a strong relationship between attitude and interest among students toward technical and vocational fields. This is because the interest that exists in a student will influence his learning process, either for the better or otherwise. High interest can also influence and encourage a person to strive hard to master what is desired. The aspect of awareness with the tendency among RBT students towards selecting Agriculture subjects also has a strong significant relationship. The relationship or association is positive where respondents are highly aware of selecting Agriculture subjects. These findings align with the

views (Hashish, 2019) that self-awareness plays an essential role in education, especially TVET, to motivate students to achieve better work quality or success.

Next, the RBT teacher's teaching style with the tendency among RBT students towards selecting Agricultural subjects has a significant positive relationship, which means the RBT teacher's teaching style also influences the student's tendency to choose Agriculture subjects. The relationship or association is positive. A study by (Rina Juliana, 2015) also found that students' perception of TVET teaching methods and learning environment is high. Thus, teachers directly involved in teaching ILS should continue to be concerned about the teaching style approach. The diversity of teaching styles, the suitability of the teaching level and the quality of the teacher's teaching need to be emphasized for RBT teaching. In addition, teachers also need to ensure student involvement in teaching and learning activities and give students the freedom to generate ideas to ensure that students' interest in RBT subjects continues to grow and will choose Agriculture subjects in the fourth form.

Conclusion

The study revealed that RBT students exhibit high interest, awareness, and inclination towards Agriculture subjects. Awareness emerged as the dominant factor influencing RBT students' tendency towards Agriculture subjects. RBT students understand the agricultural sector's significance to the nation. However, attention is needed to enhance interest among RBT students in Agriculture subjects, aligning with prior research highlighting students' lack of awareness about technical and vocational schools. Clear and comprehensive information from various sources is crucial in increasing awareness and understanding of agriculture. The study's findings indicate a significant relationship between interest, awareness, and the teaching style of RBT teachers, impacting students' tendency to choose Agriculture subjects. Related to previous studies that link interest, readiness, and awareness among students, student interest correlates with a heightened awareness of the TVET field, especially Agriculture.

Thus, while interest fosters TVET engagement, high awareness enhances skill and knowledge development. Teachers' diversification of teaching styles aligned with learning objectives is vital in increasing students' inclination towards Agriculture subjects. Responsible parties should prioritize this study because of the significant relationships between teacher factors and students' subject-selection tendencies. Students with solid inclinations toward Agriculture should be identified and encouraged towards Agricultural subjects. Schools should organize motivation and career awareness programs, showcasing successful Agriculture professionals. Additionally, the study suggests the involvement of more schools and students, potentially through interviews alongside questionnaires, to generalize the findings. Motivational aspects, family encouragement, and learning environments should be considered in future studies. Ultimately, the study underscores the importance of Agriculture education in fostering interest, awareness, and career opportunities among students, urging efforts to promote this vital field through innovative teaching approaches and showcasing its significance in ensuring food security, environmental sustainability, and holistic development. Future readers and researchers can use this study as a foundation for further exploration and as a guide for developing strategies to support students in making informed and motivated subject choices.

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