

**The Relationship between Parenting Style and Factors of
Demand on Private Tutoring in Klang Valley, Malaysia**

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**The Relationship between Parenting Style and Factors of
Demand on Private Tutoring in Klang Valley, Malaysia**

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DECLARATION

I hereby declare that:

- (1) This Research Project is the end result of my own work and that due acknowledgement has been given in the references to all sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any university, or other institutes of learning.
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DEDICATION

I dedicate my dissertation work to my family and many friends. A special feeling of gratitude to my loving parents, Wong Ching King whose words of encouragement and push for tenacity ring in my ears. My sisters and brother have never left my side and always support me in spirit.

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ABSTRACT

Parenting styles and factors of demand on private tutoring were administered to 200 respondents to examine the relationship between parenting styles and factors of demand on private tutoring in Klang Valley, Malaysia. Basically, there were three different of factors 1) Ineptitude of public education, 2) Insufficient of family support and 3) Children's academic performance found to manipulate the demand on private tutoring by factor analysis. Results of the correlations between parenting styles and factors of demand on private tutoring showed each of the parenting style has different of relationship with each factor of private tutoring where authoritative correlated with insufficient of family support but the others parenting style showed negative relation in contrast. Moreover, results of the regression model, forward method showed different implication to the data analysis.

CHAPTER 1

INTRODUCTION

Contemporary, academic achievement of adolescents has been a concern of educators for years. Education is important for the development of society nowadays. Educated people may contribute to the civilized and disciplined society. Family plays an essential role to produce an educated child. Overwhelming of studies about parental involvement have demonstrated the essential of family interaction and involvement in years prior to entering school (Bergsten, 1998; Hill, 2001; Wynn, 2002). Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit, and Slegers, 2005; Fan, 2001; Hong and Ho, 2005). In the scientific literature, there is ample evidence that insinuate that parenting styles are correlated with children's school achievement. In order to enhance and retain children's academic achievement, parents created the needs and demand on private tutoring.

At the same time, latest educational system places overwhelming demand on students' achievement. Especially now in the rapid paced world it is vital that parents help their children academically competent. Simultaneously, parents' insistence that a child perform bad consequences of a poor examination result is a goal-directed and situation-specific behavior. Therefore, parents need private tutoring to support them in improving children's academic achievement. Therefore, the demand of private tutoring in Malaysia is increasing apparently.

The demand for private tutoring in Malaysia has projected what was once insignificant industry to an obvious contributor to the economic nowadays (Nair, 2013).

The pattern of life handed down for thousands of years men are the supporters of their families. However, the modern lifestyles has made it necessary for husband and wife to share financial burden of running a family together. The most important challenge that parents facing nowadays is paucity of time. Thus, it occurs vividly that parents apply private tutoring service to solve their problems on educating and teaching their children. Demand on private tutoring of different parenting styles' parents may be manipulated by certain of factors of demand on private tutoring. Unfortunately, there is very limited research on this topic we draw on work that examines the relationship between parenting styles and factors of demand on private tutoring. This research is only focus in small area of the country, Klang Valley, Malaysia.

1.1 Parenting Styles

Parenting styles are categorized into four categories. They are authoritative (both demandingness and responsiveness), authoritarian (demandingness but not responsive), permissive (responsiveness but not demandingness), and neglectful (neither responsiveness nor demandingness) parenting styles (Baumrind, 1973; Dornbush, Ritter, Leiderman, Roberts, and Fraleigh, 1987). An additional parenting style had been discovered by researcher which is named as neglectful parenting style (Maccoby and Martin, 1983). The combinations of demandingness and responsiveness created these four different parenting styles (Santrock, 2007). Each kind of parenting style is believed to differentially influence child's academic outcomes. As a result of two orthogonal dimensions of parenting styles: demandingness and responsiveness. These definitions are described in Figure 1.1.

Figure 1.1: Definitions of Baumrind's Parenting Styles

		Responsiveness	
		High	Low
Demandingness	High	Authoritative	Authoritarian
	Low	Permissive	Neglectful

Source: From Yang, E. W., & Zhou, W. (2008). What Accounts for Chinese-American Children's High Academic Performance: A Literature Review of Parental Influences and Home Environment. *Gifted Education International*, 24, 88-104.

1.1.1 Authoritative

On the other hand, authoritative parents are warm but firm. They encourage their adolescent to be independent while maintaining limits and controls on their actions. Commands and sanctions are applied by authoritative parents to enforce rules and regulations when there is any needed (Baumrind, 1973). However, authoritative parenting style is being presented like non-autocratic. Authoritative parents expect their children to follow the guidelines and rules which they have established like authoritarian parents. Nurturing and forgiving are authoritative parents' practice when they found their children fail to reach the level of expectation. Unlike authoritarian parents, besides setting guidelines and rules, they are not reluctant to response their children. Authoritative parents practise encouraging and forgiving rather than punishing if children unable to reach the expectations of parents. Baumrind (1991) commented that children whose authoritative parents are under parents' monitoring and clear standards. Both instruction and restriction are not encouraged by authoritative parents but self-assured. Hence, children whose authoritative parents are always given clear standards and monitored by their parents. Authoritative parents believed that supporting is a good educational aid compares to punishing when practising children's disciplinary. Besides self-

assured, authoritative parents have the expectation that their children are socially responsible, self-regulated and cooperative as well (Baumrind, 1991). One of the consistent family interpreters of proficiency from early childhood through adolescence is authoritative parenting, which equilibrates vivid standards and high expectation with psychological responsiveness and acknowledgement of child autonomy (Darling, 1999).

1.1.2 Authoritarian

Authoritarian parents display little warmth and are highly controlling. They demand obedience from their children and try to implicate a completed set of standards to form children's behaviours. They place high demands in the child but they have lack of responsiveness to the child. Punishment is always the tool that building obedience of their children. When children whose authoritarian parents fail to follow the rules, they will be punished rather than forgiven (Fletcher and Walls, 2008). Besides that, authoritarian parent rarely explain the reason of punishment unless the children break the rule constantly (Fletcher and Walls, 2008). Authoritarian parents stated the rules vividly and always provide organised and well-ordered environment. There are two different types of authoritarian parents, 1) Authoritarian-directive parents who focus on giving instructions and 2) Non-authoritarian-directive parents who are actually giving direction to their children rather than giving instruction (Darling, 1999).

1.1.3 Permissive

Permissive parents (also referred to as "indulgent" or "nondirective") "are more responsive than they are demanding. They are non-traditional and lenient, do not require mature behaviour, allow considerable self-regulation, and avoid confrontation" (Baumrind, 1991). Besides that, permissive parenting style parents give as much freedom as their children request. Permissive parents are free of demanding from children and only ensure that their children are in safe condition

will do. Hence, these parents are very warm but undemanding. This parenting style of parents is indulgent and passive in their parenting and believe that the way to show their love to their children is to give in wishes to their children. Therefore, permissive parents do not like to say no and disappoint their children. Children are allowed to make important decisions without parental input. Permissive parents do not view themselves as active role on shaping their children. Indulgent parents may be further divided into two types: democratic parents, who, though lenient, are more conscientious, engaged, and committed to the child, and nondirective parents (Darling, 1999).

1.1.4 Neglectful

Later researchers (Baumrind, 1978; Maccoby and Martin, 1983) extended the three clusters: authoritative, authoritarian and permissive to include a new category, uninvolved or neglecting cluster. Neglectful parents are not warm and do not place any demands on their children. This parenting style of parents rarely consider their children's input in decisions and they generally do not want to be bothered by their children too. Neglectful parents are generally self-centered and always be overwhelmed by their circumstances. They even rarely invest much time in parenting and more to be interested in their own lives (Collins, Maccoby, Steinberg, Hetherington, and Bornstein, 2000). Neglectful parents are neither responsiveness nor demandingness. Neglectful parents are separated into two types which rejecting–neglecting and neglectful. Ordinary, majority of neglectful parents fall within the normal range (Darling, 1999).

1.2 Terminology

Private tutoring is defined as tutoring academic subjects which are being taught in mainstream schools by tutors for financial gain (Bray and Kwok, 2003). Private tutoring can be expanded as follows:

Academic Subjects

Academic subjects are the curricular subjects which being taught in mainstream schools. For example, languages subjects, mathematics and science. Of course extracurricular subjects such as music, badminton, or soccer are excluded from curricular subjects. Religious studies (e.g. through Sunday schools) are not included as part of the curricular subjects (Bray and Kwok, 2003). Both extracurricular subjects and religious studies are considered important but they are separated from academic subjects.

Financial Gain

Only tutoring which provided by tutor who provides tutoring service for financial gain be concerned as private tutoring. Both extra lessons given by school teachers voluntary to students who need extra guidance and family members who given guidance on academic by other family members voluntary are not considered as private tutoring (Bray and Kwok, 2003). Even these sources of support on children's academic are considerable interest but not included in research of private tutoring.

Additional to the provision by mainstream schooling

Private tutoring is additional to the provision by mainstream schooling. Private tutoring is provided beside formal school hours, basically private tutoring is conducted at evenings, on the weekends, and as long as that is out of school hours. Private tutoring is also conducted out of school compounds too (Bray and Kwok, 2003). However, certain schools are found giving permission to tutors in order to conduct private tutoring in the school compound. Therefore, this is the reason that private tutoring is an additional to the mainstream schooling.

1.3 Background of Education and Private Tutoring in Malaysia

In Malaysia, the initial motive of having tuition class was to improve the student academic result. The old time with home-based tuition class was limited to few subjects, Mathematic. English etc. Started received responses from the students who need to sit for the government recognition exam like Primary School Achievement Test (Ujian Penilaian Sekolah Rendah - UPSR), Form 3 Assessment (Pentaksiran Tingkatan 3 - PT 3) which formerly named as Lower Secondary Assessment (Penilaian Menengah Rendah - PMR), Malaysian Certificate of Education (Sijil Pelajaran Malaysia - SPM), and Malaysian Higher School Certificate (Sijil Tinggi Persekolahan Malaysia - STPM). Gradually, students from all grades (primary or secondary school) are obsessed with tuition as to maintain the competitiveness in the class. Now, tuition class has become a place for students to complete their homework. Employed parents have out of time to take care of their children's homework contributed this event took place. This has considered a flaw in current education system, where students are given tones of work and yet teacher is unable to deliver it effectively.

Malaysia education system is having restless changes for the past ten years. The issue of using English or Malay in Mathematics and Science was once implemented and then retracted, then repeated. Recently, the modular structure has changed from Integrated Primary School Curriculum (KBSR) to Primary Schools Standard Curriculum (KSSR). KBSR is focused on the concept of 3M — read, write and count; where KSSR has an additional element which is reasoning. It has also emphasized on few important elements: creativity, innovative, entrepreneurship, information technology and communication (differences between KBSR and KSSR). Indeed, the changes are to create a quality syllabus which benefit to students. In year 2014, Malaysian Ministry of Education announced that PMR will be replaced by PT3. This means that no centralized examinations for Form Three students (Ministry of Education Malaysia's Official Portal, 2014). However, it has created confusion to students as well as parents. Thus, private tutoring center will usually take initiative on the updates; subsequently change the material's content

and at the same time comfort the parents. This has explained how shadow education works wonder with the gap with government education system.

Private tutoring center in Malaysia has provided diversification type of service. Besides that the above mentioned, the common practice is to provide transportation service. Maintaining good relationship with parents and students are important. The relationship of tutor and student is just like a close partner that provides aid in studies. Besides, private tutoring center will pull students involvement to participate in social responsibilities campaign. Therefore, the students not only benefit from academic result, but also fill up their life with different experience.

Despite of all the great competitiveness in this market. Malaysia has recorded a number of 2,967 registered private tutoring centers in year 2010. The number student who enrolled in these private tutoring centers was approaching two hundred thousand (Nair, 2013).

1.4 Statement of the Problem

Sending children to attend private tutoring classes is seemed like a trend in Malaysia and being practiced by majority parents in Malaysia. Malaysians are accustomed to the private tutoring, especially urban areas. Many children (primary and secondary) would have either attended tuition classes or at the very least known a classmate that received tutoring in a center or at home from private tutor (Nair, 2013). Obviously, majority of the parents will send their children to private tutoring center. But, this study face the circumstances that whether which parenting style has the high demand of private tutoring for his/her child. Therefore, it is educationally meaningful and necessary to examine the relationship between parenting styles: authoritarian, authoritative, permissive and neglectful parenting styles and the types of demand on private tutoring for their children. Besides that, this project is also used to identify which parenting styles have the need of private tutoring and the factors of demand on private tutoring too.

1.5 Research Questions

Private tutoring may not be a numerous studies from researchers. To achieve the objectives stated above, the following study questions were posed:

1. What are reasons which caused parents sending their children to private tutoring?
2. What are the relationship between parenting styles and the factors of demand on private tutoring?

1.6 Objectives of the Study

The main objective of this study is to examine the relationship between parenting styles and factors of demand on private tutoring in Klang Valley, Malaysia.

1. To define the factors of demanding on private tutoring
2. To examine the relationship, if any between the parenting styles: authoritarian, authoritative, permissive and neglectful and the factors of demand on private tutoring.

1.7 Significance of the Study

The purpose of this study is to examine the relationship between parenting styles and the determinants of demand on private tutoring. The information gained by completing this study will be beneficial to parents, private tutoring industry, schools and government (Ministry of Education Malaysia). The findings of this research may also be beneficial to education institutions. The results can be utilized to focus on marketing the private tutoring in the industry. Besides that, the result of this study might be useful for private tutoring company's management of private tutoring centers to master the needs of parents and pay masters. Given attending

private tutoring classes is a trend in Malaysia's education industry, the study will avail the following benefits to the various stakeholders:

1.7.1 Parents

Parents will have the chance to understand there are different of parenting styles contemporary from this study. Besides that, parents can have a clearer view that the reasons why they need private tutoring for their children. Parents are always the pay master for their children, this study may help parents to have a clear view and understanding the motif of spending on private tutoring for their children.

Besides that, there may not have the same parenting styles between husband and wife, identify self-parenting style may also help parents to do their family planning for current and future (White, 2005). Additional, this study may assist parents to categorize themselves into the appropriate parenting styles. As mentioned, parents will be benefited by understanding their own parenting styles to plan their family design.

At once, parents able to explore the relationship between parenting styles and the factors of demand on private tutoring. It may help parents to avoid neglecting children's academic progress. More or less, educating children is the responsibility of parents. This study enables parents to enhance their knowledge and helps improving on educating their children.

1.7.2 Private Tutoring Industry

This study may significant to private tutoring industry as a mirror to examine the factors of demand on private tutoring in Malaysia. Therefore, private tutoring industry can apply this study as the reference for designing courses which able to fulfil the market's need. Parents are always the pay master for private tutoring service even though they are not the service users. This study supports private tutoring industry to have more understanding the parenting styles of parents in

Malaysia and the relationship between parenting styles and factors of demand on private tutoring.

In addition, this study will help the management on how to organize and arrange the organization to provide the better service in the industry. Private tutoring industry possibly will be assisted by applying this study as reference in strategizing the service provided, content of communication with parents and the communication skills with parents. Private tutoring industry is benefited on how to target the parents and the strategies on convincing parents. Understanding the needs of parents contributes in doing promotion and easier to target consumers and market the service provided.

1.7.3 Schools

For the part of schools, the Head of schools and school teachers will be more understand the reason why their students more rely on private tutoring rather than schools. Besides that, this study may help school to design the curricular and co-curricular which more suitable to be applied on students. This supports school to explore more strategies to assist students on academic.

At the same time, this study will also inspire schools to have new ideas on how to manage school's resource to help students on their academic. Moreover, schools are benefited in developing the teaching methods and course design by referring to this study as a reference. It helps school to save time consuming and cost spending on doing this type of research.

Besides that, the Head of schools and school teachers benefited from this study on understanding the existing parenting styles of parents. This helps to understand the types of parenting styles and easier to communicate with parents. Of course, schools are able to know the relationship between the parenting styles and the factors of demand on private tutoring as well.

1.7.4 Government

Both Government bodies, Malaysian Ministry of Women, Family and Community and Malaysian Ministry of Education are benefited from this study. For the Malaysian Ministry of Women, Family and Community, the ministry may be assisted on planning to provide suitable program for the society and try to fulfill society's needs. Different parenting styles will have different parental involvement in children's learning progress, the ministry could design various program to different parenting styles parents to create the awareness of concerning children's growth.

For the Malaysian Ministry of Education, the ministry could reach the reasons that demand of private tutoring students more rely on private tutoring rather than mainstream schooling presently. This study may be the reference for the ministry on designing training course for school teachers. Besides that, the ministry able to understand and explore the latest trend of students' learning progress and needs. Furthermore, this study helps the ministry examining the necessary of private tutoring in the society. This study can be the material which helps the ministry on managing and controlling the private tutoring industry in Malaysia.

1.8 Research Methods

Primary data sources used in this study; the research used the questionnaire with combination of list questions and rating questions. List questions with the list of responses are composed demographic characteristics (parent's gender, parent's age, marital status, educational attainment, monthly household income, number of children and children's age). Besides that, list questions with the list of responses are composed the parenting styles (Authoritarian, Authoritative, Permissive and Neglectful) with the items that to determine the different of parenting styles. On the other hand, rating questions used the Likert-style rating scale with five (5) point Likert-scale (1= Strongly Disagree to 5= Strongly Agree) are composed for the determinants of demand on private tutoring. Furthermore, length existing literatures on

parenting styles and demand on private tutoring in different countries were encompassed.

1.9 Summary of the Chapter

This research consists of five chapters providing all the relevant information regarding this chapter. First Chapter outlined the foundation for the research project which carried out on overview of parenting styles and tuition industry in Malaysia. It was also presented as introducing chapter that shows the study background, describes the problem statement that will be discussed and examined in the study. This chapter also brought the significance of the study and research methods of the study. This chapter as such, represents the basics of the rest of this study. The Second Chapter is a review of related literature the factors of demand on private tutoring from parents and the parenting styles which more focus on children's studying and academic were elaborated in Chapter Two. Furthermore, the Third Chapter is a narration of the research methodology and methods adopted for this study. It highlights the conceptual framework, research paradigms, methodology, methods, study population sample size selection, data analysis, and validating and reliability if the study instrument and wraps up the ethical considerations. On the other hand, the Fourth Chapter shows and analyses the findings of the study. It attempts to summarize the views from the questionnaire and interviews guides, interpret them and apply these as the research findings. Moreover, summary and discussion of the study are shown in the Fifth Chapter. It further puts the conclusions and recommendations as followed. The last section for Chapter Five highlights the implications of the research. References and appendices used in undertaking this study are attached.

CHAPTER 2

LITERATURE REVIEW

This chapter introduces the factors which linked to the demand on private tutoring and different of parenting styles existing. These are essential to understand the private tutoring phenomenon and parenting styles, of course the relationship both of them too. The existing literature on the topic of private tutoring, parenting styles and the relationship will be summarized as followed.

2.1 Theoretical Background

A research resulted that parents who practice particular parenting style such as authoritative are highly correlated the level of parental involvement (Steinberg, Dornbusch, and Brown, 1992). This study is to examine the involve parenting styles, authoritative, authoritarian, permissive and neglectful whether have the correlated to parental involvement on their children academic to create the demand on private tutoring. There are several studies that explored the determinants of demand for private tutoring in different countries. Based on related studies, (Lee, 2013) accumulated the results in existing studies regarding what kinds of micro and macro factors influence the demand for private tutoring. Simultaneously, variety of research studies have been done for the past ten years in different countries. They include the following:

In year 2003, a study which focused on demand on private tutoring or extra academic guidance which is charged by tuition fee was carried out in Hong Kong. The paper presented data of one of the schools sampled showed that 71.2 per cent of pupils were receiving private tutoring (Bray and Kwok, 2003).

For the following year, a researcher in Hong Kong pointed out that the demand of private tutoring was also contributed by the insufficient of free academic guidance from elder family members and examination-oriented school culture (Kwok, 2004).

In 2005, a research project which done in London with a survey of 876 household resulted that 70.0 per cent of parents claimed that sending children to private tutoring is to improve children's understanding of the subject (Ireson and Rushforth, 2005).

Year 2006, in one previous study conducted by Jordan's Ministry of Education on a sample of 1,302 parents, 132 students, and 133 teachers, 54 per cent of respondents indicated that their children relied on private tutoring (Habashneh and Al-Naimi, 2006).

Year 2007, a study resulted that about 34 per cent of households with schooling children contributed to the demand on private tutoring in Vietnam (Dang, 2007).

Year 2008, Evidence from The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) research programme in Eastern Africa (Paviot and Heinsohn, 2008) suggests that there is also the likelihood that socio-economic inequities will be increased if there is a high incidence of paid tuition in the countries because it is often the children from wealthy homes that have access to the financial means required to pay for extra lessons.

Year 2009, a researcher had carried out a study which mentioned the context of South Korean secondary education, the widening income gap is especially important because of its relationship with "shadow education" or supplementary private tutoring opportunities (Byun, 2009).

Year 2010, a survey which had been done by Statistic Korea resulted the better school performances, the higher private education participation rates. 9 out of 10 middle school students recording within top 10 per cent of school performances participated in private education. 7 out of 10 high school students recording within

top 10 per cent of school performances participated in private education (Korea National Statistic Office, 2014).

Year 2011, a research was carried in Miirigamieru West Division, Imenti North District showed students' response on the continuation of the private tuition most of the students, 100 students (82.6 per cent) indicated that they would like the private tuition to continue while 20 students (16.5 per cent) indicated that they did not like the continuation of the private tuition. Only 1 student did not give his/her opinion (Mburugu, 2011).

Year 2012, a research company in Singapore mentioned in the research that 80% of Singaporeans believe that tuition is beneficial to children's education, especially average students. At the same time, 67 per cent of Singaporeans existing have or previously enrolled their children in tuition (Blackbox Research Pte Ltd, 2012).

Year 2013, a study was carried in Kamrup District, India which mentioned parents need private tutoring to score the key subject, Mathematics. Furthermore, the parents also claimed that private tutoring in mathematics is very essential for students, especially weak students (Gunendra and Ranjan, 2013).

These studies showed that there were different researchers from different countries have been focusing on the topic of the factors of demand on private tutoring and the relevant topics too.

2.2 Factors of Demand

2.2.1 Children's Academic Performance

Academic achievement is significant important for children hence it also be the factor of demand on private tutoring. On this part, Baker, Akiba, LeTendre, and Wiseman (2001), also mentioned that the demand on private tutoring is contributed by students' academic achievement. This shows that this factor plays out differently in different countries. For example, using data from the Third International Mathematics and Science Study (TIMSS) in 1995 for 41 countries,

Baker et al. (2001) showed that in three-fourths of these countries, low-performing students spent more money on private tutoring, whereas one-fourth of them exhibited an opposite pattern. This implies that some countries use private tutoring as a remedial strategy, while other countries consider it as an enrichment strategy (Baker et al., 2001). In this study, Baker et al. (2001) used the Ordinary Least Square (OLS) estimation to explore the determinants of private tutoring with several control variables including a composite measure of socioeconomic status of students, their gender, type of community, at-school remedial resources, and whether there is a difference between the language used at home and the language used in school instructions. However, there were many unobserved variables that the authors failed to control such as student academic motivation and parent academic aspiration for their children, which make estimates biased (Lee, 2013).

Furthermore, children's academic performance is considerable and it showed in the research conducted by Dang. The research showed that parents take concern on children's academic performance during final grade of every level of academic can be seen vividly (Dang, 2007). From the survey on students, private tutoring provides an opportunity to understand the concepts and to solve lot of problems including higher difficulty level (Gunendra and Ranjan, 2013). This actually helps to increase the confidence of children in their academic performance. From Ireson and Rushforth (2014) study, of the 240 parents who provided tutoring and answered that providing private tutoring for their children were to help achieve the highest examination grades.

2.2.2 Lack of Family Support

Family support is vital for children but always hard to be fulfilled. Majority of contemporary parents are working parents, they have insufficient time spending on their children. Furthermore, mothers used to be the one who take care children at home but now has been changed. Reported from online news report, Women, Family and Community Development Ministry's secretary-general Datuk Dr Noorul Ainur Mohd Nur said that Malaysia is expected to have 55 per cent of women in its labour force by 2015 (Stars Publications, 2014). Obviously, husband

and wife are forced to sacrifice the time spending with children to increase monthly household's income.

For some parents, tutoring may also have a child-minding function by keeping the children occupied in constructive activities when the parents are themselves unavailable (Kwok and Bray, 2003). Mentioned from Kwok and Bay (2003), this situation more frequent occurs in primary school level as formal hours for secondary schooling is longer than primary schooling, and it is especially essential in Hong Kong for families in which husband and wife are in wage employment. This shows vividly that parents who are in wage employment busy with their personal matters and have insufficient time spending on their children. On the other hand, a research which done by Scott Davies in Canada with the hypothesis that the demand for private tutoring likely comes mainly from busy, 2-earner families that have less time to monitor homework, and thus seek parental-substitutes in the form of enriched after-school care. The result of the report shows that tutoring parents actually report significantly more time helping with homework and volunteering at school (Davies, 2014).

Besides that, majority parents saw their child's homework and talked about they are doing but there were more likely to report that parents face difficulty to help their children in secondary school as they have insufficient of knowledge to assist their children (MacBeath and Turner, 1990). Similarly, a large number of parents in England believe that family members are able to provide sufficient support for school work during the primary school but fewer feel that they have the ability to handle when their children in secondary school (Ireson and Rushforth, 2011). Both insufficient time and not enough knowledge are the obstacles of parents on handling children's academic. The same researchers brought out the survey which mentioned that 16 per cent of 240 parents arranging extra tuition for the reason of the family is not able to provide sufficient help (Ireson and Rushforth, 2014).

2.2.3 Ineffectiveness of Public Education

The ineffectiveness of the public education system is found as one of the determinants of private tutoring (Kim and Lee, 2010). Also, school teachers may create the supplementary tutoring when parents want tutoring for children as the reflection of ineffectiveness of schools. Hence, parents choose to keep the demand of tutoring confidentially (Kwok and Bray, 2003). Public education is formal schooling and hard to create friendly environment for students to study. This will reduce students' interest of learning. According to the done research, students significantly mentioned that there is always a friendly environment among the teachers and the students in the tutorial classes unlike in school for which the students didn't hesitate to ask (Gunendra and Ranjan, 2013). In Korea, the public education system is regulated strictly by the government especially after the introduction of the Middle School and High School Equalization Policy (Lee and Hong, 2001). Due to this rigidity, it is completely insulated from the market forces and local parents' demand for education (Kim & Lee, 2010).

To meet this high demand, parents and students who are not satisfied with education provided by the public school system find other ways to meet their needs by participating in the private tutoring sector or by studying abroad (Chun S. , 2003); (Kim, 2004). From Gunendra and Rajan (2013), a survey on parents concerned pointed out significantly, that if a private tutor can improve the students' performance in one subject only taking two hours weekly, why it is not possible in school taking for hours weekly in that subject and parents believe that only attending the school class students unable to perform the subject satisfactorily. They commented that school authorities can rectify this problem by monitoring properly with necessary actions (Gunendra and Ranjan, 2013). Simultaneously, a discussion paper also showed that the lower school quality increases the demand for private tutoring (Kim, 2005) From the conducted survey, we can see the problem obviously that the ineffectiveness of public education is one of the factors which contribute to the demand on private tutoring. At the same time, a collaborative element is that the parents' faith in public education is decreasing and this scenario was also happened in Canada (Guppy, 1999). Parents who hirer

private tutors are significantly more dissatisfied with public schools (Davies, 2014).

Several Korean researchers have conducted studies to analyze whether the High School Equalization Policy is one of the factors fanning the increasing demand for private tutoring, and they argued that this policy has played a significant role (Lee and Hong, 2001) expressed concerns that low pay levels and weak monitoring of teachers in the public system may create a private tutoring market for teachers who wish to reap more rewards from teaching outside the public schools. Private supplementary tutoring may become more necessary in systems that are teacher-centered rather than child-centered, and are intolerant of slow learners (Bray, 1999). However, most of these studies are speculative and anecdotal and do not indicate the causal link between the nature of education systems and demand for private tutoring (Lee, 2013). On the other hand, a survey conducted in England showed that 21 per cent of parents from the total of 240 parents arranging extra tuition for their children because their children do not get sufficient support from school (Ireson and Rushforth, 2014). At last, the same factor is not only found in the developing countries but also developed countries as mentioned by few researchers (Glewwe and Kremer, 2006; Kim and Lee, 2004; Davies, 2004).

2.2.4 Increase Self-confidence and Competency of Children and Entrance Examinations

Children's academic results may be the factor that affect children's self-confidence. In order to increase children's self-confidence, parents may have to arrange extra tuition for their children to gain better performance in academic. A research conducted a survey in England showed that 69 per cent from the total of 240 samplings agreed that the reason for arranging extra tuition for their children is to increase the children's self-confidence (Ireson and Rushforth, 2014). This to show that majority of parents from this study believe that private tutoring enables to enhance children's confidence.

A researcher examined data of Vietnam Living Standard Surveys 1997 – 1998 in Vietnam and clarified that students choose to attend private tutoring classes when they switch to higher level of school. The number of attending private tutoring from

primary school to upper secondary school can be seen that increasing gradually across Vietnam from 31 per cent at primary school to 56 per cent at lower secondary school, and increased to 77 per cent at upper secondary school. Instantaneously, there is a big different between urban and rural areas students on the demand of private tutoring. However, the result could be symbolised that there is more need for students to achieve level-graduation and have the ability to be succeeded in the entrance examinations, as well as the selection process into higher education which is according to family income (Dang, 2007).

Alternatively, a survey conducted in Singapore by a research company brought about 46 per cent of parents own the perception of sending children to private tutoring is a need to ensure children stay competitive with peers. This can be indicated that the well-known Singaporean's *kiasu*-ism (fear of losing out) caused the heat of tuition scene. The survey also resulted that another 43 per cent of parents desire their children to succeed in their education hence they chose to send their children to private tutoring to make their dreams come true (Blackbox Research Pte Ltd, 2012).

Another similar studies were carried in Central Asia countries (Kazakhstan, Kyrgyzstan and Tajikistan) indicated that 56.9 per cent in Kazakhstan, 73.1 per cent in Kyrgyzstan and 69.1 per cent in Tajikistan of students who agreed or strongly agreed that private tutoring increases chances of entering university. Besides that, 44.5 per cent in Kazakhstan, 53.1 per cent in Kyrgyzstan and 48.5 per cent in Tajikistan of students who are existing taking private tutoring agreed or strongly agreed that private tutoring is the merely way to be succeeded in university entrance test (Iveta, 2007).

2.3 Parenting Styles

Parenting style refers to a general child-rearing pattern that characterizes parents' behaviours toward their child. It is most often conceptualized along two dimensions, parental acceptance, involvement and strictness-supervision, which can be combined to create a fourfold parenting typology: authoritative, authoritarian, permissive (indulgent) and neglectful (uninvolved), wherein parental involvement

in schooling refers to the parents' role in their child's education. It can take several forms: presence at school, communicating with the teachers, or helping at home with homework (Steinberg, Lamborn, Dornbusch, and Darling, 1992; Deslandes, 1997). The role of parental involvement in children's education has become a central issue in educational policy and research. No matter primary education or secondary education, parents always involve in their children's academic progress. A research findings support the existence of a positive relationship between parental involvement and educational success, especially in the secondary school years (Hafiz, Fatima, and Sohail, 2013). Last researches resulted that different parenting styles lead to different outcomes and progress development in children in terms of their well-being, psychosocial competency and responding to the environmental demands (Rea and Rossman, 2005; Chen, Dong, and Zhou, 1997). In short, it can be seen children's development will be shaped by different parenting styles. Simultaneously, a study indicated that student's academic achievement in school is significantly supported by parenting styles (Jacobs and Harvey, 2005).

Besides parental involvement contributes children's academic progress, parenting styles is also part of shaping parental involvement for parents. A study resulted that modest yet positive correlations observed between parenting style and parental involvement in schooling suggest that a combination of some dimensions of these variables could be associated with children's school performance (Steinberg et al., 1992). The foundation for parenting style and academic achievement is forms by the belief systems and attitudes in parents and their children (Brown and Iyengar, 2008).

2.3.1 Authoritative

Demandingness and responsiveness are the characteristics for authoritative parents. This type parenting style is defined as having high expectation to their children, not only that, they are also having high responsiveness on their children too. The explanation on this parenting style as stated in a research study that both instruction and restriction are not encouraged by authoritative parents but self-assured. Therefore, children whose authoritative parents are always given clear standards

and monitored by their parents. Authoritative parents believed that supporting is a good educational aid compares to punishing when practising children's disciplinary. Besides self-assured, authoritative parents have the expectation that their children are socially responsible, self-regulated and cooperative as well (Baumrind, 1991). Baumrind (1978) was the first one to identify authoritative parenting in her socialization studies; however, most of her studies were conducted with young children. There was actually a study reported that the degree of authoritative fathers is reflected the number of internalizing problems (Harper, 2010). However, authoritative mothers showed the result instead (Fletcher, Walls, Cook, Madison, and Bridges, 2010). Research on parenting style suggests that children whose authoritative parents tend to do better than children whose permissive or authoritarian parents in academically, emotionally, and behaviorally. It was resulted that children with authoritative parenting are achieved higher grade of result in academic (Dornbush et al., 1987; Lamborn, 1991).

From the researchers, authoritative parenting is defined by both warmth and acceptance, behavioral monitoring, and psychological autonomy granting. Similarly to Park and Bauer (2002), the researchers reported that a positive association exists between parents with authoritative parenting style and academic achievement among Caucasians. Certain researchers found that there is no different between the genders of female (mother) and male (father) but some researcher objected the outcome of the study. No matter mothers' authoritativeness or fathers' authoritativeness showed positive significant relationship with their children's school grades (academic achievement) (Nyarko, 2011). A research reported that authoritative parents have fewer behavioral problems and good performance of academic achievement in school (Shahla, Mansor, Rohani, and Mariani, 2011). In contrast, a research resulted that there is higher significant between this parenting style and disciplinary for mothers in authoritative parenting style (Halpeny, Nixon, & Watson, 2010). At the same time, Halpeny et al. (2010) also showed that there is lower significant for both parents of young children. This is actually a mirror for different age level of children may shape different of parenting style for parents too.

Monika and Kala (2013) have done a research on the impact of authoritative parenting style on educational performance of learners at high school level and it

showed that both authoritative parenting style and children's academic achievement has a strongly positive and significant relationship in each subject: languages, social science, mathematics and science. In another study, Park and Bauer (2002) found that authoritative parenting style and academic achievement are correlated positively but exists only for the majority group (European Americans), but not for Latinos, African-Americans, or Asian-Americans (Christina, 2008; Park and Bauer, 2002). On the other hand, Chao (2001) also found that European American children from authoritative families performed better in school than those European American youth from authoritarian families.

2.3.2 Authoritarian

Authoritarian parents are defined as high demandingness and like to give command, but not the type of responsiveness. Authoritarian parents are status oriented and obedience that they always expect their children to obey their orders without explaining (Baumrind, 1991). Authoritarian parents stated the rules vividly and always provide organised and well-ordered environment. There are two different types of authoritarian, 1) Authoritarian-directive parents who focus on giving instruction and 2) Non-authoritarian-directive parents who are actually giving direction to their children rather than giving instruction (Darling, 1999). Parents with authoritarian parenting style demand complete obedience from their children. Neither their children's point of view nor children's negotiation or explanation is not taken into authoritarian parents' consideration (Schnell, 2014). Besides that, a parent with this parenting style may not bring the same result on shaping children's characteristics in different gender. A researcher had done a study earlier which concluded that this parenting style combines high control and positive encouragement, was correlated with competent, responsible, and independent behavior in girls and to a lesser extent in boys (Baumrind, 1971).

Baharudin and Keshavarz (2009) stated that Malaysian parents regardless of races endorsed authoritarian parenting and it is well accepted locally. They pointed out that Malaysia is one of the collectivist country where children are taught to conform to group's rules, behave in socially acceptable manner, inhibit own needs and be

considerate over others within the group where in this context is to obey parents (Baharudin and Keshavarz, 2009). On the other hand, parenting style theory has been widely tested for validity in China. It was discovered that in China, authoritarian parenting was positively related to children's performance in school while there was no similar impact for authoritative parenting and permissive parenting styles (Chao, 1994; Juan and Larry, 2004; Lamm and Keller, 2007). Furthermore, positive adolescent outcomes have been associated with authoritarian parenting style in some Asian samples whereas positive effects have been found with authoritative parenting style in some studies involving Asian. To support the idea as mentioned, Chao (2001) found that first-generation Chinese youth from authoritative families were not better off in school than their counterparts from authoritarian families. Another finding also supports Asian parents' scoring high measures of authoritarian parental style and positively associated with student's academic achievement (Leung, Lau, and Lam, 1998).

In addition, Pastorelli, Caaprara, Barbaranelli, Rola, Rozsa, and Bandura (2001) found that children with authoritarian parents perceive themselves as less efficacious for self-directed learning. Conversely, a study resulted that both authoritarian parenting style and academic achievement showed insignificant relationship (Elham, Yaacob, Juhari, and Talib, 2012). Additionally, past researches also presented that authoritarian parenting showed significant relationship with upper level of school problem (Roche, Ensminger, and Cherlin, 2007) and poor academic achievement (Attaway and Bry, 2004; Aiyappa and Balakrishna, 2012).

Furthermore, the relationship between authoritarian parents and the disciplinary of children, a report conducted showed that there is high significant for parents who applied physical punishment (Halpeny et al., 2010). This result indicated obviously that children whose authoritarian parents are under command and must follow the rules all the while. Authoritarian parents normally utilize their authority on punishment for their children and this possibly result in their children's behavior problems (Shahla, et al., 2011).

2.3.3 Permissive

Permissive parenting style is categorized and defined as parents who have no demanding but responsive. They are accepting and warm parents. Permissive parents accept different of children's behaviours either good or bad. They have given up most control to their children. The parenting style was demonstrated in the study conducted which shows that permissive mothers are associated with anti-social behavior among their children (Wu, 2009). Children whose permissive parents tend to get passive and do not response in their interaction with others. This actually caused the children become dependent and lack social responsibility (Shahla, et al., 2011).

A study conducted with children of Chinese origin in Hong Kong, Tam and Lam (2003) found that authoritative parenting and permissive parenting had similar impact on children's academic performance while authoritarian parenting was no different from neglectful parenting in terms of the impact on children. Besides that, it is interesting to note that mothers and fathers permissive style had a positive impact on academic achievement (Aiyappa and Balakrishna, 2012). This is contrary to literature that considers permissive style as less restrictive and making few demands for mature behavior but allow for considerable self-regulation by the child (Baumrind, 1991). This trend may towards permissive parenting style reflects a change towards more autonomy and leniency in parenting. Besides that, this parenting style was also found that a significant correlation with academic achievement (Lee, Daniels, and Kissinger, 2006; Roche, Ensminger, and Cherlin, 2007).

On the other hand, a research reported that permissive parenting style showed no significant association with children's academic achievement (Mohammad Ali Besharat, 2011). Permissive parents tend to be responsive but not demanding. They have low expectation from their children. Children who growing in permissive parenting environment are lack of motivation and persist in learning reluctantly (Kang and Moore, 2011). In a study conducted by Taddesse (1996) at Makalle, 454 (229 males and 225 females) students participated. Results indicated that even though no statistically significant achievement difference was observed among

students from authoritarian, indulgent(permissive), and neglectful homes, the trend was that students from indulgent families achieve better than those from authoritarian families who in turn do better than students from neglectful ones.

2.3.4 Neglectful

Neglectful parenting style is also named as uninvolved parenting style. This parenting style is slightly different with permissive parenting style. This parenting parents have neither demandingness nor responsiveness on children. Neglectful parents always reflect their emotion to the children and they merely response to children when out of any annoyance (Tiller, Garrison, and Block, 2003). Due to this parenting style parents are not responsiveness thus they are rarely volunteer to participate in research studies (Tiller, et al., 2003), with a great percentage of parents (43 per cent) on average participating in school activities reluctantly (Steinberg, et al., 1992). Children of neglectful parents normally have lower demanding and responsive on them, they are not expected to perform well in schooling. Hence, children have no direction and objective in their daily activities. Children are unexpected in any achievement thus they do not have motivation for their academic. The relationship between neglectful parenting style and children's academic achievement is estimated not significant (Hong, 2012).

Academic achievement for them is virtually nonexistent, showing lower test scores than all other styles. One reason associated with low academic performance in this group is that neglect can lead to deficits in IQ (Sullivan, Carmody, and Lewis, 2010). Additionally, children of neglectful parents tend to have minimal school involvement and exhibit very low social confidence, which is frequently linked to deviant behaviour (Pellerin, 2005). When parents are neglectful, academic disengagement and problem behavior are generated (Brown and Iyengar, 2008).

Neglectful parenting style parents will also neglect children's education and academic. Educational neglect occurs when a child is allowed to engage in chronic truancy, is of mandatory school age not enrolled in school or receiving school training, and/or is not receiving needed special educational training. Educational

neglect can lead to underachievement in acquiring necessary basic skills, dripping out of school, and/or continually disruptive (Perry, 2002).

2.4 Conclusion

Variety of factors of demand on private tutoring have been mentioned above. They are children's academic performance, lack of family support, ineffectiveness of public education, increase self-confidence of children, competency of children and entrance examinations. Simultaneously, different of parenting styles (authoritative, authoritarian, permissive and neglectful) were examined in different types of research. Some researchers examined the relationship between parenting styles and children's disciplinary, responsibilities, children's academic achievement and others. The objective of this research are 1) to identify the factors of demand on private tutoring and 2) to examine the relationship between the factors of demand on private tutoring and the parenting styles.

Furthermore, based on the explanation above mentioned, different parenting styles have different level of expectations on children's academic achievement. At the same time, private tutoring is significant proved that private tutoring may advance children's academic achievement. However, there is not much formal empirical research to test the above-described hypotheses, whether the every factor of demanding private tutoring has the significant relationship with each of the parenting styles.

In this research, factors of demand on private tutoring, children's academic performance, lack of family support and ineffectiveness of public education and four different of parenting styles as mentioned above are taken to be examined the relationship.

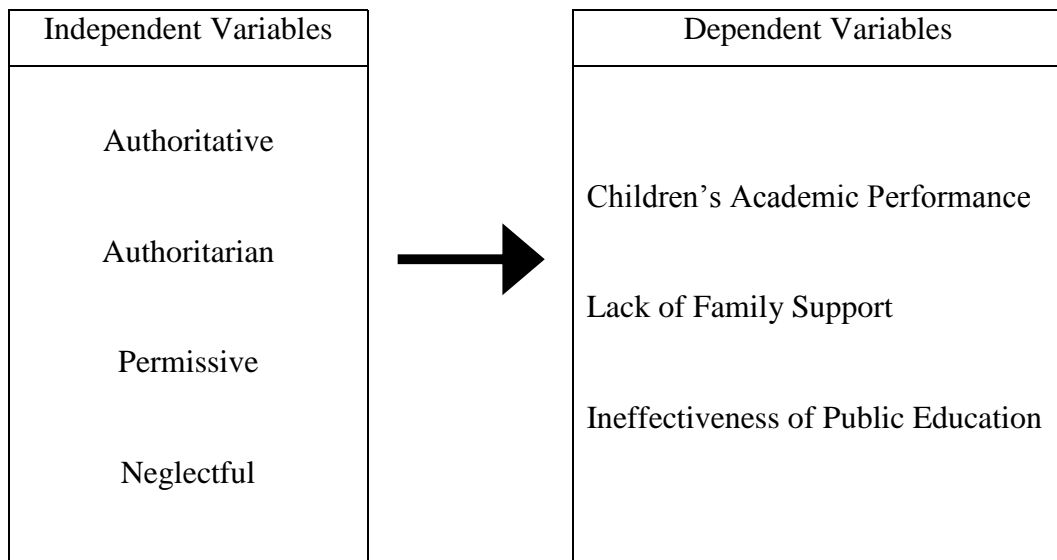
CHAPTER 3

RESEARCH METHODOLOGY AND METHODS

There is not much research into the area of private tutoring in East Asia especially in Malaysia. But there are a number of researches done in developed country like Japan and South Korea. Therefore, researcher takes this chance to involve in this topic to enhance the knowledge of this study and examine the relationship between the factors of demand on private tutoring and parenting styles (authoritative, authoritarian, permissive and neglectful). In this chapter, the most suitable patterns of design, sample selecting method, data collection and analysis will be outlined and discussed.

3.1 The Conceptual Framework

Baumrind and Maccoby's typology on parenting styles will be used to provide a conceptual framework for investigating parenting styles which have the needs on private tutoring for their children and the determinants of demand on private tutoring. Four different parenting styles: authoritarian, authoritative, permissive and neglectful are the independent variables where the factors of needs on private tutoring in Klang Valley are the dependent variables.



3.2 Research Design

According to Burns and Bush (2006), research design is defined as a set of advance decisions that make up the master plan specifying the methods and procedures for collecting and analyzing the needed and collected information. According to Parahoo (2006) the design selected for research should be the one most suited so as to achieve an answer to the proposed research question. In order to fulfil the objective of research, researcher has chosen to carry out a quantitative research design in the hopes to examine the relationship between current parenting styles and the factors of demand on private tutoring in Klang Valley, Malaysia. Quantitative research is a formal systematic approach which incorporates numerical data to obtain information about the world which would be appropriate to gain the information needed for this study.

Data from parents was collected as part of a study designed to collect information from parents who are sending their children to private tutoring. The questionnaires were distributed throughout Klang Valley area to ensure that a range of demographic areas were included. The final sample comprised over 200 parents. Parents completed questionnaires at school while they were waiting for their children and during children's recess time in school. Some of the parents took questionnaire home to complete. Another part of parents completed the questionnaires by emailing. Besides that, questionnaires were sent to parents

through social website, Facebook. Researcher sent the questionnaires to parents who have been verified by sending private message to the parents. A sample of parents who completed questionnaires was invited to take part in interviews which were designed to assist in the interpretation of the quantitative findings and to explore parents' role perceptions and parenting styles.

3.2.1 Primary Data

Primary data as the data originated by the researcher for the specific purpose of addressing the problem at hand Primary data are original work of research study or raw material without the interpretation that represent an official opinion or position. Questionnaire is applied in this research as researcher intended to apply a general term to include all techniques of data collection in which every respondent respond to the same set of questions as in a book (deVaus, 2002). Hence, primary data are always the most authoritative because the information has not been filtered or interpreted by any second party. Primary data can be collected in different methods. However, the primary data of this study are collected through self-administered questionnaires and interviewer-administered questionnaire simultaneously (Mark, Philip, and Adrian, 2012). Self-administered questionnaires includes internet-mediated questionnaires, mail questionnaire and delivery and collection questionnaires. Researcher applied Google Software to create the questionnaire and send the questionnaire to reliable respondents. Besides that, researcher sent the questionnaire to respondents who are qualified in the study by emailing. At last, researcher also did distributed questionnaires at different schools to parents who are sending children to private tutoring. At the same time, both telephone questionnaires and structured interviews (sometimes known as interview schedules) of interviewer-administered questionnaires were also applied in this research project. Researcher made phone calls to respondents who are suitable in this study to collect data and where researcher presents the items orally. While telephone survey applied made the survey completed (Curtis, 2013). These methods are used as questionnaire survey to provide standardization in which all respondent are answering the same question and are exposed to the same response option for each question and finally lead to the ease of administration and analysis. All the collected statistical data will be manipulated by the statistical analysis techniques in order to produce a finding in Chapter Four.

3.3 Sampling design

3.3.1 Target Population

The researcher acquired the samples at different government schools (primary schools and secondary schools) and private independent high schools in a specific urban area, Klang Valley in Malaysia. Due to this study applied quantitative data hence the number of responds is a must to ensure that the accuracy and reliability of the results. The aim of the study is to explore and examine the factors of demand on private tutoring by respondent's response. Therefore, the target population of this study only involved the parents who are sending their children to private tutoring and have the demand on private tutoring in Klang Valley, Malaysia without the gender restriction are selected in the survey.

3.3.2 Sampling Frame and Sampling Location

A sampling frame is a representation of the elements of the target population, which is some master list of all the sample units for identifying the target population. Gaining a sampling frame is extremely essential but researchers reminded and focused that researcher needs to be careful of possible problems of using existing data bases. In their work on multinationals in Britain, they found that individual databases are often incomplete, the information held about organizations in databases is sometimes inaccurate and the information held in database soon becomes out of data (Edwards, Tregaskis, Edwards, Ferner, Marginson, Arrowsmith, Adam, Meyer, and Budjanovcanin, 2007). Hence, researcher is required to ensure that the collected data and the sampling frame is completed, accurate and up-to-date. All the respondents selected in the research are relevant to the research topic who are parents whose children attending private tutoring. Besides that, the data and particulars are up-to-dated. All questionnaires collected were completed and accurate. The

sampling location is within the Klang Valley, the questionnaires were distributed to the respondents at government schools (Jinjang Primary School, Kepong Secondary School and Kheow Bin Primary School) and private school (Chong Hua Independent School, Kuala Lumpur) while parents fetching and waiting for their children at school gate. Both delivery and collection questionnaires and structured interviews have been done at these different schools. Internet-mediated questionnaires were being sent to Chung Hua Admin which is a reliable account in social website, Facebook. Chung Hua Admin helped sending the link of questionnaires to parents for contributing to this research. Additionally, mail questionnaires and telephone questionnaires have been done within the Klang Valley by the researcher too.

3.3.3 Sampling Elements

This research was conducted in Klang Valley, Malaysia; the target respondents selected are the parents who sending their children to private tutoring and created the demand on private tutoring. They are targeted because the questions are concerning on getting know what are the relationship between parenting styles (authoritative, authoritarian, permissive, and neglectful) and factors of demand (children's academic performance, lack of family support and ineffectiveness of public education) on private tutoring in Klang Valley, Malaysia. Parents are targeted as they are the pay master and the decision maker for sending children to attend private tutoring. Besides that, they have their own reasons to create the demand on private tutoring from each of the parenting styles. Although children are the users on private tutoring but decision makers on sending children to attend private tutoring classes are their parents. Therefore, parents have been the most appropriate targeted respondents on examining examine the relationship between parenting styles and the factors of demand on private tutoring in this research project.

3.3.4 Sampling Technique

There are two sampling techniques can be used in this study which are probability technique and non-probability technique (Mark, et al., 2012). In this study, nonprobability technique has been used as non-probability technique is inexpensive, extensively used and not require larger population. Hence, it can help to save or reduce the cost of sampling. A combination of non-probability techniques was selected and applied in the research. They are purposive sampling, self-selection sampling and convenience sampling. Purposive sampling is also called as judgmental sampling that enabled researcher to select the samples by the researcher's judgment (Neuman, 2005). In order that this research is to examine the relationship between parenting styles and the factors of demand on private tutoring, researchers selected only parents who have the demand on private tutoring as the respondents in this study. Besides that, self-selection sampling technique was also applied in this research as this technique enable the respondents participated the study willingly. This technique may downsizing the number of respondents but this is exactly what the researcher wants (Thornhill, Saunders, and Stead, 1997). Researcher administered the questionnaire using the Internet. The questionnaires were being sent and publicized in bulletin board of parents group, asking for parents who are sending children to private tutoring to fill in the questionnaires. Those parents who volunteered by clicking on a hyperlink were automatically taken to the online questionnaire. Instantaneously, convenience sampling technique which is also known as haphazard sampling technique was used in the research too (Mark, et al., 2012). Researcher interviewed the suitable respondents randomly at schools and the sample selection process was continued until 200 respondents, sample size has been reached.

3.3.5 Sampling Size

In order to obtain significant feedback and revises from the respondents, a number of respondents is required to do a pre-test. This is because they might help to identifying anything difficulty or confusing word within the questionnaire. Within the time and other resource constraints, 30 pilot tests were prepared for this research. The quantity of pilot test was fulfilling the survey requirement accordingly.

Different guidelines are presented for refereeing the adequacy of the sample size for factor analysis and reliability analysis. One guideline suggest that 50 as very poor; 100 as poor; 200 as fair; 300 as good; 500 as very good, and 1,000 as excellent numbers for sample size estimates (Comrey and Lee, 1992) as shown in Table 3.1. There is another guideline which advises that at least 200 respondents must be sampled in order to attain a stability of factor analysis (Thompson, 2004).

Table 3.1: The Adequacy of the Sample Size for Factor Analysis

Sample Size	Level of Satisfaction
50	Very Poor
100	Poor
200	Fair
300	Good
500	Very Good
1000	Excellent

Source: Comrey, A. L., & Lee, H. B. (1992). *A first course in factor analysis* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

However, there is a researcher mentioned that adequate sample size required a quite large of number (e.g., 400 or greater) to produce accurate results (MacCallum, Widaman, Preacher, and Hong, 2001). There is actually the other research suggest that the appropriate sample sizes depend upon the numbers of items available for factor analysis as 10 items with 200 sample size; 25 items with

250 sample size; 90 items with 400 sample size and 500 items with 700-1000 sample size as (Meyers, Gamst, and Guarino, 2006) as shown in Table 3.2.

Table 3.2: Appropriate Sample Size for Factor Analysis

Number of Items	Sample Size
10	100
25	250
90	400
500	700 – 1000

Source: Meyers, L., Gamst, G., & Guarino, A. (2006). *Applied Multivariate Research: Design and Interpretation*. Sage Publication.

Besides that, the sample size is important to calculate the consistent of the efficacy of coefficients of internal. Sample size directly influences the accurateness of coefficients of internal. Few researchers pointed that both reliability coefficients and number of items showed significant correlation (Carmines and Zeller, 1982; Ercan, Yazici, Sigirli, Ediz, and Kan, 2007). On the basis of outcomes of the existing study, the efficiencies of reliability coefficients are reliable and comparable for $n \geq 50$. The sample size of 50 is enough for calculating reliability coefficient for any scale with five points or four points, or three points. However, there is another researcher mentioned that 50 samplings is insufficient and should be exceeded 50 sample size (Ozdamar, 1999). In contrast, a study concluded that reliability coefficient is not relied on the sample size of the study but number of items. Number of items as a tool to estimate the population parameter especially with omega coefficient (Ercan, et al, 2007).

Therefore, researcher made the decision that appoint 200 sample size in this research. This study involved 200 respondents. Respondents were reached by different channels. They were self-administered questionnaires and interviewer-administered questionnaires.

3.4 Research Instruments

Appropriate research instrument that reached the objective of the research was questionnaire. Questionnaire is considered a research instrument which consists variety of techniques of data collection which every respondent is asked by using the same set of questions in a predetermined order (deVaus, 2002). The questionnaire was delivered to the study population for this study are parents who are having the demand on private tutoring from selected urban area, Klang Valley, Malaysia.

3.4.1 The purpose of using Questionnaire

A questionnaire is typically used to create the questions and obtain feedback from the respondents (Burns and Bush, 2006), using questionnaire can translate the research objective into specific questions that are asked of the respondents and provides standardization to all respondents' reaction to the survey identically. Therefore, these are the reasons why researcher chose to apply questionnaire in the research project. Besides that, questionnaire supported researcher sped up the process of data analysis and quality control.

3.4.2 Questionnaire design

Close-ended questions are used whereby respondents are required to choose from response options on the questionnaire (Burns and Bush, 2006). The questionnaire was prepared in two languages, English and Chinese languages. The questionnaire was conducted in variety of languages verbally which depends on the understanding of respondents. This is because the researcher was able to collect the precise data. Generally, the questionnaires were divided into three parts. The early part of the questionnaire is asked about respondents' background information which included geographic, socioeconomic, and educational achievement.

List questions and category questions were asked in the first part of the questionnaires. The next part of the questionnaire included the items which exploring the factors of demand on private tutoring and reasons for taking private tutoring lessons. Rating questions were being asked in the second part of the questionnaire. 5 Liker-style rating scale was used in this part and respondents were asked how strongly she or he agree or disagree with the statements stated in the questionnaire. The third part of the questionnaire collected the information by stated list question in the questionnaire to determine the parenting style of the respondent.

Data of independent variables (authoritative, authoritarian, permissive and neglectful) were collected by questionnaire. The list of questions which determine the parenting styles were extracted from “What’s Your Parenting Style” and was developed by Joan E. LeFebvre, a professor in Department of Family Development from the University of Wisconsin-Extension program. This instrument has been utilized by different people for variety of purposes (Berg, 2011). This questionnaire is a reliable depiction of how each parent rates themselves as parents from a list of questions with 16 statements. The 16 statements are to be answered by parents whether they agree or disagree with the statements.

For the part of data of dependent variables (children’s academic performance, lack of family support and ineffectiveness of public education) were collected by the questionnaire together with the set if questionnaire as mentioned above. The set of questionnaire was used by other research in doing research which the topic of ‘Mapping and evaluating shadow education’ (Ireson and Rushforth, 2005). There are three different variables and each variable was measured by four items in the questionnaire. The set of question is answered according the degree of agreement from the respondents. There is a 5 Likert-scale questions with 1=Strongly Disagree to 5=Strongly Agree.

Validity

In order to ensure the validity of the questionnaire, researcher distributed the questionnaire by different methods and approach to different area of respondents which achieve the results of generalizable. According to the categories which are categorized by Raimond (1993), there are four logic steps 1) identification of the research population, 2) data collection, 3) data interpretation and 4) development of

conclusions, to ensure the validity of the research questionnaire. Researcher targeted the respondents at different schools where a place that respondents gather together at the same time but not only focused one school to collect data from respondents. Besides that, the researcher approached to every respondent without judging their physical appearances and out looking to avoid any bias among the respondents.

Reliability

Besides ensuring the questionnaire is valid, the reliability of the questionnaire is essential for a set of questionnaire. Reliability is the second criterion that have to take into the consideration when conducting this research project. Reliability refers to the extent which the data collection techniques or analysis procedures will yield consistent findings (Easterby-Smith, Thorpe, and Jackson, 2012). Reliability can be enhanced by writing items vividly, making test instructions easily understood, and training the raters effectively by making the rules for scoring as explicit as possible (Nunnally, 1978). Reliability is concerned with whether a measurement is consistent and reproducible. There may be four threats to reliability which are subject or participant error, subject or participant bias, observer error and observer bias (Robson, 2002). In order to avoid the threats in the research, researcher collected the data within 3 weeks. Besides that, researcher intended to avoid the subject or participant bias, researcher designed the questionnaire which the questions in the questionnaire have been answered consistently by the respondents. Researcher applied Cronbach's alpha to test the reliability of the questionnaire. Nunnally (1978), who suggests that in the early stages of research on predictor tests or hypothesised measures of a construct, reliabilities of 0.70 or higher will be sufficient. Therefore, researcher practised the satisfactory level of reliability, 0.70 for testing the reliability of questionnaire for each variable in the questionnaire.

3.5 Data Processing

Data analysis consisted of separate and distinct approaches of the variables that were to be measured. The relationship between factors of demand on private tutoring and the parenting styles to be measured. Initially, researcher did the

questionnaire checking for the research. As mentioned that the first step in questionnaire checking involves a check of all questionnaires for completeness and interviewing quality while field work is still underway (Mark, et al., 2012). Researcher had done the checking questionnaire before collecting sampling for pilot test. After pilot test, researcher had done some amendments for the questionnaire in order to make the questionnaire comprehensiveness and created the confidence of reliability of the questionnaire. As a good researcher, any problem in meeting the sampling requirement should be identified and corrective action before the data are edited.

Editing is the review of questionnaire with the objective of increasing accuracy and precision (Mark, et al., 2012). In order to make the research runs smoothly and accuracy, researcher had done amendments and editing for the questionnaire after reviewing. The editing process included screening questionnaire to identify illegible, incomplete, inconsistent, or ambiguous responses. This helped to reduce the obstacles while doing the questionnaire and interviews.

Coding means assigning a code, usually a number, to each possible response to each question and includes an indication of the column position (field) and data recorded it will occupy (Mark, et al., 2012). Transcribing data involves transferring the coded data from the questionnaires or coding sheets directly into computers by keypunching. It helps saving time to transferring data into computers.

3.6 Data Analysis

"The purpose of data analysis is to organize, provide structure to, and elicit meaning from research data" (Polit and Beck, 2008). Data analysis ongoing in conjunction with data collection as Polit and Hungler (1999), state as interviews are conducted, gathered data is synthesized, interpreted and communicated to give meaning to it. Descriptive statistics as the main features of a collection of information (Mann, 1995). Demographic information collected from the questionnaires is presented in descriptive statistics. Demographic information are

categorized into different groups of descriptive statistics in the research. They are categorized by gender, age, parents' education level, monthly household income and number of children the parents own. These summarized information is taken for investigating and examining the research objective as mentioned. Furthermore, bivariate analysis is involved in the research as there are more than one variable involves and to be examined in the research. This is because bivariate analysis describes the relationship between two different variables instead of univariate analysis is only simple descriptive analysis. Besides that, cross-tabulation is applied to present the descriptive statistic.

Complete reading and re-reading are essential to make sure all existence information and variations are identified without any new information is gained to achieve the completion of data saturation process (Holloway and Wheeler, 2002; Polit and Beck, 2008). A process which easier researcher to interpret findings is gather the volumes of data throughout the data gathering process. Researcher is required to complete a data reduction process by categorizing and identifying similar themes. This process allows the researcher to interpret findings more easily. Therefore, research applied factor analysis to reduce the unnecessary items in the questionnaire. In average, there are three to four items tested for each of the variables. As mentioned by Kline (2005), as mentioned that 100 to 200 sample size is "medium" and may be an acceptable minimum sample size if the model is not too complex. At the same time, Kline (2005) also suggest using indicators with good psychometric properties unstandardized factor loadings greater than 0.5, imposing equality constraints on the unstandardized loadings of indicators on the same factor, and using parcels for categorical items. Yet, Brown (2006) recommends against using item parcels or any of the multiple rulers of thumb for determining what the sample size should be. Factor analysis with factor loading 0.6 is applied in the research with the 200 sample size. Both dependent and independent variables are applied factor analysis to ease the unessential items. With low communalities low (<0.5) but high over determination of factors (not many factors, each with 6 or 7 high loadings), researcher probably needs well over 100 subjects for the research purpose (MacCallum, Widaman, Zhang, & Hong, 1999). The Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity to measure of sampling adequacy tests whether the

partial correlations among variables are small and to indicate that the factor model is inappropriate. The KMO has to be greater than 0.5 for a satisfactory factor analysis. Kaiser (1974) suggest 0.6 as minimum (barely accepted), values between 0.7 - 0.8 are acceptable and values above 0.9 are excellent as shown in Table 3.3. Hence, the researcher has to ensure that the KMO is more than 0.5 at least in the research.

Table 3.3: The Adequacy of the Factor Loading for Factor Analysis

Factor Loading	Level of Acceptance
0.6	Barely Accepted
0.7 – 0.8	Acceptable
0.9	Excellent

Source: Kaiser, H. (1974). An index of factorial simplicity. *Psychometrika*, 39, 31 - 36.

Besides that, reliability test, Cronbach's Alpha is applied for testing the reliability of the survey instruments which to probe underlying constructs that researcher wants to measure in the research. Cronbach (1951) well promoted coefficient alpha and determined its general usefulness. As a result, it is named to as Cronbach's alpha. Construct is the hypothetical variable that is being measured (Hatcher, 1994). Variables derived from the questionnaire are declared to be reliable only when the variables provide stable and reliable responses over a repeated administration of the test (Lippke and Lockett, 1994). Value from 0 to 1 and may be applied to present the reliability of factors extracted from the questions' answer with scale. Researcher applied 5 Liker-scale for dependent variables in the questionnaire. It is measured by the reliability test for the reliable of the questionnaire. Reliability is measured by the score which the higher the score, the more reliable the generated scale is. Nunnally (1978) has mentioned 0.7 to be an acceptable reliability coefficient but lower thresholds are sometimes used in the literature.

Furthermore, researcher applied Regression Model to examine the relationship between parenting styles and the factors of demand on private tutoring. By applying

Regression Model, the hierarchical method will determine the model which shows the correlation between independent variables and each dependent variable which according the strength of the correlation between both of the mentioned variables. Moreover, forward selection method is applied in this study. The independent variable with the largest correlation either negative or positive with dependent variable is taken into the equation. The coefficient of the entered variable for testing hypothesis in F test is 0 ($H_0: \beta = 0$ against $H_1: \beta \neq 0$).

3.7 Ethical Consideration

All research studies present a number of ethical and moral dilemmas which must be identified and addressed prior to carrying out any research study in order to protect all participants from potential harm. This study was only kicked off once ethical approval has been achieved from the research ethics committee. There are four ethical principles that were followed to make sure that was no harm would be brought to the participants and any party who involves in this research.

3.7.1 Beneficence and Non-maleficence

The existing research findings brought advantages and caused harmless to the participants and society. Researcher aimed to contribute to the relationship between factors of demand on private tutoring and parenting styles to benefit the industry and clarify the actual contemporary parenting styles which need private tutoring and the factors of the demand too by carrying out this study. Participants are unlikely be harmed physically and mentally in the present study. All findings were applied without revealing any personal information. Privacy and confidentiality were always practiced in the research. This as shown in the questionnaire that participants were not required to fill up any personal information which the researcher or others could be located who was the participant was. No names and any phone-interviews were recorded and copied during the process of data collection. All data are stored confidentially which could merely be accessed

by the researcher. The Personal Data Protection Act 2010 requires that information and data which stored in the computer must be correct and up to date. Participants are given the authority to view their own information and amend any incorrect information if they intend to do any amendment. Organization maintains the anonymity difficulty in any study. In charge person is always reminded to ensure the staff who are involved not to keep the participants' particulars identifiable.

3.7.2 Autonomy

On the other hand, completion of informed consent has been ensured by the researcher and the researcher understood clearly that respondents have the human right of free choice. The researcher ensured a regular review of particulars and information that the participants have given consent to are carried out; that was referred to as a procedure of consent, which enabled the researcher to renegotiate features of the consent form derived from the changing description of the inquiry. All participants or respondents have the authority to quit from the research at any time without any consequence or punishment would be applied. Close consultation and inclusion of all participants were kept by the researcher in the research process as there were some who might feel impermeable to change.

3.7.3 Justice

All findings and results presented would be that of actual facts stated in the interviews. All participants' experiences and perceptions were portrayed as they have done so in the interviews, no false information or accusations were included in the final report. Ethical issues might arise at any point during any study regardless of the scrupulous planning, therefore it was important that possible ethical issues were identified, prevented, and reviewed as best as possible prior to, during and after the study. Researcher always bears it in mind as ethical principles provide direction to the possible issues not answers.

3.8 Conclusion

This chapter presents the research methodology and methods adopted for this study. They were research design, sampling design, research instrument, data processing, data analysis and ethical consideration. A cross-sectional methodology was adopted to collect quantitative data that was used to examine the determinants of demand for private tutoring and the parenting styles of parents. Data collection consisted of interviews and a survey questionnaire in modified form to collect data for this study. Chapter Four presented the results of the data collection process as a result of employing the research methodologies described in Chapter Three.

CHAPTER 4

RESEARCH RESULTS AND INTERPRETATION OF RESULTS

This chapter is to present this research results and interpretation for each of the results and analyses of the data collected to. Besides that, determination of factor of private tutoring and examination of relationship between parenting styles and factor of demand on private tutoring as shown in Chapter Four too.

1. What are the reasons which caused parents sending their children to private tutoring?
2. What are the relationship between parenting styles and the factors of demand on private tutoring?

4.1 Descriptive Data on the Demographic Statistics

There were total 200 respondents involved in the study and there were 93 (46.5 per cent) male and 107 (53.5 per cent) female respondents separately. It showed fairly balance between numbers of genders. Parent's age were categorised into two groups, 124 (62.0 per cent) for 21 years old to 40 years old respondents and 76 (38.0 per cent) for 41 years old, and above. Number of elder parents was slightly smaller than younger parents. Besides that, 115 (57.5 per cent) parents owned only education level which lower than tertiary but 85 (42.5 per cent) parents owned tertiary education. On the other hand, 112 (56.0 per cent) parents earned monthly household income which less than RM6000 but 88 (44 per cent) parents gained more than RM6000 per month. Majority parents, 104 (52 per cent) owned 2 children, owned 1 child and 3 children were 41 (21.0 per cent) and 47 (23.0 per cent) respectively. Merely 2 (1.0 per cent) parents owned 5 children and 6 (3.0 per cent) owned 4 children. This showed that contemporary parents were not desired to own more than 3 children due to the economic and financial pressure. Total number of children who 7 years to 9 years old and 10 years to 12 years old were consisted more than half of the total number of children. They were 130 (30.66 per cent) and 113 (26.65 per cent) respectively. 74 (17.45 per cent) children who 13 years to 15 years old, 55 (12.97 per cent) children who 0 year to 6 years old, 35 (8.25 per cent) children who 16 years to 17 years old and 17 (4.01 per cent) for 18 years to 19 years old children. The data has been shown in Table 4.1.

Table 4.1: Demographic Statistics of Parents

		Frequency	Percentage
Parent's Gender	Male	93	46.5
	Female	107	53.5
	Total	200	100.0
Parent's Age	21 years old to 40 years old	124	62.0
	41 years old and above	76	38.0
	Total	200	100.0
Parent's Academic Achievement	Non-tertiary Level	115	57.5
	Tertiary Level	85	42.5
	Total	200	100.0
Monthly Household Income	Less than RM6000	112	56.0
	More than RM6000	88	44.0
	Total	200	100.0
Number of Children	1 child	41	21.0
	2 children	104	52.0
	3 children	47	23.0
	4 children	6	3.0
	5 children	2	1.0
	Total	200	100.0
Children's Age	0 year to 6 years old	55	12.97
	7 years to 9 years old	130	30.66
	10 years to 12 years old	113	26.65
	13 years to 15 years old	74	17.45
	16 years to 17 years old	35	8.25
	18 years to 19 years old	17	4.01
	Total	424	100.0

The means and standard deviation of each variable treated in the study were presented in Table 4.2.

Table 4.2: Means and Standard Deviations of the Demographic Statistics in the Study

	n	Mean	Std. Deviation
Parent's Gender	200	1.54	0.500
Parent's Age	200	1.38	0.487
Marital Status	200	2.03	0.211
Parent's Academic Achievement	200	1.43	0.496
Monthly Household Income	200	1.44	0.498
Number of Children	200	2.11	0.801
Children's Age - 0 year old to 6 years old	200	0.28	0.448
7 years old to 9 years old	200	0.65	0.478
10 years old to 12 years old	200	0.57	0.497
13 years old to 15 years old	200	0.37	0.484
16 years old to 17 years old	200	0.18	0.381
18 years old to 19 years old	200	0.09	0.280

4.2 Crosstabs between Independent Variables and Demographic

From 200 respondents, there were 88 authoritative parents, 81 authoritarian parents, 21 permissive parents and 10 neglectful parents found in the study. Table 4.3 shows the statistic of gender, parent's age, parent's academic achievement and monthly household income for each of the parenting styles respectively. For the overall of the demographic information, female respondents are more than male respondents. Besides that, more than half of the total respondents are at the age level between 21 years old and 40 years old, non-tertiary level and with the monthly household income which less than RM6000.

Table 4.3: Crosstabs between Independent Variables and Demographic

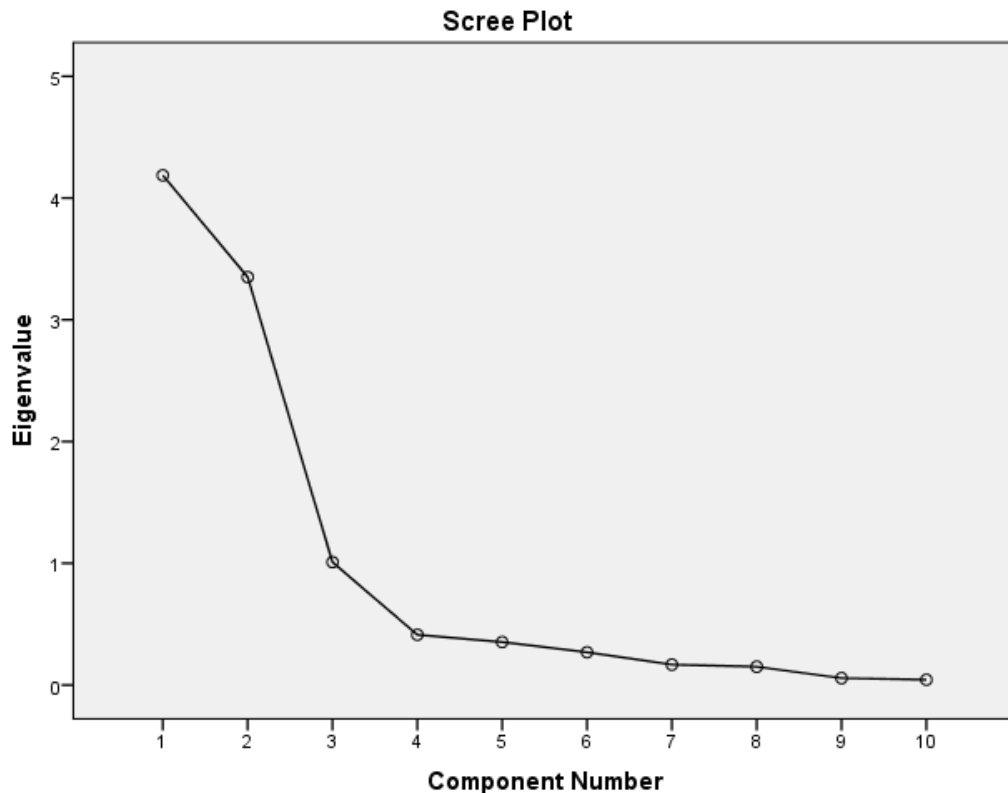
	Authoritative		Authoritarian		Permissive		Neglectful		Total	
<u>Gender</u>										
Male	41	20.5%	34	17.0%	15	7.5%	3	1.5%	93	46.5%
Female	47	23.5%	47	23.5%	6	3.0%	7	3.5%	107	53.5%
Total	88	44.0%	81	40.5%	21	10.5%	10	5.0%	200	100.0%
<u>Parent's Age</u>										
21 - 40 years old	54	27.0%	49	24.5%	13	6.5%	8	4.0%	124	62.0%
Above 40 years old	34	17.0%	32	16.0%	8	4.0%	2	1.0%	76	38.0%
Total	88	44.0%	81	40.5%	21	10.5%	10	5.0%	200	100.0%
<u>Parent's Academic Achievement</u>										
Non-Tertiary Level	49	24.5%	47	23.5%	13	6.5%	6	3.0%	115	57.5%
Tertiary Level	39	19.5%	34	17.0%	8	4.0%	4	2.0%	85	42.5%
Total	88	44.0%	81	40.5%	21	10.5%	10	5.0%	200	100.0%
<u>Parent's Household Income</u>										
< RM6000/month	46	23.0%	45	22.5%	15	7.5%	6	3.0%	112	56.0%
> RM6000/month	42	21.0%	36	18.0%	6	3.0%	4	2.0%	88	44.0%
Total	88	44.0%	81	40.5%	21	10.5%	10	5.0%	200	100.0%

4.3 Factor Analysis on the Dependent Variables

4.3.1 Factors Extracted

From the analysis, the eigenvalue which greater than 1 are three factors as shown in Figure 4.1. The shape of the scree plot has determined clearly that the number of factors in this study would be 3 factors. As shown in Figure 4.1, the forth factor has a very low eigenvalue.

Figure 4.1: Scree Plot for Factor Analysis on Dependent Variables



4.3.2 Factors Analysis

The number of dependent variables were factorised by Factor Analysis. 10 items were taken to compute and were categorised into 3 different dependent variables. They were children's academic performance, insufficient of family support and ineptitude of public education. KMO for the dependent variables in this study achieved 0.675 which closes to 0.70. The closer the KMO measure to 1 indicates a sizeable sampling adequacy. The null hypothesis "the population correlation matrix is an identity matrix" is rejected ($P < 0.01$) and the KMO value is close to 0.70. Therefore, the data satisfies both the tests. Dependent variables in this study were measured and were shown in Table 4.4.

Table 4.4: Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Dependent Variables in the Study

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.675
Bartlett's Test of Sphericity	Approx. Chi-Square	2002.956
	df	45
	Sig.	.000

4.3.3 Total Variance Explained

As per criterion, the model extracts 3 factors. The first factor explains maximum variance in data, followed by other 5 factors in descending order. The total variance explained by 3 extracted factors is 85.47 per cent, which can be considered quite reasonable at the cost of reducing the 10 variables into 3 composite factors as shown in Table 4.5.

Table 4.5: Total Variance Explained of Dependent Variables in the Study

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.187	41.868	41.868	4.187	41.868	41.868	3.382	33.824	33.824
2	3.351	33.512	75.380	3.351	33.512	75.380	2.593	25.932	59.755
3	1.009	10.092	85.472	1.009	10.092	85.472	2.572	25.717	85.472
4	.413	4.127	89.599						
5	.353	3.528	93.127						
6	.269	2.693	95.820						
7	.168	1.676	97.496						
8	.151	1.506	99.002						
9	.056	.563	99.565						
10	.043	.435	100.000						

Extraction Method: Principal Component Analysis.

4.3.4 Factor Rotation

The factor loadings which greater than 0.5 are indicated in the Table 4.6. From Table 4.6, items B2, B3, B9 and B10 are all loading high on Factor 1. These four items measure the agreement of parents about ineffectiveness of public education as the factor of demand on private tutoring and thus it can be named as ‘Ineptitude of Public Education’. Items B1, B7 and B11 are all loading high on Factor 2. These three items measure the agreement of parents on lack of family support created the demand on private tutoring and thus Factor 2 can be named as ‘Insufficient of Family Support’. Items B5, B6 and B8 are all loaded high on Factor 3 and measure the agreement of parents about children’s academic achievement drives to the demand on private tutoring. Hence, Factor 3 can be named as ‘Children’s Academic Performance’.

Table 4.6: Rotated Component Matrix of Dependent Variables in the Study

		Component		
		1	2	3
B1	I need private tutoring (tuition) for my child because tuition centre provides day care service.		0.812	
B2	I need private tutoring (tuition) for my child because my child does not get enough support from school.	0.920		
B3	I need private tutoring (tuition) for my child because my child does not learn well from teachers at school.	0.888		
B5	I need private tutoring (tuition) for my child because it enhances my child's understanding in academic.			0.876
B6	I need private tutoring (tuition) for my child because tuition centre helps to increase self-confidence of my child.			0.866
B7	I need private tutoring (tuition) for my child because private tutoring (tuition) helps to increase the studying time of my child.		0.849	
B8	I need private tutoring (tuition) for my child because tuition helps my child to achieve higher marks in examination.			0.921
B9	I need private tutoring (tuition) for my child because tuition helps to ensure my child obtains a place at secondary or tertiary school.	0.837		
B10	I need private tutoring (tuition) for my child because school teachers are unable to cope the planned syllabus in a fixed time frame.	0.942		
B11	I need private tutoring (tuition) for my child because my family members and I have insufficient time to spend on child's academic.		0.912	

4.4 Descriptive Data on the Dependent Variables

As the dependent variables are measured on 5-point Likert scale, the average rating 3 is considered as neutral. The mean for three of the dependent variables 1) Children's Academic Performance, 2) Insufficient of Family Support and 3) Ineptitude of Public Education are more than 3. It indicates that in general these three variables are the factors of demand on private tutoring. The lowest Standard Deviation (SD) which 0.529 is gained for the variable insufficient of family support. Majority of the parents prefer private tutoring as they face the difficulty which insufficient of family support on tutoring their children. Ineptitude public education obtained the highest SD, 0.716 in the study. This factor is not the prime factor that parents sending children to private tutoring. The means and standard deviation of each variable treated in the study were presented in Table 4.7.

Table 4.7: Means and Standard Deviations of the Variables Treated in the Study

	n	Minimum	Maximum	Mean	Std. Deviation
Children's Academic Performance	200	3	5	4.42	0.642
Insufficient of Family Support	200	4	5	4.77	0.529
Ineptitude of Public Education	200	2	5	3.55	0.716

4.5 Cronbach's Alpha on the Dependent Variables

For the same variables, dependent variables were also taken to test the reliability of the test. Reliability for dependent variables was calculated which were found reliable in this study. Cronbach's alpha for Ineptitude of Public Education was 0.944, Insufficient of Family Support was 0.884 and Children's Academic Performance reached 0.902 in this study. For testing the reliability of the test, it could be concluded that the test is reliable with the dependent variables achieved

and fulfilled the level of reliability which was measured by Cronbach's Alpha. The findings were shown in Table 4.8 for dependent variables below.

Table 4.8: Reliability Statistics – Cronbach's Alpha of Dependent Variables in the Study

Dependent Variables	n Items	Cronbach's Alpha
Children's Academic Performance	4	0.902
Insufficient of Family Support	4	0.884
Ineptitude of Public Education	4	0.944

4.6 Correlations between Independent Variables and Dependent Variables

4.6.1 Correlation between Independent Variables

Resulted from the study, the four independent variables, authoritative, authoritarian, permissive and neglectful are having negative relationship to each other especially the relationship between authoritative and authoritarian. Both of the variables have strongly negative relationship as shown in Table 4.9.

Table 4.9: Correlation between Independent Variables

		I1	I2	I3	I4
I1	Pearson Correlation	1	-.731**	-.304**	-.203**
	Sig.(2-tailed)		.000	.000	.004
	n	200	200	200	200
I2	Pearson Correlation	-.731**	1	-.283**	-.189**
	Sig. (2-tailed)	.000		.000	.007
	n	200	200	200	200
I3	Pearson Correlation	-.304**	-.283**	1	-.079
	Sig. (2-tailed)	.000	.000		.269
	n	200	200	200	200
I4	Pearson Correlation	-.203**	-.189**	-.079	1
	Sig. (2-tailed)	.004	.007	.269	
	n	200	200	200	200

Remark: I1=Authoritative, I2=Authoritarian, I3=Permissive, I4=Neglectful

4.6.2 Correlation between Dependent Variables

Dependent variables shows the result of correlation as independent variables. The three dependent variables, ineptitude of public education, insufficient of family support and children's academic achievement are having negative relationship to each other as shown in Table 4.10.

Table 4.10: Correlation between Dependent Variables

		Ineptitude of Public Education	Insufficient of Family Support	Children's Academic Performance
Ineptitude of Public Education	Pearson Correlation	1	-.400**	-.173*
	Sig. (2-tailed)		.000	.014
	n	200	200	200
Insufficient of Family Support	Pearson Correlation	-.400**	1	-.370**
	Sig. (2-tailed)	.000		.000
	n	200	200	200
Children's Academic Performance	Pearson Correlation	-.173*	-.370**	1
	Sig. (2-tailed)	.014	.000	
	n	200	200	200

4.6.3 Correlation between Independent Variables (IV) and Dependent Variables (DV)

There are positive and negative relationship between independent variables and dependent variables. Authoritative (IV) and insufficient of family support (DV) shows moderate positive relationship ($r = 0.449$) in the study. Besides that, both authoritarian (IV) and ineptitude of public education (DV) shows moderate positive relationship ($r = 0.427$) from the result. Authoritarian (IV) shows moderate positive relationship ($r = 0.370$) with children's academic performance. Simultaneously, permissive (IV) and ineptitude of public education (DV) shows weak positive relationship ($r = 0.107$). There are another two pairs of weak positive relationships. Neglectful (IV) and ineptitude of public education (DV), ($r = 0.145$) and Neglectful (IV) and children's academic performance (DV), ($r = 0.090$). The remain pairs between independent and dependent variables shows negative relationship to each other as shown in Table 4.11.

Table 4.11: Correlation between Independent Variables and Dependent Variables

		Authoritative	Authoritarian	Permissive	Neglectful
Ineptitude of Public Education	Pearson Correlation	-.552**	.427**	.107	.145*
	Sig.(2-tailed)	.000	.000	.130	.041
	n	200	200	200	200
Insufficient of Family Support	Pearson Correlation	.449**	-.208**	-.055	-.478**
	Sig.(2-tailed)	.000	.003	.443	.000
	n	200	200	200	200
Children's Academic Performance	Pearson Correlation	-.278**	.370**	-.206**	.090
	Sig.(2-tailed)	.000	.000	.003	.207
	n	200	200	200	200

4.7 Results of Regression Model

Researcher applied Regression Model to examine the relationship between independent variables and each of the dependent variables. There are few hypothesis which focus on the relationship between independent variables and dependent variables. The results of analysis are shown subsequently.

4.7.1 Relationship between Parenting Styles and Ineptitude of Public Education

The data below shows the results of analysis for the hypothesis stated below.

- Hypothesis 1 : There will be a positive relationship between parenting styles and ineptitude of public education
- i) There is a significant relationship between authoritative parents and ineptitude of public education
 - ii) There is a significant relationship between authoritarian parents and ineptitude of public education

- iii) There is a significant relationship between permissive parents and ineptitude of public education
- iv) There is a significant relationship between neglectful parents and ineptitude of public education

The forward selection procedure stops after first step. The first variable to enter into the model in step 1 is Authoritative as shown in Table 4.12.

Table 4.12: Independent Variables Entered in Forward Multiple Regression on the Regression of Ineptitude of Public Education

Model	Variables Entered	Variables Removed	Method
1	Authoritative		Forward (Criterion: Probability-of-F-to-enter <= .050)

a. Dependent Variable: Ineptitude of Public Education

There is 30.5 per cent variations in dependent variable, ineptitude of public education are explained by the variations in the entered variable, authoritative as shown in Table 4.13. The overall regression model is a good fit indicating that the coefficient of multiple determination (R-square) is significantly different from zero where p-value = 0.000.

Table 4.13: Results of Forward Multiple Regression on the Regression of Ineptitude of Public Education on the Independent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552 ^a	.305	.301	.598

a. Predictors: (Constant), Authoritative

The independent variable, authoritative shows significant relationship with ineptitude of public education.

Table 4.14: ANOVA summary of the Forward Multiple Regression on the Regression of Ineptitude of Public Education on Authoritative

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	31.102	1	31.102	86.861	.000
Residual	70.898	198	.358		
Total	102.000	199			

The coefficient of independent variables authoritative is significant ($p < 0.05$).

Table 4.15: Results of Regression of Ineptitude of Public Education on Independent Variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.900	.057		68.967	.000
Authoritative	-.794	.085	-.552	-9.320	.000

All excluded variables (authoritarian, permissive and neglectful) shows insignificant relationship with ineptitude of public education and the partial correlations are small as shown in Table 4.16.

Table 4.16: Excluded Independent Variables in Forward Multiple Regression on the Regression of Ineptitude of Public Education

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics	
					Tolerance	
1	Authoritarian	.050 ^a	0.576	.565	.041	.465
	Permissive	-.066 ^a	-1.069	.287	-.076	.908
	Neglectful	.034 ^a	0.555	.579	.040	.959

a Predictors in the Model: (Constant), Authoritative

4.7.2 Relationship between Parenting Styles and Insufficient of Family Support

The data below shows the results of analysis for the hypothesis stated below.

Hypothesis 2 : There will be a positive relationship between parenting styles and the insufficient of family support

- i) There is a significant relationship between authoritative parents and insufficient of family support
- ii) There is a significant relationship between authoritarian parents and insufficient of family support
- iii) There is a significant relationship between permissive parents and insufficient of family support
- iv) There is a significant relationship between neglectful parents and insufficient of family support

The forward selection procedure stops after second step. The first variable to enter into the model in step 1 is Neglectful and the independent variable which enter into the model 2 after neglectful is Authoritative as shown in Table 4.17.

Table 4.17: Independent Variables Entered in Forward Multiple Regression on the Regression of Insufficient of Family Support

Model	Variables Entered	Variables Removed	Method
1	Neglectful		Forward (Criterion: Probability-of-F-to-enter <= .050)
2	Authoritative		Forward (Criterion: Probability-of-F-to-enter <= .050)

There is 22.8 per cent variations in dependent variable, insufficient of family support are explained by the variations in the entered variable, neglectful. At the same time, there is 35.7 per cent variations in the entered variables (model 2) as shown in Table 4.18.

Table 4.18: Results of Forward Multiple Regression on the Regression of Insufficient of Family Support on the Independent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478 ^a	.228	.224	.466
2	.598 ^b	.357	.351	.427

a. Predictors: (Constant), Neglectful

b. Predictors: (Constant), Neglectful, Authoritative

The independent variables, authoritative and neglectful show significant relationship with insufficient of family support. The overall regression model is a good fit indicating that the coefficient of multiple determination (R-square) is significantly different from zero where p-value = 0.000.

Table 4.19: ANOVA summary of the Forward Multiple Regression on the Regression of Insufficient of Family Support on Independent Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.737	1	12.737	58.593	.000 ^a
	Residual	43.041	198	.217		
	Total	55.778	199			
2	Regression	19.933	2	9.967	54.777	.000 ^b
	Residual	35.844	197	.182		
	Total	55.778	199			

a. Predictors: (Constant), Neglectful

b. Predictors: (Constant), Neglectful, Authoritative

The coefficient of independent variables authoritative and neglectful are significant ($p < 0.05$).

Table 4.20: Results of Regression of Insufficient of Family Support on Independent Variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.825	.034		142.635	.000
	Neglectful	-1.158	.151	-.478	-7.655	.000
2	(Constant)	4.644	.042		109.950	.000
	Neglectful	-.977	.141	-.403	-6.913	.000
	Authoritative	.390	.062	.367	6.289	.000

All excluded variables (authoritarian and permissive) shows insignificant relationship with insufficient of family support and the partial correlations are small as shown in Table 4.21.

Table 4.21: Excluded Independent Variables in Forward Multiple Regression on the Regression of Insufficient of Family Support

Model		Beta In	T	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Authoritative	.367 ^a	6.289	.000	.409	.959
	Authoritarian	-.309 ^a	-5.169	.000	-.346	.964
	Permissive	-.093 ^a	-1.485	.139	-.105	.994
2	Authoritarian	-.045 ^b	-.466	.642	-.033	.346
	Permissive	.028 ^b	.466	.642	.033	.887

a. Predictors in the Model: (Constant), Neglectful

b. Predictors in the Model: (Constant), Neglectful, Authoritative

4.7.3 Relationship between Parenting Styles and Children's Academic Performance

The data below shows the results of analysis for the hypothesis stated below.

Hypothesis 3 : There will be a positive relationship between parenting styles parents and children's academic performance

- i) There is a significant relationship between authoritative parents and children's academic performance
- ii) There is a significant relationship between authoritarian parents and children's academic performance
- iii) There is a significant relationship between permissive parents and children's academic performance
- iv) There is a significant relationship between neglectful parents and children's academic performance

The forward selection procedure stops after second step. The first variable to enter into the model in step 1 is Authoritarian and the independent variable which enter into the model 2 is Neglectful as shown in Table 4.22.

Table 4.22: Independent Variables Entered in Forward Multiple Regression on the Regression of Children’s Academic Performance

Model	Variables Entered	Variables Removed	Method
1	Authoritarian		Forward (Criterion: Probability-of-F-to-enter <= .050)
2	Neglectful		Forward (Criterion: Probability-of-F-to-enter <= .050)

There is 13.7 per cent variations in dependent variable, children’s academic performance are explained by the variations in the entered variable, authoritarian. At the same time, there is 16.3 per cent variations in the entered variables (model 2) as shown in Table 4.23.

Table 4.23: Results of Forward Multiple Regression on the Regression of Children’s Academic Performance on the Independent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.370 ^a	.137	.133	.598
2	.404 ^b	.163	.155	.590

a. Predictors: (Constant), Authoritarian

b. Predictors: (Constant), Authoritarian, Neglectful

The independent variables, authoritarian and neglectful show significant relationship with insufficient of family support. The overall regression model is a good fit indicating that the coefficient of multiple determination (R-square) is significantly different from zero where p-value = 0.000.

Table 4.24: ANOVA summary of the Forward Multiple Regression on the Regression of Children’s Academic Performance on Independent Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.216	1	11.216	31.399	.000 ^a
	Residual	70.728	198	.357		
	Total	81.944	199			
2	Regression	13.382	2	6.691	19.225	.000 ^b
	Residual	68.563	197	.348		
	Total	81.944	199			

a. Predictors: (Constant), Authoritarian

b. Predictors: (Constant), Authoritarian, Neglectful

The coefficient of independent variables authoritarian and neglectful is significant ($p < 0.05$) as shown in Table 4.25.

Table 4.25: Results of Regression of Children’s Academic Performance on Independent Variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.221	.055		77.047	.000
	Authoritarian	.482	.086	.370	5.603	.000
2	(Constant)	4.180	.057		73.982	.000
	Authoritarian	.523	.087	.401	6.046	.000
	Neglectful	.486	.195	.166	2.494	.013

All excluded variables (authoritative and permissive) shows insignificant relationship with children’s academic performance and the partial correlations are small as shown in Table 4.26.

Table 4.26: Excluded Independent Variables in Forward Multiple Regression on the Regression of Children's Academic Performance

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Authoritative	-.016 ^a	-.165	.869	-.012	.465
	Permissive	-.110 ^a	-1.608	.109	-.114	.920
	Neglectful	.166 ^a	2.494	.013	.175	.964
2	Authoritative	.143 ^b	1.288	.199	.092	.344
	Permissive	-.088 ^b	-1.288	.199	-.092	.902

a. Predictors in the Model: (Constant), Authoritarian

b. Predictors in the Model: (Constant), Authoritarian, Neglectful

4.8 Summary of the Chapter

Demographic statistic had been done and used in crosstabs with independents variables. In this chapter, factor analysis had been applied and factorised three different reliable dependent variables, which are 1) Children Academic Performance, 2) Insufficient of Family Support and 3) Ineptitude of Public Education. Besides that, correlations and regression model for both independent and dependent variables had been examined. Further discussions are stated in Chapter Five.

CHAPTER 5

RECOMMENDATION AND CONCLUSION

The objective of the study was to identify the factors of demand on private tutoring and test the relationship between parenting style and the identified factors of demand on private tutoring. Results of this study will be discussed in relation to the research questions. Moreover, additional findings and implications for practitioners and future research will be presented. As a key limitation, the researcher came across essential difficulties in gaining the appropriate sample size and data from standardized measures.

The findings of the study will be discussed in view of the factors of demand on private tutoring and the theoretical frameworks used to direct the research in testing the relationship between parenting styles and factors of demand on private tutoring, ineptitude of public education, insufficient of family support and children's academic performance. Conclusion will be drawn from the results in an effort to provide empirical support for the theoretical frameworks and the hypotheses derived from them. Possible evidence from the study results will be discussed in support of Baumrind's typology on parenting styles and factors of demand on private tutoring.

5.1 Factors of Demand on Private Tutoring

According to past researchers that concluded different factors of demand on private tutoring. Researchers figured out that parents sending children to private tutoring for their academic achievement purpose (Baker et al., 2001; Dang, 2007; Lee, 2013; Gunendra and Rajan, 2013; Ireson and Rushforth, 2014). Besides that, insufficient of family support stands as a factor of demand on private tutoring which was carried out by researchers in few researches (Kwok and Bray, 2003; MacBeath and Turner, 1990; Ireson and Rushforth, 2011; Davies, 2014). Moreover, researchers also determined that ineffectiveness of public education contributes to the factor of demand on private tutoring (Kwok and Bray, 2003; Kim and Lee, 2010; Gunendra and Ranjan, 2013; Ireson and Rushforth, 2014).

The results of the existing study supported the outcomes that the factors of demand on private tutoring as mentioned above. The three of the factors of demand on private tutoring appeared in the study and showed that parents in Klang Valley have the same determinants of demand as presented in Hong Kong and Korea. From the result of the study, insufficient of family support shows the main reason that parents sending children to private tutoring. Insufficient of family support is defined as either the family members unable to spend sufficient time on children's academic or family members has lack of knowledge in guiding children on their academic, or both of them. More than half portion of the respondents have achieved non-tertiary level of academic achievement. They may not have enough knowledge to support their children. Moreover, majority of the respondents are age between 21 years old to 40 years old. They would spend much time on working rather than their children's academic for supporting household financial (Stars Publication, 2014).

Obviously, children's academic performance as one of the factors of demand on private tutoring as resulted in present study. In order to ensure children perform well in their academic, parents send their children to private tutoring regardless the demographic factors. Majority of parents agreed that providing private tutoring was to help children to perform better in their academic (Ireson and Rushforth, 2014).

Ineptitude of public education system is found in Hong Kong, Korea and even India. This factor exists in present study too. Ineptitude of public tutoring but a minor contributor to the factor of demand on private tutoring. Parents who owned higher education level may have higher expectation from school. When public education is unable to fulfill their expectation, private tutoring is parent's second choice to fulfill their expectation.

5.2 Parenting Styles and Factor of Demand on Private Tutoring, Children's Academic Performance

Based on Baumrind's typology of parenting styles (1971), different researchers have proposed that authoritative parenting contribute to higher academic performance (Jones, Forehand and Beach, 2000; Dornbush et al., 1987; Lamborn, 1991; Nyarko, 2011; Monika and Kala, 2013). On the other hand, the study resulted that authoritative parenting has no significant relationship with children's academic performance. Authoritative parents has fewer behavioral problems and their children have good performance of academic achievement in school (Shahla et al., 2011). Therefore, children's academic performance is not the factor of demand on private tutoring.

Furthermore, authoritarian parenting showed significant relationship with children's academic achievement. Previous researches presented that authoritarian parenting has a significant relationship with poor academic achievement (Attaway and Bry, 2004; Aiyappa and Balakrishna, 2012) where caused parents sending children to private tutoring for achieving higher academic achievement. Besides that, both authoritarian parenting and academic performance showed insignificant relationship (Elham et al., 2012). Hence, authoritarian parents needs private tutoring to support children's academic performance.

Where permissive parenting showed insignificant correlation with children's academic performance in this study. permissive parenting had a positive impact on academic achievement (Aiyappa and Balakrishna, 2012). Hence, permissive

parents do not need private tutoring as their children's academic performance support. Numerous researchers observed that permissive parenting presented significant relationship with academic achievement (Lee, Daniels, and Kissinger, 2006; Roche, Ensminger, and Cherlin, 2007). Hence, children's academic performance does not play as the factors of demand on private tutoring.

In addition, neglectful parenting is significantly correlated with children's academic performance, the factor of demand on private tutoring in present study. Neglectful parenting was no different from authoritarian parenting in terms of the impact on children (Tam and Larn, 2003). The relationship between neglectful parenting and children's academic achievement is estimated not significant (Hong, 2012). This caused that neglectful parenting needs private tutoring to support children's academic performance. When parents are neglectful, academic disengagement is generated (Brown and Iyengar, 2008). Hence, neglectful parenting relies on private tutoring to support children's academic performance.

5.3 Parenting Style and Factor of Demand on Private Tutoring, Insufficient of Family Support

According to different researchers found that both authoritative parenting and children's academic achievement has a strongly positive and significant relationship (Monika and Kala, 2013; Park and Baker, 2002; Christina, 2008). Authoritative parents always have high expectation to their children and believed that supporting is a good educational aid compares to punishing when practicing children's disciplinary (Baumrind, 1991). Authoritative parents whose financial status and education achievement affect authoritative parents unable to have fully support for their children. Due to majority of the contemporary parents are engaged in working (Stars Publication, 2014), authoritative parents forced to contribute to the factor of demand on private tutoring due to insufficient of family support. Family members either lack of knowledge or time to guide children's study.

Moreover, the three of parenting styles, 1) authoritarian, 2) permissive and 3) neglectful showed negative relationship with insufficient of family support. A possible explanation can be proposed in this situation. There was no statistically significant achievement difference was observed among students from authoritarian, permissive, and neglectful homes (Taddesse, 1996). This statement showed that these three parenting styles parents sending children to private tutoring for the purpose of improving children's academic performance due to these parents unable to guide children's academic themselves. The need private tutoring because of children's academic performance and ineptitude of public education but not insufficient of family support.

5.4 Parenting Style and Factor of Demand on Private Tutoring, Ineptitude of Public Education

Authoritative parenting resulted uncorrelated relationship with the factor of demand on private tutoring, ineptitude of public education. As mentioned that authoritative parents do not encourage both instruction and restriction but self-assured (Baumrind, 1991). Ineptitude of public education will not affect children whose authoritative parents as they are always be responsible on their academic. Thus, ineptitude of public education is not contributed as the factor of demand on private tutoring for authoritative parenting.

On the other hand, authoritarian parenting is correlated with the factor of demand on private tutoring, ineptitude of public education. Children whose authoritarian parents are less efficacious for self-directed learning (Pastorelli et al., 2001). Authoritarian parenting children are unable to cope their studying when the public education support students' academic insufficiently. Therefore, when authoritarian parents aware the problem of ineffectiveness of public education, they will rely on private tutoring and believe that private tutoring is able to direct and guide children on the right path (Davies, 2014).

Moreover, both permissive parenting and ineptitude of public education resulted correlation in present study. Children who growing in permissive parenting environment are lack of motivation and persist in learning reluctantly (Kang and Moore, 2011). If there is ineptitude of public education provided to permissive parenting children, they will lose their direction and feel helpless on their academic. This caused permissive parents needs private tutoring to support their children's academic achievement.

Furthermore, there is another positive correlation relationship for both neglectful parenting and ineptitude of public education. As permissive parenting, children whose neglectful parents are lack of direction and motivation for educational pursuits and even everyday life (Hong, 2012). Neglectful parents bear no responsibility to concern children's academic and throw the ball to private tutoring. Besides that, neglectful parents will not response to school if there is ineptitude of public education as they tend to have minimal school involvement (Pellerin, 2005). Hence, neglectful parents contribute to ineptitude of public education as the factor of private tutoring.

5.5 Implications for Future Practise

Several implications can be done for future practice from present study results and conclusions. Since majority types of parenting (authoritarian, permissive and neglectful) noted that ineptitude of public education is one of the reasons they create the demand on private tutoring. This is actually a signal to parties which involve in public education. They are Ministry of Education, public schools and school teachers. Ineptitude of public education will decrease parents' confidence to public education. They would rather spend household expenditure on private tutoring than believing public education. Parents wish to reduce this burden but no choice. Unless public education take proper and prior actions to enforce the rules and regulations and always keep an eye on the progress. Ineptitude of public education will not only affect household but the image of the country. Schools is the place where nurturing talent but school failed to convince parents nowadays.

Also, insufficient of family support be one of the factor which contributes to demand on private tutoring. As a responsible parent, parent should not only focus on working but accompanying children. Time is not payable and flies fast. When parents concentrate on working, they may neglect their children. Parents should have the awareness of the properties that may help the parents with the skills to provide a parenting environment more encouraging for the outcomes of higher achievement. Besides that, parents' personal matters may shape the parenting style for the parents. Parenting styles are not born naturally.

5.6 Implications for Future Research

According to the results and discussion, few recommendations can be done for further study. It is essential to emphasize the limitations of present study in providing right path for the replication of the research. The existing study provides significant outcomes for certain relationships between parenting styles and the factors of demand on private tutoring.

The research recommends that parenting style should be intellectualized into more measurements when determining the parenting styles of the parents. Buri's Parental Authority Questionnaire (PAR) (1991) is highly recommended as a suitable tool for measuring parenting styles. Unfortunately, researcher was limited to apply PAQ in present study as the measurement for neglectful parenting is not consisted in PAQ. Hence, researcher was forced to give up applying PAQ as the measurement tool in this study. Parenting styles have been re-conceptualized by some researchers (Chao and Sue, 1996; Maccoby and Martin, 1983).

As referred back to the study, researcher collected the data of the study from parents who are Chinese only. The results of the study can only be defined and carried out on Chinese parents in Klang Valley area. Researcher should carry the study with multiracial since the study was carried out in Malaysia, a place which well-known with multiracial country. Involvement of multiracial may create more accurate and clarifier to the result of the study.

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APPENDIX A

QUESTIONNAIRE OF RELATIONSHIP BETWEEN PARENTING STYLES AND DEMAND ON PRIVATE TUTORING

Relationship between Parenting Styles And Demand on Private Tutoring

父母管教方式与家教需求的关系



Master of Business Administration

Dear Sir/Madam,

This questionnaire is part of the research project to examine the relationship between parenting styles and the demand on private tutoring. Your responses are important in enabling me to obtain as full an understanding as possible of this topical issue.

The questionnaire should take you about 20 minutes to complete. Please answer the questions in the by rating the scales provided. The information you provide will be treated in the strictest confidence. You will notice that you are not asked to include your name or address anywhere on the questionnaire.

The answers from your questionnaire and others will be used as the main data set for my research project for my Master in Business Studies at the University Tunku Abdul Rahman.

I hope that you will find completing the questionnaire enjoyable. Please return the completed questionnaire to me, Wong Ley Koon, by 7th March 2014 by hand or through email. If you have any questions or would like further information, please do not hesitate to telephone me on 012-3716267 or email me at ashleywong86@hotmail.com.

Thank you for your help.

WONG LEY KOON

尊敬的先生/女士，

您好，本人为东姑阿都拉曼大学工商管理系硕士研究生，这是一份探讨父母管教方式及家教(补习)需求之间的关系。本问卷的是由四的部分而组成的，每个题目无所谓正确答案。请仔细阅读每一个题目，并依照自己的实际情况与直觉来勾选。

本问卷所有资料都将保密并仅供本研究之用，敬请放心回答。同时，您会发现您不会被询问您的名字。您的协助将是本研究成功的关键，再次感谢您的作答。

敬祝：事事顺心

东姑阿都拉曼大学工商管理研究所

研究生：汪丽群 敬上

Part A Demographic Characteristics 个人基本资料

(Please tick (√) the necessary boxes provided. 请在适当的格子中打勾。)

1. Parent's gender 家长的性别

- Male 男性
- Female 女性

2. Parent's age 家长年龄

- 21 years old to 30 years old 二十一岁至三十岁
- 31 years old to 40 years old 三十一岁至四十岁
- 41 years old to 50 years old 四十一岁至五十岁
- 51 years old to 60 years old 五十一岁至六十岁
- Above 60 years old 六十岁以上

3. Marital Status 婚姻状态

- Single 单身
- Married 已婚
- Divorced 离婚

4. Higher Academic Achieved 教育程度

- Primary School – UPSR 小学
- Secondary School – SRP / SPM / O' Level 国中
- High School – STPM / A' Level 高中
- Diploma 专科
- Degree 学士
- Master 硕士
- Doctorate / Ph.D 博士

5. Monthly Household Income 每月收入

- Less than RM3,000 少于 RM3, 000
- RM3,000 - RM6,000
- RM6,001 - RM9,000
- RM9,001 - RM12,000
- More than RM12,000 多于 RM12, 000

6. Number of children 拥有孩子数量

- 1
- 2
- 3
- 4
- 5
- > 5

7. Children's ages 孩子年龄

- 0 year old to 6 years old 零岁至六岁
- 7 years old to 9 years old 七岁至九岁
- 10 years old to 12 years old 十岁至十二岁
- 13 years old to 15 years old 十三岁至十五岁
- 16 years old to 17 years old 十六岁至十七岁
- 18 years old to 19 years old 十八岁至十九岁

Part B Demand on Private Tutoring 家教的需求

(For the following statements please tick (√) the space that matches your view most closely.

(请在适当的格子中打勾)

No	Statements 句子	Strongly agree 非常同意	Agree 同意	Uncertain 不确定	Disagree 不同意	Strongly disagree 非常不同意
01	I need private tutoring (tuition) for my child because tuition centre provides day care service. 我让我的孩子补习因为补习中心提供安亲班。					
02	I need private tutoring (tuition) for my child because my child does not get enough support from school. 我让我的孩子补习因为我的孩子在学校得到不足的教导。					
03	I need private tutoring (tuition) for my child because my child does not learn well from teachers at school. 我让我的孩子补习因为我的孩子不能好好向学校老师学习。					
04	I need private tutoring (tuition) for my child because tuition					

	<p>centre helps my child to keep up with homework and work of school.</p> <p>我让我的孩子补习因为补习帮助我孩子跟得上学校的课程及课业。</p>					
05	<p>I need private tutoring (tuition) for my child because it enhances my child's understanding in academic. 我让我的孩子补习因为补习可以提高我孩子在课业上的理解能力。</p>					
06	<p>I need private tutoring (tuition) for my child because tuition centre helps to increase self-confidence of my child.</p> <p>我让我的孩子补习因为补习帮助我的孩子增加自信。</p>					
07	<p>I need private tutoring (tuition) for my child because private tutoring (tuition) helps to increase the studying time of my child.</p> <p>我让我的孩子补习因为补习能增加我孩子的学习时间。</p>					
08	<p>I need private tutoring (tuition) for my child because tuition helps my child to achieve higher marks in examination.</p> <p>我让我的孩子补习因为补习能帮助我的孩子在考试时得到高分。</p>					
09	<p>I need private tutoring (tuition) for my child because tuition helps to ensure my child obtains a place at secondary or tertiary school.</p> <p>我让我的孩子补习因为补习可以让我孩子升到中学或大学。</p>					

10	I need private tutoring (tuition) for my child because school teachers are unable to cope the planned syllabus in a fixed time frame. 我让我的孩子补习因为补习学校老师不能在限定的时间内完成教学范围。					
11	I need private tutoring (tuition) for my child because my family members and I have insufficient time to spend on child's academic. 我让我的孩子补习因为家人没有足够的时间花在孩子的学业上。					
12	I need private tutoring (tuition) for my child because family members and I are not able to provide enough help on child's academic due to the education level of the family. 我让我的孩子补习因为家人没有足够的学问/学历解决孩子在学业上的问题。					

Part C Parenting Styles 父母管教方式

Please circle YES for the statements which match your view most closely and NO for the statements which do not match your view closely.

以下句子是父母管教孩子的方式，请在符合您现时的管教方式的句子上圈是，不符合就圈否。

01. Children should not be given choices. (YES / NO)
孩子们不应该给予选择。(是 / 否)
02. When my child misbehaves, I yell and threaten. (YES / NO)
当我的孩子行为不端时，我叫喊他。(是 / 否)
03. Sometimes children have a point. I try to listen to them. (YES / NO)
当孩子有他的道理时，我试着听他们的。(是 / 否)

04. Children should obey their parents and not to talk back. (YES / NO)
孩子应该听父母的话，不要顶嘴。(是 / 否)
05. If I discipline my child, I am afraid he/she won't love me. (YES / NO)
我担心当我管教我的孩子时，孩子会不喜欢我。(是 / 否)
06. I know what is the best for my child because I'm his/her the parent. (YES / NO)
我知道什么才是最适合我的孩子，毕竟我是家长。(是 / 否)
07. Children can get along pretty well if I just leave them alone. (YES / NO)
当我没在孩子的身边时，孩子们可以融洽相处。(是 / 否)
08. Children should be allowed their own sense of individually. (YES / NO)
我认为孩子应该有自己独立意识/想法。(是 / 否)
09. What I do won't make a difference, so I don't bother my child any more. (YES / NO)
我已没有任何办法去教导我的孩子，所以他顺其自然。(是 / 否)
10. I let my child do what he/she wants because I want to avoid any conflict with my child. (YES / NO)
为了避免和孩子起任何冲突，我让孩子做他/她想要做的。(是 / 否)
11. I believe that is better not to have rules than to worry about my child breaks the rules. (YES / NO)
与其担心孩子犯规倒不如不要为他们设定任何规则。(是 / 否)
12. I don't have time or energy for my child as my own problems are so consuming. (YES / NO)
我时常忙于处理自己的问题所以我没时间和精力花在孩子的身上。(是 / 否)
13. I have so many other things to do, the children will just have to make it on their own. (YES / NO)
我让孩子处理自己的事情因为我有很多事情要处理。(是 / 否)

14. I have high standards which I expect my child to understand and I enforce rules consistently. (YES / NO)

我希望我的孩子都明白我的标准很高，我时常执行规则。(是 / 否)

15. I make the rules of my household. Children should be punished for not following these rules.

(YES / NO)

我为孩子设定规则，当孩子犯规时孩子应得到惩罚。(是 / 否)

16. Parents should do as much as they can for their children (making their beds, getting their snacks, dressing them). (YES / NO)

我时常为孩子准备孩子的事物如帮孩子收拾床铺/准备食物/穿衣)。

(是 / 否)

APPENDIX B

LIST OF TABLE

Table 3.1: The Adequacy of the Sample Size for Factor Analysis

Sample Size	Level of Satisfaction
50	Very Poor
100	Poor
200	Fair
300	Good
500	Very Good
1000	Excellent

Source: Comrey, A. L., & Lee, H. B. (1992). *A first course in factor analysis* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

Table 3.2: Appropriate Sample Size for Factor Analysis

Number of Items	Sample Size
10	100
25	250
90	400
500	700 – 1000

Source: Meyers, L., Gamst, G., & Guarino, A. (2006). *Applied Multivariate Research: Design and Interpretation*. Sage Publication.

Table 3.3: The Adequacy of the Factor Loading for Factor Analysis

Factor Loading	Level of Acceptance
0.6	Barely Accepted
0.7 – 0.8	Acceptable
0.9	Excellent

Source: Kaiser, H. (1974). An index of factorial simplicity. *Psychometrika*, 39, 31 - 36.

Table 4.1: Demographic Statistics of Parents

		Frequency	Percentage
Parent's Gender	Male	93	46.5
	Female	107	53.5
	Total	200	100.0
Parent's Age	21 years old to 40 years old	124	62.0
	41 years old and above	76	38.0
	Total	200	100.0
Parent's Academic Achievement	Non-tertiary Level	115	57.5
	Tertiary Level	85	42.5
	Total	200	100.0
Monthly Household Income	Less than RM6000	112	56.0
	More than RM6000	88	44.0
	Total	200	100.0
Number of Children	1 child	41	21.0
	2 children	104	52.0
	3 children	47	23.0
	4 children	6	3.0
	5 children	2	1.0
	Total	200	100.0
Children's Age	0 year to 6 years old	55	12.97
	7 years to 9 years old	130	30.66
	10 years to 12 years old	113	26.65
	13 years to 15 years old	74	17.45
	16 years to 17 years old	35	8.25
	18 years to 19 years old	17	4.01
	Total	424	100.0

Table 4.2: Means and Standard Deviations of the Demographic Statistics in the Study

	n	Mean	Std. Deviation
Parent's Gender	200	1.54	0.500
Parent's Age	200	1.38	0.487
Marital Status	200	2.03	0.211
Parent's Academic Achievement	200	1.43	0.496
Monthly Household Income	200	1.44	0.498
Number of Children	200	2.11	0.801
Children's Age - 0 year old to 6 years old	200	0.28	0.448
7 years old to 9 years old	200	0.65	0.478
10 years old to 12 years old	200	0.57	0.497
13 years old to 15 years old	200	0.37	0.484
16 years old to 17 years old	200	0.18	0.381
18 years old to 19 years old	200	0.09	0.280

Table 4.3: Crosstabs between Independent Variables and Demographic

	Authoritative		Authoritarian		Permissive		Neglectful		Total	
<u>Gender</u>										
Male	41	20.5%	34	17.0%	15	7.5%	3	1.5%	93	46.5%
Female	47	23.5%	47	23.5%	6	3.0%	7	3.5%	107	53.5%
Total	88	44.0%	81	40.5%	21	10.5%	10	5.0%	200	100.0%
<u>Parent's Age</u>										
21 - 40 years old	54	27.0%	49	24.5%	13	6.5%	8	4.0%	124	62.0%
Above 40 years old	34	17.0%	32	16.0%	8	4.0%	2	1.0%	76	38.0%
Total	88	44.0%	81	40.5%	21	10.5%	10	5.0%	200	100.0%
<u>Parent's Academic Achievement</u>										
Non-Tertiary Level	49	24.5%	47	23.5%	13	6.5%	6	3.0%	115	57.5%
Tertiary Level	39	19.5%	34	17.0%	8	4.0%	4	2.0%	85	42.5%
Total	88	44.0%	81	40.5%	21	10.5%	10	5.0%	200	100.0%
<u>Parent's Household Income</u>										
< RM6000/month	46	23.0%	45	22.5%	15	7.5%	6	3.0%	112	56.0%
> RM6000/month	42	21.0%	36	18.0%	6	3.0%	4	2.0%	88	44.0%
Total	88	44.0%	81	40.5%	21	10.5%	10	5.0%	200	100.0%

Table 4.4: Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Dependent Variables in the Study

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.675
Bartlett's Test of Sphericity	Approx. Chi-Square
	2002.956
	df
	45
	Sig.
	.000

Table 4.5: Total Variance Explained of Dependent Variables in the Study

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
	1	4.187	41.868	41.868	4.187	41.868	41.868	3.382	33.824
2	3.351	33.512	75.380	3.351	33.512	75.380	2.593	25.932	59.755
3	1.009	10.092	85.472	1.009	10.092	85.472	2.572	25.717	85.472
4	.413	4.127	89.599						
5	.353	3.528	93.127						
6	.269	2.693	95.820						
7	.168	1.676	97.496						
8	.151	1.506	99.002						
9	.056	.563	99.565						
10	.043	.435	100.000						

Extraction Method: Principal Component Analysis.

Table 4.6: Rotated Component Matrix of Dependent Variables in the Study

		Component		
		1	2	3
B1	I need private tutoring (tuition) for my child because tuition centre provides day care service.		0.812	
B2	I need private tutoring (tuition) for my child because my child does not get enough support from school.	0.920		
B3	I need private tutoring (tuition) for my child because my child does not learn well from teachers at school.	0.888		
B5	I need private tutoring (tuition) for my child because it enhances my child's understanding in academic.			0.876
B6	I need private tutoring (tuition) for my child because tuition centre helps to increase self-confidence of my child.			0.866
B7	I need private tutoring (tuition) for my child because private tutoring (tuition) helps to increase the studying time of my child.		0.849	
B8	I need private tutoring (tuition) for my child because tuition helps my child to achieve higher marks in examination.			0.921
B9	I need private tutoring (tuition) for my child because tuition helps to ensure my child obtains a place at secondary or tertiary school.	0.837		
B10	I need private tutoring (tuition) for my child because school teachers are unable to cope the planned syllabus in a fixed time frame.	0.942		
B11	I need private tutoring (tuition) for my child because my family members and I have insufficient time to spend on child's academic.		0.912	

Table 4.7: Means and Standard Deviations of the Variables Treated in the Study

	n	Minimum	Maximum	Mean	Std. Deviation
Children's Academic Performance	200	3	5	4.42	0.642
Insufficient of Family Support	200	4	5	4.77	0.529
Ineptitude of Public Education	200	2	5	3.55	0.716

Table 4.8: Reliability Statistics – Cronbach's Alpha of Dependent Variables in the Study

Dependent Variables	n of Items	Cronbach's Alpha
Children's Academic Performance	4	0.902
Insufficient of Family Support	4	0.884
Ineptitude of Public Education	4	0.944

Table 4.9: Correlation between Independent Variables

		I1	I2	I3	I4
I1	Pearson Correlation	1	-.731**	-.304**	-.203**
	Sig.(2-tailed)		.000	.000	.004
	n	200	200	200	200
I2	Pearson Correlation	-.731**	1	-.283**	-.189**
	Sig. (2-tailed)	.000		.000	.007
	n	200	200	200	200
I3	Pearson Correlation	-.304**	-.283**	1	-.079
	Sig. (2-tailed)	.000	.000		.269
	n	200	200	200	200
I4	Pearson Correlation	-.203**	-.189**	-.079	1
	Sig. (2-tailed)	.004	.007	.269	
	n	200	200	200	200

Remark: I1=Authoritative, I2=Authoritarian, I3=Permissive, I4=Neglectful

Table 4.10: Correlation between Dependent Variables

		Ineptitude of Public Education	Insufficient of Family Support	Children's Academic Performance
Ineptitude of Public Education	Pearson Correlation	1	-.400**	-.173*
	Sig. (2-tailed)		.000	.014
	n	200	200	200
Insufficient of Family Support	Pearson Correlation	-.400**	1	-.370**
	Sig. (2-tailed)	.000		.000
	n	200	200	200
Children's Academic Performance	Pearson Correlation	-.173*	-.370**	1
	Sig. (2-tailed)	.014	.000	
	n	200	200	200

Table 4.11: Correlation between Independent Variables and Dependent Variables

		Authoritative	Authoritarian	Permissive	Neglectful
Ineptitude of Public Education	Pearson Correlation	-.552**	.427**	.107	.145*
	Sig.(2-tailed)	.000	.000	.130	.041
	n	200	200	200	200
Insufficient of Family Support	Pearson Correlation	.449**	-.208**	-.055	-.478**
	Sig.(2-tailed)	.000	.003	.443	.000
	n	200	200	200	200
Children's Academic Performance	Pearson Correlation	-.278**	.370**	-.206**	.090
	Sig.(2-tailed)	.000	.000	.003	.207
	n	200	200	200	200

Table 4.12: Independent Variables Entered in Forward Multiple Regression on the Regression of Ineptitude of Public Education

Model	Variables Entered	Variables Removed	Method
1	Authoritative		Forward (Criterion: Probability-of-F-to-enter <= .050)

a. Dependent Variable: Ineptitude of Public Education

Table 4.13: Results of Forward Multiple Regression on the Regression of Ineptitude of Public Education on the Independent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552 ^a	.305	.301	.598

a. Predictors: (Constant), Authoritative

Table 4.14: ANOVA summary of the Forward Multiple Regression on the Regression of Ineptitude of Public Education on Authoritative

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	31.102	1	31.102	86.861	.000
Residual	70.898	198	.358		
Total	102.000	199			

Table 4.15: Results of Regression of Ineptitude of Public Education on Independent Variables

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.900	.057		68.967	.000
Authoritative	-.794	.085	-.552	-9.320	.000

Table 4.16: Excluded Independent Variables in Forward Multiple Regression on the Regression of Ineptitude of Public Education

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics	
					Tolerance	
1	Authoritarian	.050 ^a	0.576	.565	.041	.465
	Permissive	-.066 ^a	-1.069	.287	-.076	.908
	Neglectful	.034 ^a	0.555	.579	.040	.959

a Predictors in the Model: (Constant), Authoritative

Table 4.17: Independent Variables Entered in Forward Multiple Regression on the Regression of Insufficient of Family Support

Model	Variables Entered	Variables Removed	Method
1	Neglectful		Forward (Criterion: Probability-of-F-to-enter <= .050)
2	Authoritative		Forward (Criterion: Probability-of-F-to-enter <= .050)

Table 4.18: Results of Forward Multiple Regression on the Regression of Insufficient of Family Support on the Independent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.478 ^a	.228	.224	.466
2	.598 ^b	.357	.351	.427

a. Predictors: (Constant), Neglectful

b. Predictors: (Constant), Neglectful, Authoritative

Table 4.19: ANOVA summary of the Forward Multiple Regression on the Regression of Insufficient of Family Support on Independent Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.737	1	12.737	58.593	.000 ^a
	Residual	43.041	198	.217		
	Total	55.778	199			
2	Regression	19.933	2	9.967	54.777	.000 ^b
	Residual	35.844	197	.182		
	Total	55.778	199			

a. Predictors: (Constant), Neglectful

b. Predictors: (Constant), Neglectful, Authoritative

Table 4.20: Results of Regression of Insufficient of Family Support on Independent Variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.825	.034		142.635	.000
	Neglectful	-1.158	.151	-.478	-7.655	.000
2	(Constant)	4.644	.042		109.950	.000
	Neglectful	-.977	.141	-.403	-6.913	.000
	Authoritative	.390	.062	.367	6.289	.000

Table 4.21: Excluded Independent Variables in Forward Multiple Regression on the Regression of Insufficient of Family Support

Model		Beta In	T	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Authoritative	.367 ^a	6.289	.000	.409	.959
	Authoritarian	-.309 ^a	-5.169	.000	-.346	.964
	Permissive	-.093 ^a	-1.485	.139	-.105	.994
2	Authoritarian	-.045 ^b	-.466	.642	-.033	.346
	Permissive	.028 ^b	.466	.642	.033	.887

a. Predictors in the Model: (Constant), Neglectful

b. Predictors in the Model: (Constant), Neglectful, Authoritative

Table 4.22: Independent Variables Entered in Forward Multiple Regression on the Regression of Children’s Academic Performance

Model	Variables Entered	Variables Removed	Method
1	Authoritarian		Forward (Criterion: Probability-of-F-to-enter <= .050)
2	Neglectful		Forward (Criterion: Probability-of-F-to-enter <= .050)

Table 4.23: Results of Forward Multiple Regression on the Regression of Children’s Academic Performance on the Independent Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.370 ^a	.137	.133	.598
2	.404 ^b	.163	.155	.590

a. Predictors: (Constant), Authoritarian

b. Predictors: (Constant), Authoritarian, Neglectful

Table 4.24: ANOVA summary of the Forward Multiple Regression on the Regression of Children’s Academic Performance on Independent Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.216	1	11.216	31.399	.000 ^a
	Residual	70.728	198	.357		
	Total	81.944	199			
2	Regression	13.382	2	6.691	19.225	.000 ^b
	Residual	68.563	197	.348		
	Total	81.944	199			

a. Predictors: (Constant), Authoritarian

b. Predictors: (Constant), Authoritarian, Neglectful

Table 4.25: Results of Regression of Children's Academic Performance on Independent Variables

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.221	.055		77.047	.000
	Authoritarian	.482	.086	.370	5.603	.000
2	(Constant)	4.180	.057		73.982	.000
	Authoritarian	.523	.087	.401	6.046	.000
	Neglectful	.486	.195	.166	2.494	.013

Table 4.26: Excluded Independent Variables in Forward Multiple Regression on the Regression of Children's Academic Performance

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Authoritative	-.016 ^a	-.165	.869	-.012	.465
	Permissive	-.110 ^a	-1.608	.109	-.114	.920
	Neglectful	.166 ^a	2.494	.013	.175	.964
2	Authoritative	.143 ^b	1.288	.199	.092	.344
	Permissive	-.088 ^b	-1.288	.199	-.092	.902

a. Predictors in the Model: (Constant), Authoritarian

b. Predictors in the Model: (Constant), Authoritarian, Neglectful

APPENDIX C

LIST OF FIGURE

Figure 1.1: Definitions of Baumrind's Parenting Styles

		Responsiveness	
		High	Low
Demandingness	High	Authoritative	Authoritarian
	Low	Permissive	Neglectful

Source: From Yang, E. W., & Zhou, W. (2008). What Accounts for Chinese-American Children's High Academic Performance: A Literature Review of Parental Influences and Home Environment. *Gifted Education International*, 24, 88-104.

Figure 4.1: Scree Plot for Factor Analysis on Dependent Variables

