CHAPTER 1

INTRODUCTION

1.0 Introduction

The aim of this research would be to study the factors influencing parent's decision in selecting secondary school education for their children. The areas covered in this chapter will be the research questions, objectives and significance of this study.

1.1 Research Background

The Malaysian education system has undergone a unique metamorphosis whereby it has a long series of educational development evolving from a system which was traditional, to embracing modernity in its content and approach (Othman & Mohamad, 2011). The current education system was inherited from the British education system. The practices and educational policies made by the British decades ago have influenced the current structure of the National Education system. A case in the point is the use of English as the main medium of

communication before the Malaysian government replaced the medium to Bahasa Melayu.

Since independence, the Government has promoted education as the main agenda of the nation. The Prime Minister of Malaysia has repeatedly stressed that investment in education and training is a pre-requisite for the prosperity of the country and the well-being of the people. In October 2011, the Ministry of Education launched a comprehensive review of the education system in Malaysia in order to develop a new National Education Blueprint. The decision was made in the context of raising international education standards, the Government's aspiration of better preparing Malaysia's children for the needs of the 21st century, and increased public and parental expectations of education policy (Ministry of Education, 2013).

Over the years, the Malaysian education system has gone through various changes in its syllabus, mode of teaching, policies and even language. The latest would be moving from Lower Secondary Assessment (PMR) exams to Form Three Assessment (PT3) from 1st July 2014 onwards (Povera, 2014). The PMR, which was introduced in 1993, was held for one last time in 2013 before shifting to School-Based Assessment (PBS) in year 2012 for Form One students. With this move, students are no longer required to sit for the centralised exam but instead exams will be held at school level (Goon, 2014). This type of change concerns parents as their children have to go through various assessments and different grading system; what they learned earlier may not be relevant with the changes.

Part of the responsibility of a parent is to ensure that their children get the right education to pave their way towards a bright future; one that provides academic and curricular excellence. In the past, the simple and expected route for the vast majority of Malaysian parents was to enrol their children at the nearest government school and let the natural progression of the Malaysian education system take its course. However, with the many changes in the current education system, many parents are opting for private school education due to their perception of the quality of public versus private school education in Malaysia.

Public schools are managed by a public education authority or agency. In Malaysia, all our public schools fall under the purview of the Ministry of Education. On the other hand, private schools are managed by a non-government organisation, such as a church, a trade union or a private institution. For example, Wesley Methodist School Kuala Lumpur comes under the wing of the Council of Education; a religious body solely owned by the Methodist Church of Malaysia (Kok, Row & Tung, 2008). For the scope of this study, private schools will be as defined above.

The perception of the poor quality of Malaysian public schools may have had a significant impact on ordinary Malaysians and the government in terms of knowledge, innovation, household incomes and social structure (Ong, 2013). However, it does not mean that public school education is all that bad. Many of our Malaysian leaders have all had public school education and have become very successful individuals. During a site visit by the researcher to Methodist Boys School Penang's Heritage Centre, it was evidenced that Malaysia's former Prime Minister, Tun Abdullah Haji Ahmad Badawi (Class of '59) and Tan Sri Dr Koh Tsu Koon (Class of '65) were students of the aforementioned school. One must realise that the constant change in the curriculum in recent years have adversely affected the quality of public school education leading parents to lose faith in its effectiveness.

Education must enable man to become more efficient and achieve the goals in his life. Education equips citizens to reshape their society and eliminate inequality and so it is an important human activity (Kimani, Kara & Njagi, 2013).

Hence, the aim of this research will be to determine the factors influencing secondary school selection. The study will focus mainly on private school education in comparison to public school education and the factors that affect the selection of secondary schools. Students are not randomly distributed between public and private; instead, their parents choose which education institution to enrol their children into and so this creates a selectivity bias in terms of student distribution (Grimes, 1994).

1.2 Research Problem

Middle-class Malaysians are increasingly turning to private schools, not just for tertiary but also for primary and secondary schooling (Ong, 2013). The sentiments towards the quality of Malaysian public schools among young parents have changed, hence the need for this study to examine the private school and public school environment.

There are various reasons as to why private school education seems to be a better option than public school education. The first factor would be the program and syllabus. The government schools in Malaysia offer education from Form 1 to Form 6 with students sitting for Form Three Assessment (PT3), Malaysian Certificate of Education (MCE) and Malaysian Higher School Certificate (MHSC) which is optional (National Education Policy, 2012). However, most of the private schools in Malaysia are offering additional programs such as International General Certificate of Secondary Education (IGCSE) and International Competitions and Assessments for Schools (ICAS) on top of the national syllabus. For the purpose of this study the scope is narrowed down to secondary school education and so primary school education will not be discussed.

The second factor would be parental involvement. Generally, private schools expect parents to ensure they play an important role in their children's education and stress on close relationship between parents, students and teachers (Kennedy, 2014). An example would be quarterly Parent's Teacher's meetings to discuss the performance of the students. It is an essential step to evaluate every student and get feedback from parents and teachers.

A particular major concern is that English proficiency and fluency among students and graduates is declining because globally the language is used as a tool for communication, business dealings, research and gaining knowledge (Report on Education Reform and Process of Consultations, 2012). The quality and proficiency of English spoken by students now cannot match up to the level of

English spoken by those who went through the British education system which used English as the medium of instruction. However, further reform is needed in order for students to be proficient in the language as second language speakers.

Another concern is that the public school environment has become so mundane that there is no fun in learning. Students are categorised into Arts or Science streams in schools while subjects like art and music are neglected or given very little emphasis (Report on Education Reform and Process of Consultations, 2012). Teachers and schools are too focused on rote-learning. It is important that education in Malaysia inculcate elements of character building instead of over emphasis on competency development.

Finally, the role of teachers in schools is another aspect to look into. Currently, teachers are burdened with work beyond their primary scope of teaching. They are tasked with administrative work, extra co-curriculum activities and staff meetings. As a result, less time is allocated for actual teaching and improvement of teaching skills and methods.

1.3 Research Question

The main objective of this study is to determine the factors affecting the selection of secondary schools. Having addressed problems such as the constant change in education system, declining level of English proficiency and lack of interest in subject learning, the following research questions have been raised.

(a) Does private school education have better quality than public school education?
(b) Given a choice of monetary and geographical location, how is school selection made?
(c) Do the syllabi taught in private schools vary significantly than public schools?

1.4 Research Objectives

To address the research questions, the following research objectives are developed:-

(a) To determine which of these, in the perception of parents, has better quality in terms of private or public school education which influences parent's secondary school selection.

(b) Given a choice of monetary and geographical location, how the choice of school selection would be affected.

(c) To determine the syllabi taught in private schools vary significantly than public schools.

1.5 Significance of Study

The results of this study will assist in understanding the factors influencing secondary school selection. The research will look at the factors from the viewpoint of the parent in terms of preference of private school education over public school education. This study will enable parents as the stakeholders to weigh the pros and cons of public and private school education before making a decision as to which school their children should enrol in. Studying the quality of both private and public school education will enable parents to have a clear view as to which school they intend to select.

In terms of syllabi and language proficiency, private school education opens up opportunities for students to study abroad as the medium used is mainly English. This seems to promise a more successful path towards overseas education especially for children whose parents intend to send them for further studies to the United States, the United Kingdom or Australia. As such, this study hopes to enable these parents to make a more informed decision regarding this matter.

Additionally, the objective of the study is mainly to help the public to have an in depth understanding of both private and public school education especially when

it comes to making decisions as to which school to select and which offers the best value in education. The Government changes education policies every year with new systems being implemented rather frequently. As such, this study can provide education policy makers with information on the type of syllabus and medium of instruction that parents prefer.

A careful study on the best policies that will be suitable for private and public students should be done. This will directly help textbook and reference book printing companies with cost saving as they need to spend on printing new copies due to changes made to the syllabus.

Finally, this study hopes to determine if parents are willing to spend more for their children by sending them to private schools even though the location may be far or will proximity play a primary role in deciding which school to choose from.

1.6 Scope of Study

This study is based on primary data which will be collected via a questionnaire. The questionnaire is designed to answer the main questions related to the hypotheses of the study. The study is confined to the analysis of the performance of secondary private schools and public schools in Klang Valley.

1.7 Research Methodology

A quantitative study is undertaken using primary data compiled from questionnaires handed out to 200 target group respondents comprising of parents located around Klang Valley, specifically the Federal Territory. The study will focus on parents with children in private and public secondary schools whereby private schools will comprise Chinese Independent and Christian mission schools.

Private international schools and home-schools would not be included within the scope of this study. Public schools will consist of government-aided mission and non-mission schools. Logistic regression and descriptive statistics will be carried out to analyse the results.

1.8 Research Organisation

The literature review which is the Chapter 2 entails an overview of the private and public school systems in Malaysia and explains the factors influencing secondary school selection in detail; which help to define the quality in education, race and religion, competitiveness of public and private school, preferences in terms of monetary and geographical location and the national curriculum.

In Chapter 3, the research methodology describes how this qualitative study is performed using primary data collected from questionnaires distributed to 200 parents around Klang Valley, specifically the Federal Territory area. The raw data is then analysed via a descriptive analysis and logistic regression test using Statistical Package for Social Sciences Version 22.

The findings from the descriptive analysis and logistic regression will be presented in the Chapter 4 which will determine the answers to the research questions posed earlier on in this chapter.

The final chapter (Chapter 5) summarizes and concludes the findings as well as suggests recommendations for future research. The limitations of the study are also discussed here.

1.9 Summary

In brief, this chapter has presented an overview of the entire study whereas the next chapter will discuss the literature review related to the study. This introductory chapter presents the research background and problem statement. From the problem statement, the research questions and research objectives are developed followed by significance of the study, scope and research methodology.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

According to the Oxford Dictionary, education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgement, and generally of preparing oneself or others intellectually for mature life. According to some learned people, the word "Education" has been derived from the Latin term "Educatum" which means the act of teaching or training (Kumar & Ahmad, 2008). Education seeks to nourish the good qualities in man and draw out the best in every individual. Education seeks to develop the innate inner capacities of man.

Socrates said that "Education means the bringing out of the ideas of universal validity which are latent in the mind of every man" while Plato said that education is the capacity to feel pleasure and pain at the right moment. Both these philosophers are widely known for their brilliance in the field of Western philosophy and mathematics respectively; all because they had a fervent belief in the importance of education.

In Malaysia, like in many developing countries, education plays a central role in the pursuit of economic growth and national development. In today's global economy, a nation's success depends fundamentally on the knowledge, skills and competencies of its people. Countries like Singapore, for example, where there are very little natural resources, they need to depend on human capital for their economic growth. Therefore, much importance is given towards education to develop the country.

The National Education Policy (1987) states that; "Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner, in order to produce individuals who are intellectually, spiritually, emotionally and physically, balanced, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards and who are responsible and capable of achieving a high level of personal wellbeing to contribute to the betterment of the nation, family and society."

It is a known fact that the last education reform under the Razak Report 1956 is outdated and does not reflect the current educational needs of a new generation of young people in the 21st century as this report was more inclined towards establishing a multi-ethnic younger generation through the education system (Jamil & Raman, 2012). These days, parents and children are so bent on academic achievement and results and have developed the perception that the more A's one scores, the smarter they are; causing children to lose the joy of learning and individual improvement (Yew, 2014). The bigger concern is that the present generation is ill-equipped to make sound decisions and have limited critical thinking skills.

2.1 History of Malaysian Education

Primarily, the education system started off with the formulation of a national education system through the Razak Report 1956 and Education Ordinance 1957. Some of the key decisions made at that time were making Malay language the key medium of instruction, establishing a common system of examination for all and commencement of a Malaysian environment oriented curriculum (Othman & Mohamad, 2011).

This was followed by the Rahman Talib Report and Education Act 1961. During this era, emphasis was given to basic education in the 3Rs, ***r***eading, w***r***iting and a***r***ithmetic. Importance was also given on spiritual education and desired disciplinary elements. Upper secondary was divided into academic and vocational education.

The Education Bill 1995 was implemented to produce world-class education in terms of quality in order to achieve national aspirations. Pre-school education was included as part of the national education system and inclusion of technical and polytechnic education.

The Malaysian government reviewed the legislative provision and education policies which came into effect after the country's Independence which resulted in the Education Act 1996 and the New Education Policy 1999 being the basis of the present education system in Malaysia (Raman & Tan, 2010).

2.1.1 Background of Malaysian Education System

The National Education System at school level under the category of government education institutions consists of pre-school education, primary education, secondary education and post-secondary education.

Pre-school education is a programme designed for children aged four to six. The syllabus consists of learning the alphabets, number, music, art and so on. Primary education starts from Standard One up to Standard Six. However, students can complete their primary education within five to seven years. Primary schools consist of national and national type schools (Kheru, 2006).

Secondary education is divided into lower to upper secondary. Lower secondary is between Form One to Form Three while upper secondary consists of Form Four and Form Five. Secondary school education is available at academic schools, technical and vocational schools and religious national schools (Kheru, 2006). Post-secondary education is for individuals who have completed lower and upper secondary education but not higher education.

Other educational institutions at school level are special education schools which fall under the Special Education Department and sports schools under the responsibility of the Sports Division (Malaysian Education Blueprint 2013-2025).

In terms of exams, there are three public exams that are compulsory for students to sit for. At primary level there is Primary School Evaluation Test (PSET) which all Standard Six students need to sit for in order for them to move on to Form One. At secondary level, there are two public exams and one optional exam. All Form Three students are required to sit for Lower Secondary Assessment (LSA) which decides whether they move on to Form 4 Arts or Science streams. In Form 5, students need to sit for Malaysian Certificate of Education (MCE). This final exam will decide whether they pursue higher education to private institutions or continue with Form Six. Lastly, Form Six is optional for students who want a final opportunity to admit themselves into public universities in Malaysia. After two years of Form Six, students sit for Malaysian Higher School Certificate (MHSC) which will determine if they can secure a spot in one of the many public universities in Malaysia.

2.1.2 National Curriculum

The Education Act 1996 states that the National Curriculum is an educational programme that includes academic curriculum and co-curricular activities which encompass all the knowledge, skills, norms, values, cultural elements and beliefs to help develop a pupil fully with respect to the physical, spiritual, mental and emotional aspects as well as to inculcate and develop desirable moral values and to transmit knowledge.

2.1.3 Private School Education

Private schools are required to use the National Curriculum for primary and secondary education, as required by the Education Act 1996. Besides the National Curriculum, private schools offer similar core subjects as national schools and prepare students for the same public common examinations. Private schools are open to both local and international students. Besides day school, some private schools also offer full residential facilities for students.

Private schools offer a wider range of elective subjects, comprehensive curriculum and extracurricular activities. Many of the private schools in Malaysia have facilities for learning, IT, sports and arts. The schooling hours are longer than public schools as extracurricular activities are all carried out during these allocated hours. The number of students in each class is smaller suggesting that more attention is given to the students. They also provide regular reports for parents and place greater emphasis on the English language, even though these schools follow the Malaysian national curriculum. To gain entry into a private school, a student may have to undergo an assessment and an interview.

2.2 Statistical Information

As of 31 August 2014 there are a total of 10,136 primary and secondary schools around Malaysia. Primary schools total 7,757 and secondary schools 2,379. The total number of students studying at primary level is 2,708,211 while secondary has a total of 2,243,692 students. For the purpose of this study, the public school system will be narrowed down to secondary schools excluding vocational and vernacular schools, which helps to make discussions for focussed (Educational Management Information System, 2014).

2.3 Focus of the Study

The following literature review will focus on three main areas which are quality, preference of school choice made by parents based on geographical location and monetary and national curriculum.

2.3.1 Concept of Quality and Factors that Determine Quality in Education

Quality is a difficult concept to define and is often difficult to measure. Having said that does not mean that one cannot attempt to make improvements in pursuit of better quality. Another noteworthy point is that quality is often taken for granted; its presence not noticed, yet its absence quickly felt when one experiences frustration and wasted time through its lack. However, what is agreeable is the fact that quality is what makes the difference between success and failure. This is especially true within the context of quality education, with the best educational institutions recognising the need to pursue it. According to Sallis (2002), these among others contribute to quality education: "outstanding teachers, excellent examination results, plentiful resources, and a well-balanced and challenging curriculum."

Sallis (2002) goes further to state that organisations that take quality seriously recognise the need to listen to and respond to customers' needs and that without putting the customers first, the preconditions for developing quality will not exist. It is on this basis that quality assurance activities gained importance. This also provides the basis for a possible claim that an organisation, or government for that matter, that does not put its 'customers' first or does not listen to what its stake holders have to say, does not have the preconditions for developing quality in its public schools. It can then be easily argued that quality is lacking or even absent in the public schools of the said country.

Quality of education affects the development of human capital of a country whereby lack of human capital implies low productivity and in turn low economic growth (Garces, 2009). In Chile, public schools have become more efficient than private schools because the government has allowed them to be independent and autonomous in the decisions and thus they are able to compete with the private schools (Garces, 2009). Hanushek and Woessmann (2007) assert that quality education is achieved when a government initiates enhanced education system through educational reform policies.

It can be said that the quality of education, via whether public or private school, is measured through the productivity of individuals and labour market performance. Quality of schooling and productivity indicates that, from an economic efficiency perspective, quality aspects of education deserve attention whether it is in public or private schools (Kingdon & Riboud, 2009). In the case of Urban India, the Uttar Pradesh government needed to improve the quality and cost-efficiency of public schools as private schools were deemed more superior and hence more favoured even though the cost was higher. The reason given was product differentiation whereby parents chose private school because of the English-medium and because examination performance was better compared to public school (Kingdon & Riboud, 2009).

In Pakistan, public schools scored better in terms of quality because they had better facilities, resources, laboratories and trained teaching staff whereas the

teachers in private schools were untrained, inexperienced and authoritative; thus encouraging the Pakistan government to better equip public schools with spacious buildings, facilities and highly qualified teachers who work on a permanent basis (Iqbal, 2012).

Owoeye and Yara (2011) explain that the wealth of a nation influences the quality of education whereby a wealthy nation is able to establish good schools with qualified teachers, good facilities and infrastructure which will ensure better academic performance. This was the case in Nigeria where school facilities such as books, audio-visual, software and hardware technology, classroom size and all other learning instruments are an important factor for wholesome education which will directly affect the selection between private and public secondary school education.

Denmark is one of those Scandinavian countries with a good education system. In their World Data on Education Report (2012), it is stated that quality of education in a school is achieved when children are given avenues for creativity, independence, responsibility and equal opportunities for lifelong learning. Although the decision making process is left to the schools and the local community, the government monitors closely the sustainability of the quality of education.

From the scenarios above, it can be said that government involvement is crucial to the quality of education. How well a school performs, whether public or private is based on how much the government is involved especially in terms of monetary, operational, administration and policy making as the case in Chile, India, Pakistan, Nigeria and Denmark. Malaysian government is no different in its effort to ensure better quality in education.

Malaysia aims to become an industrialised country by the year 2020 and the government has been making serious efforts to achieve this goal by developing its human assets through quality education. During the Sixth Malaysia Plan period

(1991-1995), the overall thrust of education was on expanding capacity and increasing access to all levels of education, strengthening the delivery system and improving the quality of education.

The Seventh Malaysia Plan (1996-2000) continued to reach out towards its goal by providing education opportunities to rural and remote areas in the country. Both public and private schools were encouraged to expand their capacity and provide quality education.

During the 1980s in the United States, the quality of public education was a highly salient issue because it was said to be in a state of crisis and failures of the education system were blamed for everything from crime to lack of global competitiveness (Maranto, Milliman & Stevens, 2000). It was argued that the United States government served a multitude of masters and paid very little attention to the educational needs of schools. This scenario is similar to the Malaysian government as people have the perception that the Ministry of Education is trying to satisfy different parties when making policies concerning education but emphasis is not being placed on the needs of the children or the schools.

Recently, the Economic Transformation Programme held a forum under the Global Malaysia series on 25th March 2014 in Kuala Lumpur. During the forum, Dr Frederico Gil Sander of the World Bank explained that the current Malaysian education system was more worrying than those even in countries like Vietnam as rural Vietnamese students performed better in school compared to Malaysian students. According to the Programme for International Student Assessment (PISA) 2012 results, Malaysian students scored below average or ranked 52 out of 65 countries. In contrast, Vietnamese students ranked 17 out of 65 countries (Zachariah, 2014).

On 23rd April 2012, a report on Education Reform and Process of Consultation was published in Malaysia. This report tackled many issues concerning the

Malaysian education system. In terms of quality, the panel reviewed the quality of teachers in terms of their role in schools and the enhancement skills through teacher training. Quality in terms of school administrative staff was reviewed to give greater autonomy to school management and the selection of school heads; and finally, quality of schools in terms of subjects taught and student empowerment was discussed.

As stated earlier, quality is a difficult concept to define and measure but certain factors that affect the quality or choice of selection of schools assist in measuring the underlying quality. Hence, there is a need to discuss some of the advantages of the private and public school education systems. Private schools do a much better job of promoting parent involvement as they emphasize academic excellence and curricular achievement (Harma, 2011). Private school educators try to organise their schools in ways most sensitive and effective in meeting parent and student demand because a failure to do so puts them at risk of losing their students to other private schools.

On the other hand, public school educators have their schools organised for them by federal, state and local authorities. The downside of this is that the authorities are pressured by countless groups with legitimate but conflicting interests in school policy which in turn affects the core academic mission, separates the school and parent, and discourages leadership of the principals (Roaf, 2008).

The position of private schools and public schools vary from country to country. In countries like Hungary, Denmark, Austria and Norway, the respective state government pays 70 percent of the cost of private schools. Similarly, the state also participates in financing private school education in Belgium, Switzerland, Spain, France and Mexico although the schools are run by religious institutions. However, public school teachers in countries like Switzerland, Spain, France and Senegal are paid higher salaries compared to private school teachers (Special Report, World Media Education 1993). This is an interesting point to note; perhaps this has an implication that needs to be considered in further discussions.

Coming back to the local frontier, teachers in the private school division are waged higher compared to those in the public schools. The salary scale for teachers in public schools are set by the Ministry of Education while private school teachers are waged based on the school management's decision. As such, teachers in the private schools are expected to perform better in terms of their teaching methods and leading their students to perform better in exams and curricular activities. This also increases their motivation to perform better.

2.3.2 Preferences in terms of Choice of School – Monetary and Geographical Location

Besides the school curriculum as mentioned in the previous section, Roshchina & Filippova (2014) attest that the other criteria that motivate parents to decide on the choice of school is proximity to home, qualification of teachers and their knowledge of the school's background. In fact, whether or not it is a private or public school was only a secondary factor. The authors also state that parents of students in private schools are hardly concerned about how close the schools are to their homes. Instead, they are more concerned with the quality of teachers, the reputation of the school and whether the school is a stepping stone for enrolment into colleges. However, for public schools, a significant motive for selection is affordability of tuition fees or free education (Roshchina & Filippova, 2014).

The main customers of educational services are children, adolescents, pre-schoolers, school students and college students but the main decision makers for all of the above are parents (Scottish Executive, 2006). Parents are the main stakeholders who decide whether their children enrol into public or private schools. Examining the context of the Malaysian education system, parents around the Klang Valley are perceived to have more choices in terms of school selection. Families in the higher earning bracket have a choice of sending their children to either private or public schools.

As mentioned in the first chapter, due to the many policy changes that have taken in the Malaysian public school system, those parents who have lost confidence in the system often opt for private school education. This was the case in Florida, United States whereby urban school system were troubled due to traditional reform strategies such as public voucher programs and thus affected the perceived choice of school (Hess & Leal, 2001). Dronkers and Robert (2008) state that private school students are usually from higher income bracket families who have the financial means to pay higher school fees.

Parents in most Malaysian states may be complacent about school quality as the average suburban public school is not generally perceived to be in a bad state. However, parents in more developed areas may place more importance on quality when deciding on choice of school. Meanwhile, it can also be argued that there are parents who still prefer to send their children to public schools instead of private schools. Such is the case in Australia where a study was done to determine whether parents preferred public or private school education. Parents of high occupational status were more likely to choose private schools compared with those with lower levels of occupational status. The data was collected from 609 households and more than 50 percent responded that they preferred public education because it is still cheaper and similar in quality to private education, and because public schools were not as elite as private schools (Beavis, 2004).

In Bangladesh, especially in the rural areas, parents only have the option of private secular or religious schools education whereas in the urban area madrasa education which is quite modern is a popular option and so the education opportunities is expanding in this country (Asadullah, Chaudhury & Dar, 2007). They went on to add that these madrasas, which are government-registered, offered secular subjects which helped students to further their studies in higher education in Bangladesh.

The geographic location of a school could be an important factor in determining the choice of secondary school. In Taiwan, a study done by Li, Hsu and Hsu (2011) showed that geographical location of a school had a positive relationship

towards secondary school selection. The convenience of transporting children to school and then heading to work was a primary concern of Taiwanese parents in determining their choice of school.

Similarly, in Pakistan, out of 100 respondents, 83 percent of Pakistani parents agreed that geographical location had a positive relationship in terms of school selection because choosing the right school is a risky decision and once the decision has been made on the locality, it will be difficult to change that decision as parents would have considered all the possibilities before choosing the particular school (Lodhi, Raheem & Nawaz, 2014).

A study done in England resulted that strong preferences for proximity of school location was an important factor for parents due to transport cost and practical considerations of travel from home to school every day (Burgess, Greaves, Vignoles & Wilson, 2014). The location of a school must be convenient because most schools in Malaysia do not provide transportation to and from the school (Yaacob, Osman & Bachok, 2014). However, this may not always be the case. Bernal (2005) states that certain middle class families do not send their children to the nearest school located at their neighbourhood because it may not be the best education institution for their children.

In most urban areas, parents are able to exercise school choice and their residential choices are based on educational opportunities provided in their neighbourhood (Phillips, Larsen & Hausmen, 2014). However, these opportunities are not always available for rural parents. Location is an important factor in school choice because the improvement of student's performance academically can be achieved by locating schools in the strategic area (Bukhari, 2010). In a study done by Ibrahim, Osman & Bachok (2014), 55 percent of parents around the Klang valley region chose private vehicles as transportation mode due to safety reasons and the remaining 45 percent preferred schools to be located close to their workplace for them to fetch their children to and fro from school.

One of the differences between Malaysian public and private schools is that the school fee for private schools is very much higher than public schools. Families with higher income bracket are willing to spend more on their children's education as they can afford the tuition fees. Goldring and Rowley (2006) state that families with more income are more likely to send their children to private schools than lower-income families and families with high income were normally parents who have attained high levels of education themselves.

As such, more and more demands are being placed on public education systems. The expectation of the public is for schools to provide a solid educational foundation for students in a world where technology promotes the expansion of knowledge (Meckley, 1992). Meckley (1992) also states that many tax-paying citizens are losing confidence in the public schools' ability to prepare children for college, for the job market, and for society in general.

In Kenya, where nearly half the population is poor, the government abolished secondary fees in 2008 after the 2007 presidential election to enable primary school leavers from poor families to enrol in public secondary schools to reduce financial burdens (Ohba, 2011). On the contrary, in Andhra Pradesh, India, private schools are charging lower fees compared to public schools and so parents are opting to send their children to private schools instead (Singh & Bangay, 2014).

In Netherlands, the private schools receive all of their funding from the state and so they need to follow the curriculum set by the state, including teacher qualifications and salaries which drive the schools to perform well because the syllabus is already determined by the state (Coulson, 2009).

In Malaysia, private schools are independent and self-sustained and thus charge higher school fees to ensure sustainability of the school operations and administration (Yaacob, Osman & Bachok, 2014) whereas public schools receive capital grant and full grant from the respective state government (Chung, 2005).

2.3.3 National Curriculum – Public and Private Schools

It might be useful to include a quick overview of the Malaysian school curriculum. In 1983, the Ministry of Education implemented the New Primary School Curriculum (KBSR) and in 1989, the Integrated Curriculum for Secondary Schools (KBSM) was launched. The KBSR curriculum emphasised the basic skills of writing, reading and arithmetic and the Malay language, while KBSM emphasised growth of a balanced personality, the integration of universal values in all subjects taught and more usage of Malay language across the curriculum, with English being the second language (Othman & Mohamad, 2011). With this national curriculum, students are required to sit for PSET, LSA, MCE and MHSC (optional) exams throughout their primary and secondary education. It is compulsory for both public and private schools to follow this national curriculum. Lately, the Ministry of Education has implemented Form Three Assessment (PT3) to replace the Lower Secondary Assessment (PMR) public exam. This changes are bound to have further unforeseen consequences on the quality of education. The intention of PT3 is to eliminate exam-oriented assessment as well as to move towards a more holistic education whereby test would include written, oral, assignments, practical, field and case studies (Kang, 2014).

On the other hand, Malaysian private schools offer extra curriculum through their International General Certificate of Secondary Education (IGCSE) and International Competitions and Assessments for Schools (ICAS) papers. IGCSE is the Level 10 high school exam offered by the U.K. Cambridge University and is accepted as equivalent to the Malaysian Certificate of Education (MCE) exam. It helps to develop successful student, preparing them for tertiary education like A-levels and entrance into local private colleges/universities or any university in the Commonwealth countries (Rachel, 2010).

The ICAS exam is an independent skills-based assessment through competition. Students are required to sit for papers such as Computer Skills, Writing Skills, Maths and Science. The exams are sat for and invigilated locally at the respective schools. Each year students from countries like Australia, New Zealand, Hong Kong, India, Malaysia, Singapore, South Africa and United States participate in

the ICAS exam. Exams like IGCSE and ICAS are value added services offered by the Malaysian private schools, which attract parents with higher economic status who want better quality education for their children (UNSW Global Australia, 2014).

2.3.4 Race or Religion

In the Malaysian context, ethnic segregation has been a major factor for enrolment choices over what kind of schools to select and therefore Malaysian parents have a choice of sending their children to Malay, Chinese or Tamil schools (Raman & Tan, 2010).

If parents themselves are not responsive towards the academic quality, then there is no reason to doubt whether academic competition will encourage schools to improve. Instead, schools might concentrate on delivering other services that parents demand. Hess and Leal (2001) argued that private school enrolment was not driven by public school performance; in fact, it was religious and racial factors that played the role.

In their research, Hess and Leal (2001) examined whether parents selected secondary schools using race or religion as a factor and the results that they got was districts in US countries with large Catholic community had increased levels of private school enrolment. Similarly, race also played a role in terms of African Americans enrolling in private schools whereby the majority population consists of African Americans. Although race and religion could be a factor, majority of parents do not exactly mention it as a primary cause but they do tend to pick schools with higher concentration of students in their racial group than their previous schools (Butler, Carr, Toma & Zimmer, 2013).

In the Malaysian context, due to the diversification of race and religion, the Malaysian government ensured that vernacular schools were provided for the Chinese and Indian community alongside the mainstream government schools

(Raman & Tan, 2010). The school environment is the only social institution that is able to weld different races together and in order to do this children should not be segregated to different language school instead they should be brought together to be Malaysians first and foremost (Ong, Selvadurai, Saibeh, Radzi, Hamzah & Ong, 2013).

Having said that, the Malaysian government's main concern is using education to pursue national integration and so the right education policy needed to be implemented to satisfy the needs of the respective ethnic groups and ensure national unity was achieved through cohesive education system (Jamil & Raman, 2011). Some parents select private or public schools that are religiously defined because besides education, they are also concerned on moral, values, religion, family and character development (Yaacob, Osman & Bachock, 2014). And because race and ethnic groups are sensitive factors in Malaysia, this factor will not be included in the questionnaire for further studies.

2.3.5 Competitiveness of Public and Private Schools and Its Effect on the Performance of the School.

There has always been a debate as to which type of school performs better. Advocates of school choice have argued that the presence of private schools places competitive pressure on public schools, thereby improving their performance (Geller, Sjoquist & Walker, 2006). An empirical study was done in the state of Georgia in the United States to investigate whether increased private school competition resulted in enhanced performance of public schools. No relationship was found on the impact of competitive pressure of private schools towards the performance of public schools.

In a similar scenario, Wrinkle, Stewart and Polinard (1999), stated that private schools in the state of Florida, United States are educationally superior to public schools and that competition will force public schools to enhance their quality to

retain students who may otherwise move to private schools. However, this statement was not supported with strong evidence.

Lubienski and Lubienski (2013) stated that public schools in some of the states in the United States appeared to perform better compared to private and charter schools because public schools applied more innovative and effective professional practices. Thus, if parents were avoiding public schools and competing to get their children into private schools then this statement might change their minds. However, another research done by Coulson (2009) contradicts this statement by suggesting that the private schools in certain parts of the United States had better academic achievement compared to the public schools although in terms of efficiency they did not meet the expectation.

Having said that, in Malaysia, there has not been much research done on the performance of public and private schools in terms of competitiveness of students and hence this factor will not be discussed further in the questionnaire.

2.4 Conclusion

The quality of education itself is somewhat difficult to measure, yet the review of available literature so far has shown factors that can affect the quality of public and private education. Quality of syllabus taught, student performance, competition among public and private schools, wages of teaching staff, economic efficiency, examinations and even politics are some of the factors that can affect the quality of both the education system.

The study also considered parents' perception towards private and public school education, and whether their choice of school depends on the fees, location or the kind of services that are provided by both these types of schools.

Finally, a comparison was done between the national curriculum of the public schools and the additional curriculum that are taught at private schools. The added advantage of sitting for IGCSE and ICAS exam papers was also discussed.

Factors relating to race and religion will not be included in the questionnaire for further studies as it is a sensitive factor in Malaysia while factor relating to competitiveness of private and public school will not be discussed further as Malaysia has not done much research in this area.

CHAPTER 3

RESEARCH METHODOLOGY

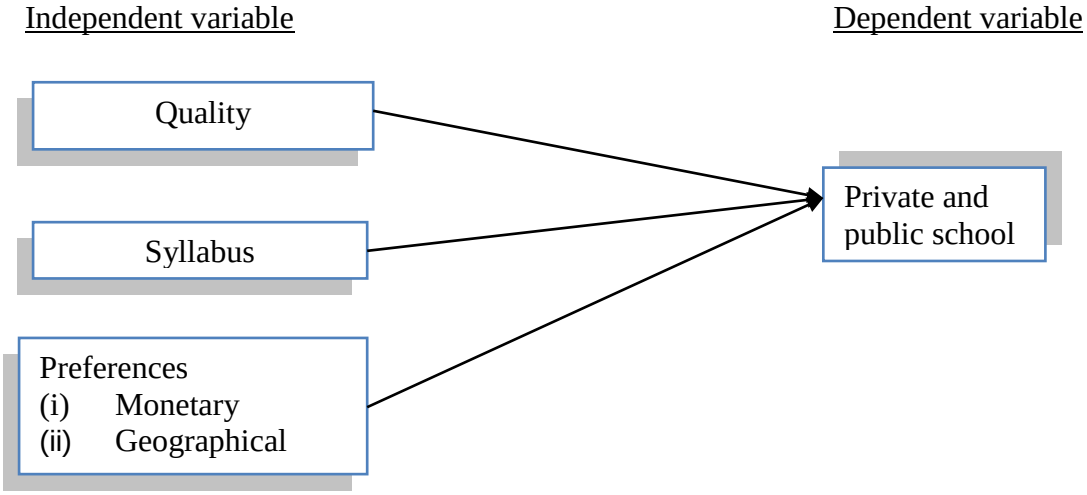
3.0 Introduction

The first chapter of this research covered the introduction on the study of private and public school education. The second chapter covered the literature review. This chapter will cover the research framework, hypotheses development, research design and methodology, including sampling, population, establishing rigour during and after data collection, ethical considerations and data analysis.

3.1 Research Framework

The conceptual framework is developed based on the research objective and research question of this study. In this framework, the dependent variables are the choice of private or public schools while the independent variables include quality, preferences in terms of monetary and geographical location and syllabus. The conceptual framework is developed to examine the relationship between the dependent and independent variables identified in this study.

Figure 3.1: Conceptual framework relating to the comparison of private and public school education.



3.2 Hypotheses Development

From the research questions and research objectives, the hypotheses development is carried out to support the three hypotheses highlighted here.

3.2.1 Quality of Education

As discussed earlier in 2.3.1, the concept of quality itself is often difficult to measure. However, certain measurement items can be used to examine which type of education provides better quality of education. One of the ways discussed was the productivity of the individual and the overall labour market performance (Kingdon & Riboud, 2009). Quality was also measured in terms of competition among public and private schools and which performed better.

Based on scenarios from various countries such as Chile, India, Pakistan, Nigeria and Denmark, the government played a vital role in ensuring the quality education whether it was public schools or private schools and in its own way Malaysia was doing the same. However, there was also the perception that the Malaysian

government was not giving enough emphasis on the needs of the schools or the children.

The Education Reform and Process of Consultation (2012) report highlighted some of the issues pertaining to the Malaysian education system and its effect on the quality. The quality of teachers in terms of their qualification and role in both the schools was one of the aspects that were highlighted. What are their teaching methods and how effective are they is getting the knowledge of the subjects taught across to their students?

With this the first hypothesis was developed to study the significant difference in terms of quality of both private and public school education. The first hypothesis will be tested to examine whether the quality of private schools varies significantly to public school education which will help parents to determine their preference of secondary school selection.

> ***$H_{1:}$ There is a significant difference in terms of quality of private school than public school education.***

3.2.2 Preference of School Selection in terms of Monetary and Geographical Location

Roshchina and Filippova (2014) explain that the choice of school made by parents is affected by monetary and geographical location. The location of the school and the fee range were the main considerations, more than whether it was a private or a public school. Parents are the main stakeholders who decide which type of school their children attend.

In countries like Bangladesh, Taiwan and Pakistan, geographical location of a school was an important factor in determining preference in school selection. With this is mind, the second hypothesis is developed to examine the relationship between preference of school choice and monetary and geographical location in Malaysia.

$H_{2:}$ There is a relationship between choice of school and monetary and geographical location of the schools.

3.2.3 Type of Syllabus

Due to the fact that Malaysian private schools are offering additional syllabus on top of the compulsory national syllabus set by the government, the public schools are facing pressure in terms of delivering attractive teaching methods and materials.

The following hypothesis is developed to examine whether the syllabus taught by private schools is more attractive than the usual national curriculum set by the government and if giving variety in syllabus will help students to have brighter future when they move to tertiary education.

With such syllabus offered by private schools, there is a need for public schools to provide solid educational foundation for students in order to compete with private schools. Thus, the third hypothesis was developed.

$H_{3:}$ There is a significant difference in terms of the syllabus taught in private schools compared to public schools.

3.3 Research Design

Burns and Grove (2003) define research design as a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. A research design is the plan for collecting and utilising data so that desired information can be obtained. There are two types of research design method which are qualitative and quantitative. For the purpose of this research, quantitative method will be used to measure the difference between secondary private school and public school education. Muijs (2011) describes quantitative

research method as explaining phenomena by collecting numerical data that are analysed using mathematically based methods, in particular, statistics.

The study will also include descriptive statistics to explore, summarise and describe the data collected. Descriptive statistics do not, however, allow us to make conclusions beyond the data we have analysed or reach conclusions regarding any hypotheses we might have made. Descriptive statistics are very important because raw data would be hard to visualise and interpret what the data was showing, especially if there was a lot of it. Descriptive statistics therefore enables us to present the data in a more meaningful way, which allows simpler interpretation of the data.

3.4 Data Collection Method – Primary Data

Data Collection is an important aspect of any type of research study. Inaccurate data collection can impact the results of a study and ultimately lead to invalid results. For this research, primary data will be used in the form of questionnaires. Primary data is the qualitative or quantitative attributes of a variable or set of variables that is collected when conducting the research. Primary data is information collected directly through instruments such as surveys, interviews, focus groups or observation (Sekaran & Bougie, 2013). Tailored to specific needs, primary data provides with most accurate and up-to-date data.

3.5 Sampling Design

Surveys are useful and powerful in finding answers to research questions through data collection and subsequent analyses, but they can do more harm than good if the population is not correctly targeted (Sekaran & Bougie, 2013). If data are not

collected from the relevant respondents to solve the problem, then the survey will be in vain.

3.5.1 Target Population

Population refers to the entire group of people, event or things of interest that one wishes to investigate (Bell, 2005). The population is used to make inferences based on sample statistics. The objective of the study is to analyse the factors influencing parent's decision in selecting secondary school education for their children. Thus, the target population will be parents of students attending both public and private secondary schools. Public schools will consist of government-aided mission and non-mission schools while private schools will only comprise of Chinese Independent and Christian mission schools.

3.5.2 Sampling Frame and Sampling Location

A sample is a subset of the population whereby not all of an element of the population forms the sample (Zikmund, 2010). The target sample of the population will be parents living within Klang Valley, to whom questionnaires will be distributed.

3.5.3 Sampling Element

An element is a single member of the population. For this study, the target group is parents. This is mainly because parents are the main decision makers when it comes to which secondary school to send their children to after they have completed primary education. Before deciding on the type of school, parents need to consider many factors that will affect their decision making process. The questionnaire will cover questions ranging from quality, syllabus, facilities and tuition fees.

3.5.4 Sampling Technique

The sampling technique used for this study will be non-probability sampling because this type of sampling does not attempt to select a random sample from the population of interest but instead subjective methods are used to decide which elements are included in the sample (Battaglia, 2008). Non-probability sampling is divided into three main categories which are quota sampling, purposive sampling and convenience sampling (Battaglia, 2008). For this research, quota sampling will be used.

This type of sampling ensures that certain groups are adequately represented in the study through assignment of quota (Bell, 2005) which in this study are parents. The target number of respondents is 200. From the 200 respondents, 100 will be parents of students in private schools and the remaining 100 parents of students in public schools. Male and female respondents will be selected in this sampling. Quota sampling can be considered a form of proportionate stratified sampling, in which a predetermined proportion of people are sampled from different groups but on a convenience basis (Bryman & Bell, 2011).

3.5.5 Sampling Size

When deciding on the sample size, there are a few factors that have to be satisfied. They are:

- Research objective
- Extent of precision desired
- Acceptable risk in predicting that level of precision
- Amount of variability in the population itself
- Cost and time constraints
- Size of the population itself

In addition to the 200 sampling size, a pilot test will be done with 20 respondents using the actual questionnaire to test the reliability and validity of the

questionnaire itself. Pilot test is carried out before the actual research to avoid time and money being wasted on an inadequately designed questionnaire and also to improve on some of the questions in the questionnaire.

3.6 Research Instrument

The research instrument used in this study would be a questionnaire. A questionnaire is a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives (Kumar, 2005). This data collection method is very efficient especially if the requirements are known and the researcher knows how to measure the variable of interest.

Questionnaires will be administered personally by the researcher through meeting the parents.

3.6.1 The Purpose of using Questionnaire

For the purpose of this study, the questionnaire method is used because respondents will have ample of time to consider their response carefully without any interference. Second, in terms of cost, it is cheaper to provide questionnaires to large numbers of respondents at the same time. Third would be the uniformity factor. The three factors above will be achieved as the researcher will be distributing the questionnaires to parents of children studying in school located around the Klang Valley region. The parents will be able to answer the questionnaire and return to the researcher on the spot. Every respondent will receive the same set of questions. This will assist in ensuring the reliability and validity of the data collected. Finally, questionnaires permit anonymity. It is usually argued that anonymity increases the rate of response and may increase the likelihood that responses reflect genuinely held opinions.

3.6.2 Questionnaire Design

The questionnaire will use closed question in order for respondents to make choices from the given alternatives. Questions will also include Likert scaling for respondents to choose their answers from the degree of 1 to 5. This will help information to be coded easily for subsequent analysis. The questionnaire will be prepared in English as it is the mode of communication with the respondents. The construction of the questionnaire is important for the success of the survey. Inappropriate questions, incorrect order of questions, incorrect scaling and bad questionnaire format can make the survey valueless hence, every effort would be taken to construct appropriate questions.

For this study the questionnaire will include a participant information sheet, demographic profile of the respondents and followed by questions on factors influencing secondary school selection. The participant information sheet will explain the purpose of the questionnaire and will include the researcher's contact information and email address. Section A of the questionnaire will be demographic profile and Section B will be the factors influencing questions. The demographic questions will enable the researcher to understand the characteristics of the respondents. The respondents will need to provide information such as gender, age, race, education level, monthly income and number of children in school.

For Section B, the questions are raised based on the three independent variables discussed in the literature review in Chapter 2 which are quality of education, preference in terms of monetary and geographical location and syllabus.

3.7 Construct Measurement

The sources of the construct measurements used in this research project are adapted from Slocum-Schaffer (1996) and Edens (2007). The questions are asked based on the independent variable that has been identified in Chapter Two.

Table 3.1 Quality of Education Construct and Measurement Items

Construct	Sample Measurement Items	Sources
Quality of education	1. I am looking for teachers who are not only qualified academically but also hold other professional courses (Degree, Masters, Other teaching certificates). 2a. When choosing a school, I look for special value-added services that can build character for my children. 2b. A school should have a counselling and pastoral care unit to look into issues that are closely related to teenagers. 3. A school should be equipped with the latest information technology, wireless connections and sufficient computer labs for project work. 4. The overall school facilities must be well equipped and maintained to facilitate learning. 5. The school should encourage students to access information through regular usage of dictionaries, reference books, maps, newspapers, internet, etc. 6. Teachers should create space for children to share with each other their learning, interests and other experiences. 7. Teachers are able to manage the expectations of the school management, parents and the students. 8. Teachers are provided with opportunities for	Slocum-Schaffer (1996) Tushar (2011) Goldring and Rowley (2006) Yaacob, Osman and Bachok (2014) Gass (2008) Ibrahim, Osman and Bachok (2014)

	professional mobility and growth. 9. The school has an adequate number of teachers to deliver quality education. 10. The teacher-pupil ratio is low enough for teachers to provide individual attention to students in a child-centric learning environment.	

Table 3.2 Preference of School Selection in terms of Monetary and Geographical Location Construct and Measurement Items

Construct	Sample Measurement Items	Sources
Preference of school selection in terms of monetary and geographical location	1. I can afford to pay the full school fees to send my child(ren) to a private school. 2. I (will) need financial assistance to send my child(ren) to a private school. 3. If I am able to afford the fees, I will choose to send my children to a private school. 4. In my opinion, Malaysian private school fees are too expensive. 5. In my opinion, Malaysian private school fees reflect the quality of education provided to children. 6. When selecting a school, I consider the location carefully in order to arrange convenient transportation for my child(ren). 7. When selecting a school, I consider the location carefully so that for my child(ren) does not have to spend too much time on the road traveling to school. 8. Mode of transportation from home to school must be convenient and safe for my child(ren).	Edens (2007) Singh and Bangay (2014) Tushar (2011) Yaacob, Osman and Bachok (2014)

Table 3.3 Type of Syllabus Construct and Measurement Items

Construct	Sample Measurement Items	Sources
Type of syllabus	1. Besides the national curriculum, I would encourage schools to include other curriculum as well. 2. The inclusion of international syllabus such as IGCSE or ICAS will increase the value of public schools in Malaysia. 3. Teachers should use various resources and materials to enhance their teaching style and make learning interesting; for example SMART boards, field trips and the internet. 4. Public and private schools should offer a foreign language as part of the curriculum as this provides many benefits to children. 5. The schools in Malaysia do integrate art, music, craft, drama and movement into areas of learning. 6. The schools in Malaysia should integrate art, music, craft, drama and movement into areas of learning. 7. The school reviews the curriculum critically and voices concerns about inappropriate or excessive demands that could be too challenging for children to cope. 8. I am satisfied that the school is giving my child(ren) access to the subjects that he/she needs. 9. The syllabus taught encourages students to produce a high standard of work. 10. The syllabus taught should not be for the sole	Slocum-Schaffer (1996) Yaacob, Osman and Bachok (2014) Tushar (2011)

	purpose of academic achievement but also for character building.	

3.7.1 Data Scale of Measurement

A scale is a tool or mechanism by which individuals are distinguished as to how they differ from one another on the variables of interest to a study (Bryman & Bell, 2011). The four basic types of scales include nominal, ordinal, interval and ratio.

In this questionnaire, questions will be divided to Part A (Demographic Profile) and Part B (General Opinion). Part A will be designed to collect data on personal information of the respondents to assist in analysing the responses. Descriptive statistics will be done based on the information derived from the respondents on Part A questions.

For the questions in Part B, interval scale will be used to perform arithmetical operations on the data collected. The interval scale will measure the distance between any two points on the scale and compute the means and standard deviations. The magnitude of the differences in the preferences among the individuals will be measured. Items for variables include quality of education, preference of school selection and type of syllabus will use the five-point Likert scale ranging from (1) Strongly Disagree to (5) Strongly Agree. Table 3.4 below shows the summary of Likert Scales that is used to measure the variables.

Table 3.4 Summary of Likert Scale Used to Measure Variables

Variables	**Likert Scale**
Dependent Variable: Private School Public School	1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree

Independent Variable: Quality of education Preference of selection in terms of monetary and geographical location Type of syllabus	5 = Strongly Agree

3.8 Data Processing

Data processing will involve movement of data from the source to data file; that is converting raw source materials to a usable file. This process will focus on defining the variables, assigning appropriate numeric codes to alphanumeric data and dealing with missing data (Coakes, 2012). Other procedures will include applying variable definition attributes to other variables, entering data, inserting and deleting cases and variables, saving data and opening existing data files (Cooper & Schindler, 2013). The raw data from the questionnaire will be extracted and converted to be processed using the SPSS software in order to run the logistic regression and descriptive analysis which will produce results that will be further be discussed in Chapter Four.

3.8.1 Questionnaire Checking

Questionnaire checking involves eliminating unacceptable questionnaires. There are several reasons why a questionnaire may be unacceptable for use in a study. A questionnaire may be incomplete**.** This is fairly common. A person may have started to take a questionnaire and then for reasons of fatigue, interruption or disinterest ceased providing information to the end of the questionnaire. Some respondents may not understand the question and thus give inappropriate answers. In other cases the questionnaire may be incomplete and respondents could have missed out in answering them.

3.8.2 Data Editing

According to Zikmund (2010), data editing is the process of checking and adjusting responses in the completed questionnaires for omissions, legibility and consistency and getting the data ready for coding and storage. It is important to ensure that respondents answer all the questions in the questionnaire to avoid missing data.

3.8.3 Data Coding

Data coding is the process of identifying and classifying each answer with a numerical score called a code that will allow data to be interpreted, classified and recorded, especially if the data is processed through computer (Sekaran & Bougie, 2013). For example, under Section A for the question on gender, Male will be assigned as "1" and Female will be assigned as "2".

3.8.4 Data Transcribing

Transcribing data involves transferring the coded data from the questionnaires directly into computers through data entry. For this research project, the Statistical Package for Social Sciences (SPSS version 22) will be used for transcribing data.

3.8.5 Data Cleaning

The data cleaning process needs careful consideration as it will have significant effect on the final statistical results. Cleaning the data will identify data which is out of range, inconsistent of have extreme values (Cooper & Schindler, 2013).

3.9 Data Analysis

Once the data is completed the Statistical Package for Social Sciences (SPSS version 22) will be used to analyse the data.

3.9.1 Descriptive Analysis

Descriptive analysis is used to explore the data collected and to summarise and describe those data. This analysis is useful to make general observations about the data collected like the number of male and females, the age range and average (mean) age or the average salary of the parent (Hair, Money, Samouel & Page, 2007). Other statistics such as standard deviation and variance will give more information about the distribution of each variable. For this research, continuous variable such as age will use descriptives to summarise statistics such as mean and median.

As for categorical variables such as gender, frequency distribution will be used to tell how many respondents gave their responses. Coakes (2012) explains that frequency distribution is a display of the frequency of occurrence of each score value which can be represented in tabular form or geographical form.

3.9.2 Scale Measurement

The following scale measurement will be used to test the data and draw out the final results from the data provided through the questionnaire.

3.9.2.1 Reliability Test

Reliability test is used to measure the extent to which the data is error free and consistent across time; hence an indication of stability and consistency (Sekaran & Bougie, 2013). The most common test for reliability would be Cronbach's alpha

coefficient whereby the ideal coefficient of a scale should be above 0.7 (Pallant, 2005). The higher the Cronbach's alpha coefficient is the more reliable the test is. In addition, as the scales for this research is between one to five, the mean inter-item correlation will be used whereby Briggs and Cheek (1986) recommend the range between 0.2 to 0.4 for the correlation.

3.9.2.2 Factor Analysis

Factor analysis is a data reduction technique used to summarise large set of variables to smaller set of components or factors which will be used in analysis such as regression (Pallant, 2005). The principal components analysis (PCA) will be used to transform the original variables to smaller set of linear combinations. To assess the strength of the inter-correlations among the variables, Kaiser and Rice (1974) recommend Kaiser-Meyer-Olkin measure of sampling adequacy of more than 0.60 as the minimum value for a good factor analysis.

3.9.2.3 Logistic Regression

Logistic regression enables to carry out tests to examine the outcome when there are two or more categories and the independent variable is either categorical or continuous (Zikmund, 2010). This test will examine how far the independent variable explains the dependant variable. For the purpose of this research, the logistic regression will be carried out to test the private school dependant variable and public school dependant variable to conclude whether how far the independent variables can explain both these dependant variables.

3.10 Conclusion

In this chapter, an overview of the research methodology employed was presented. The research methodology included the research framework,

hypothesis development, research design, and data collection method, sampling design, research instrument, construct measurement, data processing and data analysis. A qualitative study using primary data measured through questionnaires was employed for the research methodology. In the following chapter, the results from carrying out logistic regression test will be presented followed by a discussion on the 3 hypotheses identified.

CHAPTER 4

RESEARCH RESULTS

4.0 Introduction

This chapter presents the findings from the survey given out to respondents analysed through the SPSS software. Descriptive statistics will be used to make general observations about the data collected while logistic regression will be used to test the private school dependant variable and public school dependant variable to whether how far the independent variables can explain both these dependant variables.

4.1 Descriptive Statistics

Descriptive statistics was carried out based on the respondent's demographic profile and the results are shown in Table 4.1

4.1.1. Respondent's Demographic Profile

Table 4.1: Respondent's Demographic Profile

Characteristics	Percent (%)	Characteristics	Percent (%)
Gender		**Number of Children**	
Male	45.0	One	29.0
Female	55.0	Two	40.0
		Three	23.5
Age	5.0	Four	6.0
25-30 years	56.5	Five	1.5
31-40 years	27.0		
41-50 years	11.5	**Number of Children**	
50 years and above		**Schooling**	
		None	23.0
Ethnic	30.0	One	37.5
Malay	28.0	Two	26.5
Chinese	38.5	Three	9.5
Indian	3.5	Four	3.5
Others			
		Highest Education	
Religion	31.5	**Level**	
Islam	30.0	Secondary School	1.5
Christianity	22.0	Certificate / Diploma	13.0
Hinduism	11.5	Degree	62.5
Buddhism	3.5	Others	23.0
Taoism	1.5		
Others		**Type of Living**	
		Attap / Kampung house	0.5
Marital Status		Terrace house	53.0
Never Married	2.0	Shophouse	0.5
Currently Married	95.0	Apartment/Condominium	27.5
Widow/Widower	1.0	Flat	3.0
Divorced/Separated	2.0	Semi-detached/ Bungalow house	15.5

Characteristics	Percent (%)	Characteristics	Percent (%)
Ownership of Living Quarters		**Employment Status**	
Own	70.0	Employee (Private sector)	75.5
Spouse	12.0	Employee (Government sector)	18.5
Children/Grandchildren	0.5	Employer	0.5
Rented	13.5	Self-employed / Own-account worker	2.5
Others	4.0	Housewife	2.5
Annual Income		Others	0.5
15,000 RM and below	6.0		
15,001 – 30,000 RM	7.0		
30,001 – 42,000 RM	17.0		
42,001 – 60,000 RM	26.0		
60,001 – 100,000 RM	27.0		
100,001 – 120,000 RM	10.0		
120,001 – 180,000 RM	4.0		
180,001 RM and above	3.0		
Total Percentage			**100.0**
Sample size (n)			**200**

From Table 4.1, out of the 200 respondents who answered the survey, 45.0 percent of them were male while females constituted 55.0 percent. In terms of age, 56.5 percent of the respondents are between the age of 31 to 40 years old, 27.0 percent are from age 41 to 5- years old, 11.5 percent are 50 years and above while only 5.0 percent are within 25 to 30 years old.

Based on ethnicity, majority of the respondents were Indians at 38.5 percent followed by Malays at 30.0 percent, Chinese at 28.0 percent and Others at 3.5 percent. In terms of religion, majority of the respondents were Muslims at 31.5 percent while Christians ranked second at 30.0 percent and Hindus ranked third at

22.0 percent. Religion such as Buddhism, Taoism and others had a percentage of 11.5, 3.5 and 1.5 respectively.

As for marital status of the respondents, majority of them are currently married, making up 95.0 percent out of 100 percent. Respondents who are divorced or separated or never married but have children make up 2.0 percent each while widow and widowers make up 1.0 percent. Majority of the respondents have two children at a percentage of 40.0 while 29 percent have one child, 23.5 percent have three children, 6.0 percent have four children while 1.5 percent have five children. Out of the 200 respondents, 77 percent of their children are schooling while 23.0 percent have not gone to school yet.

Most of the respondents hold a degree which is 62.5 percent out of the 200 respondents. Those with professional qualifications, PhD and Master's degree make up 23.0 percent while those with Certificate/Diploma make up 13.0 percent. Only 1.5 percent out of the total respondents have secondary school education.

In terms of quality of living, 53.0 percent of the respondents lived in terrace houses while 27.5 percent live in apartments or condominiums. About 15.5 percent live in semi-detached homes or bungalows, 3.0 percent in flats and those respondents living in attap/kampong houses and shop houses only made 0.5 percent respectively. Majority of the respondents live in their own homes, making

up 70.0 percent. As for female respondents, 12.0 percent live in homes belonging to their spouses while 13.5 of respondents live in rented properties. Only 4.0 percent chose 'others' as an option as they could be living with their parents or in-laws while 0.5 percent lived with their children.

With regards to the status of their incomes, most of the respondents fall within the income bracket of RM42,001 to RM60,000 and RM60,001 to RM100,000 at 26.0 percent and 27.0 percent respectively. There are 17.0 percent of the respondents within the RM30,001 to RM42,000 salary range and 10.0 percent under the RM100,001 to RM120,000 income range. On the category of employment, 75.5

percent of the respondents work for the private sector while 18.5 percent are employees in the government sector. Self employed and housewives both make up 2.5 percent each.

4.2 Reliability Test

According to George and Mallery (2003), when the Cronbach's Alpha coefficient is closer to 1, the better the internal consistency of the items in the scale. The most common test for reliability would be Cronbach's alpha coefficient whereby the ideal coefficient of a scale should be above 0.7 (Pallant, 2005). Thus, the higher the value, the more reliable the test is.

Table 4.2: Interpretation of Cronbach's Alpha Test Result

Scale	Interpretation
Between 0.9 to 0.99	Excellent
Between 0.8 to 0.89	Good
Between 0.7 to 0.79	Acceptable
Between 0.6 to 0.69	Questionable

Note: George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference. 11.0 update (4th ed.)*. Boston: Allyn & Bacon.

Using the above interpretation, the reliability test will be carried out for the scale questions.

Table 4.3: Reliability Test Result for Each Variable

Variables	N of Items	Cronbach's Alpha
Quality of Education (QE)	11	0.928
Preference of school selection in terms of monetary and geographical location (PMG)	8	0.650
Type of syllabus (TS)	10	0.808

From the table above, all twenty nine variables are considered reliable because they all achieve the Cronbach's Alpha of above 0.6. Quality of education and type of syllabus variable have the highest value and thus even though preference of school selection is relatively questionable due to the value of 0.650, the overall 29 items are still reliable to measure the private school and public school selection. There is no possibility of deleting any questions in the preference of school selection (PMG) variable as it would not improve the alpha value. Table 4.3 below shows the Cronbach's Alpha value for all 8 items. Deleting any one of the questions will reduce the value even further. Since the other two variables are excellent and good, there is no need for questions to be deleted for the PMG variable.

Table 4.4: Reliability Statistics and Item-Total Statistics for preference of school selection in terms of monetary and geographical location (PMG)

Reliability Statistics		Items	Item-Total Statistics
Cronbach's Alpha	N of Items		Cronbach's Alpha if Item Deleted
0.650	8		
		C1	0.694
		C2	0.701
		C3	0.586
		C4	0.636
		C5	0.647
		C6	0.539
		C7	0.548
		C8	0.556

4.3 Factor Analysis

Factor analysis is a data reduction technique used to reduce a large number of variables to a smaller set of factors which can be used to summarise the essential information of the said variables. To assess the strength of the inter-correlations among the variables, Kaiser and Rice (1974) recommend Kaiser-Meyer-Olkin measure of sampling adequacy of more than 0.60 as the minimum value for a good factor analysis. The table below shows the interpretation of the KMO test.

Table 4.5: Kaiser-Meyer-Olkin Measure of Sampling Adequacy

KMO Value	Interpretation
0.00 to 0.49	Unacceptable
0.50 to 0.59	Miserable
0.60 to 0.69	Mediocre
0.70 to 0.79	Middling
0.80 to 0.89	Meritorious
0.90 to 1.00	Marvellous

Note: Rovai, A.P., Bakar, J. D. & Ponton, M. K. (2013). *Social Science Research Design and Statistics: A Practitioner's Guide to Research Methods and IBM SPSS Analysis*. 11.0 update (2nd ed.). Virginia Beach, VA: Watertree Press.

As for Bartlett's test of sphericity, it should be significant ($p<.05$) for the factor analysis to be considered appropriate (Bartlett, 1954). This test is an indication of the strength of the relationship among the variables.

4.3.1 Factor Analysis showing the extraction of components for the quality of education (QE) variable.

Table 4.6 Results from factor analysis test – quality of education (QE)

KMO and Bartlett's Test		Total Variance Explained			Rotated Component Matrix		
			(Initial Eigenvalues)			Component	
Kaiser-Meyer-Olkin Measure of sampling Adequacy	(Bartlett's Test of Sphericity) Sig.	Compo-nent	Total	% of Variance		1	2
0.928	0.000	1	6.552	59.563	B2a	0.856	
		2	1.160	10.541	B4	0.840	
		3	0.695	6.315	B2b	0.835	
		4	0.583	5.303	B6	0.822	
		5	0.481	4.375	B5	0.812	
		6	0.313	2.848	B8	0.802	0.400
		7	0.296	2.690	B9	0.784	0.445
		8	0.269	2.441	B10	0.720	0.400
		9	0.253	2.301	B3	0.706	-0.427
		10	0.222	2.019	B7	0.668	0.454
		11	0.176	1.602	B1	0.600	

Based on Table 4.6, the KMO value is 0.928 which is more than the recommended value of 0.60, thus the interpretation is marvellous. The Bartlett's test results shows a p value 0.000 which is significant thus resulting in the overall factor analysis to be good and the variables in the analysis have 11 inter-correlations between each other.

To determine how many factors to extract, the Kaiser criterion will have to show components that have an Eigenvalue of 1 or more. From Table 4.6, we can observe that the first 2 components carry an Eigenvalue of 1 and above. The total variance of the 2 components adds up to 70.2 percent. Component 1 explains 59.7 percent of total variance while Component 2 explains 10.5 percent of the total variance. The Eigenvalue of each factor represent the percentage of total variance

of the 11 components. The remaining 9 components only make up 29.8 percent of the total variance and thus need no further explanation.

The rationale for this criterion is such that each observed variable under quality of education contributes one unit of variance to the total variance in the data set. Any component that displays an Eigenvalue greater than 1 is accounting for a greater amount of variance than had been contributed by one variable. These two components will therefore account for a significant amount of variance and is worth retaining. On the contrary, components with Eigenvalues less than 1 account for less variance than had been contributed by one variable. Since the purpose of the principal component analysis is to reduce the number of observed variables into a smaller number of components, then there is no point of retaining components that account for less variance.

Often, using the Kaiser criterion, it tends to extract too many components, so the screeplot can also be used as a tool to summarise the results. The screeplot is shaped like an elbow and shows a clear break between components 1 and 2. These two components capture more of the variance compared to the other components which has a value of 6.552 and 1.160 respectively. The screeplot has graphed the Eigenvalue against the component number,

The rotated component matrix shows all the 11 components grouped into 2 components. Out of these 2 components B2a has the highest factor loading of 0.856 and thus falls under Component 1. Under Component 2, B7 has the highest factor loading of 0.454. To run the logistic regression test, only variables with principal components whose Eigenvalue are greater than one will be used. Thus in this case, variable B2a and B4 will be used to run the logistic regression test for quality of education.

4.3.2 Factor Analysis showing the extraction of components for the preference in terms of choice of school – monetary and geographical location (PMG) variable.

Table 4.7 Results from factor analysis test – preference in terms of school choice (PMG)

KMO and Bartlett's Test		Total Variance Explained			Rotated Component Matrix			
			(Initial Eigenvalues)			Component		
Kaiser-Meyer-Olkin Measure of sampling Adequ-acy	(Bartlett's Test of Spheri-city) Sig.	Compo -nent	Total	% of Variance		1	2	3
0.690	0.000	1	3.002	37.523	C7	0.896		
		2	1.580	19.748	C6	0.895		
		3	1.194	14.919	C8	0.873		
		4	0.739	9.238	C2		0.844	
		5	0.633	7.907	C1		-0.789	
		6	0.465	5.818	C4	0.419	0.486	
		7	0.232	2.897	C5			0.801
		8	0.156	1.951	C3	0.536		0.594

Based on Table 4.7, the KMO value is 0.690 which is more than the recommended value of 0.60, thus the interpretation is mediocre. The Bartlett's test results shows a p value 0.000 which is significant thus resulting in the overall factor analysis to be good and the variables in the analysis have 8 inter-correlations between each other.

The first 3 components have an Eigenvalue of more than 1. The total variance of the 3 components adds up to 72.2 percent. Component 1 explains 37.5 percent of total variance Component 2 explains 19.8 percent of total variance while Component 3 explains 14.9 percent of total variance. The Eigenvalue of each factor represent the percentage of total variance of the 11 components. The remaining 5 components only make up 27.8 percent of the total variance and thus need no further explanation.

The rotated component matrix shows all the 8 components grouped into 3 components. Variables C7, C6 and C8 all fall under Component1 with values of 0.896, 0.895 and 0.873 respectively thus confirm the first three highest loading factors in this component. In Component 2, C2 has the highest loading factor with a value of 0.844 while in Component 3 C5 has the highest loading factor with a value of 0.801. To run the logistic regression test for preference in terms of choice of school; monetary and geographical location, the three variables with Eigenvalue of more than 1 is selected and so in this test, variables C7, C6 and C8 will be used because these three variables already explains a significant variance in this model.

4.3.3 Factor Analysis showing the extraction of components for the type of syllabus (TS) variable

Table 4.8 Results from factor analysis test – type of syllabus (TS)

KMO and Bartlett's Test		Total Variance Explained			Rotated Component Matrix			
			(Initial Eigenvalues)			Component		
Kaiser-Meyer-Olkin Measure of sampling Adequ-acy	(Bartlett's Test of Sphericity) Sig.	Compo -nent	Total	% of Variance		1	2	3
0.798	0.000	1	3.944	39.441	D3	0.829		
		2	1.948	19.475	D10	0.800		
		3	1.124	11.236	D4	0.766		
		4	0.723	7.233	D1	0.699	-0.431	
		5	0.546	5.461	D2	0.683		
		6	0.421	4.206	D6	0.606		-0.532
		7	0.407	4.072	D5	0.500	0.490	-0.467
		8	0.328	3.280	D9	0.431	0.737	
		9	0.299	2.991	D7	0.400	0.664	-0.344
		10	0.261	2.605	D8	0.333	0.588	0.533

Based on Table 4.8, the KMO value is 0.798 which is more than the recommended value of 0.60, thus the interpretation is middling. The Bartlett's test results shows a p value 0.000 which is significant thus resulting in the overall

factor analysis to be good and the variables in the analysis have 10 inter-correlations between each other.

The first 3 components have an Eigenvalue of more than 1. The total variance of the 3 components adds up to 70.2 percent. Component 1 explains 39.5 percent of total variance Component 2 explains 19.5 percent of total variance while Component 3 explains 11.2 percent of total variance. The Eigenvalue of each factor represent the percentage of total variance of the 10 components. The remaining 7 components only make up 29.8 percent of the total variance and thus need no further explanation.

The rotated component matrix shows all the 10 components grouped into 3 components. Variables D3, D10 and D4 all fall under Component1 with values of 0.829, 0.800 and 0.766 respectively thus confirm the first three highest loading factors in this component. In Component 2, D9 has the highest loading factor with a value of 0.737 while in Component 3 D8 has the highest loading factor with a value of 0.533. To run the logistic regression test for preference in terms of choice of school; monetary and geographical location, the three variables with Eigenvalue of more than 1 is selected and so in this test, variables D3, D10 and D4 will be used because these three variables already explains a significant variance in this model.

4.4 Logistic Regression

The logistic regression is run based on 200 sample sizes. In terms of the dependant variable coding, respondents who chose private school were coded with "0" while respondents who chose public school were coded with "1". This helps to make the interpretation clearer.

4.4.1 Logistic regression for quality of education (QE)

Table 4.9: Classification

Classification Table: Block 0	**Choice**	**Percentage Correct**
Choice:		
Private	134	100.0
Public	66	.0
Overall Percentage		67.0
Classification Table: Block 1: Method = Enter		**Percentage Correct**
Choice:		
Private	133	98.5
Public	57	12.1
Overall Percentage		70.0

Table 4.10: Results from Block 1: Method = Enter

	Chi-square	**df.**	**Sig.**
Omnibus Tests of Model Coefficients	11.012	2	0.004
Hosmer and Lemeshow Test	3.622	4	0.460
	Cox & Snell R Square	**Nagelkerke R Square**	
Model Summary	0.054	0.075	

Table 4.11: Results from Block 1: Method = Enter (Variables in the Equation) and Block 1: Method = Forward: Wald

							95% CI for EXP (B)	
Independent Variable	**B**	**S.E**	**Wald**	**Df**	**Sig.**	**Exp (B)**	**Lower**	**Upper**
Value added services (B2a)	-0.213	0.261	0.664	1	0.415	0.808	0.484	1.349
School facility (B4)	-0.402	0.261	2.364	1	0.124	0.669	0.401	1.117
Constant	1.933	0.891	4.709	1	0.030	6.313		
School facility (B4)	-0.553	0.182	9.176	1	0.002	0.575	0.402	0.823
Constant	1.650	0.792	4.335	1	0.037	5.205		

The results from the classification table are shown in Table 4.9. From the Block 0 classification table an overall of 67 percent of the cases are correctly classified with 134 respondents choosing private school and 66 respondents choosing public school in terms of quality while the Block 1 classification table shows an overall percentage of 70.0 of correctly classified cases with 132 respondents choosing private school and 58 respondents choosing public school education.

Next the results of Block 1 are discussed which is the actual model and the results are shown in Table 4.10 above. The Omnibus Tests of Model Coefficients gives an overall indication of how well the model performs. It is also referred to as the 'goodness of fit' test. The results need to have a significant value of less than 0.05. We can observe from the table that the significant value here is 0.004 which is less than the recommended value. The chi-square value is 11.012 with 2 degrees of freedom. The Hosmer and Lemeshow test is a useful tool to determine if the model is worthwhile or not. This test is the most reliable test of model fit and is interpreted differently from the Omnibus Tests of Model Coefficients. The

Hosmer and Lemeshow test is indicated by a significance value of less than 0.05 and in order for this model to be supported; the significance value must be more than 0.05. Table 4.10 shows a value of 0.460 which is higher than 0.05 thus indicating support for this model. The chi-square value is 3.622 with 4 degrees of freedom.

The Cox and Snell R Square and the Nagelkerke R Square values indicate how much of the dependant variable is explained by the model; from a minimum value of 0 to 1 being maximum. In the model summary, the R square states two values of 0.054 and 0.075 suggesting that between 5.4 percent and 7.5 percent of the dependant variable is explained by the variables. The classification table explains whether the model is able to predict the private school and public school categories. In terms of choice of school 98.5 percent chose private school education while 12.1 percent chose public school education with an overall percentage of 70.0 cases correctly classified. The choice of private school is computed as (133 + 57 = 190) x 100 resulting in (133/190 x 100) 70.0 percent of cases accurately picked out by the model. The public school computation is (1 + 9 = 10) x 100 resulting in (9/10 x 100) 90.0 percent of cases accurately picked out by the model.

The Variables in the Equation table gives us information about the contribution of the quality independent variables. When the Enter method was used, none of the two variables had a significant value of less than 0.05 which means that both the variables did not contribute significantly to the predictive ability of the model. When the Forward: Wald method was used, the model shows that only one variable contributed to the choice of school which is B4 = 0.002, the overall school facilities must be well equipped and maintained to facilitate learning. The B values in the table indicate that an increase or decrease in this independent variable score will decrease or increase the probability of parents choosing private school as their choice. Here the B value of -0.553 indicates that when school facilities is not up to the standard, then parents will not choose private school. The confidence interval for the B4 variable which is overall school facilities ranges from 0.402 to 0.823, thus we can be 95 percent confident that the actual value of

Exp(B) lies within this range. The casewise plot was not produced as there were no outliers found in the regression model.

4.4.2 Logistic regression for preference in terms of choice of school; monetary and geographical location (PMG)

Table 4.12: Classification

Classification Table: Block 0	**Choice**	**Percentage Correct**
Choice:		
Private	134	100.0
Public	66	.0
Overall Percentage		67.0
Classification Table: Block 1: Method = Enter		**Percentage Correct**
Choice:		
Private	129	96.3
Public	54	18.2
Overall Percentage		70.5

For preference of school choice in terms of monetary and geographical location, the dependant variable is choice while the independent variable is monetary and geographical location. From the classification table, 67 percent of the cases are correctly classified with 134 respondents choosing private school education while 66 respondents choosing public school education.

Table 4.13: Results from Block 1: Method = Enter

	Chi-square	**df.**	**Sig.**
Omnibus Tests of Model Coefficients	11.372	3	0.010
Hosmer and Lemeshow Test	3.017	4	0.555
	Cox & Snell R Square	**Nagelkerke R Square**	
Model Summary	0.055	0.077	

In the Block 1 enter method, the Omnibus Tests of Model Coefficients shows a significant value of 0.010 which is highly significant than the recommended value of 0.05. The chi-square shows a value of 11.372 with 3 degrees of freedom. The Model Summary shows the usefulness of the model with the Cox and Snell R Square and the Nagelkerke R Square value. The two values are 0.055 and 0.077 explaining that between 5.5 percent to 7.7 percent of the variability is explained by this set of variables. The Hosmer and Lemeshow test shows a significant value of 0.555 which is greater than 0.05 showing a very positive goodness of fit model.

The Classification Model is showing an indication of how well this model is able to predict the correct category for private and public school choice in terms of monetary and geographical location. The model has correctly classified 70.5 percent of the overall cases which is an improvement from the previous classification of 67.0 percent. Respondents who chose private school was correctly classified by 96.3 percent while respondents who chose public school was correctly classified by 18.2 percent. The choice of private school is computed as (129 + 5 = 134) x 100 resulting in (129/134 x 100) 96.3 percent accurately picked out by the model. As for public school, the computation is (61 + 5 = 66) x 100 resulting in (61/66 x 100) 92.4 percent accurately picked out by the model.

Table 4.14: Results from Block 1: Method = Enter (Variables in the Equation) and Block 1: Method = Forward: Wald

							95% CI for EXP (B)	
Independent Variable	**B**	**S.E**	**Wald**	**Df**	**Sig.**	**Exp (B)**	**Lower**	**Upper**
Convenience (C6)	-0.080	0.327	0.060	1	0.806	0.923	0.486	1.753
Travelling (C7)	-0.068	0.372	0.033	1	0.856	0.935	0.451	1.938
Mode of transport (C8)	-.0469	0.291	2.599	1	0.107	0.626	0.354	1.106
Constant	1.976	0.876	5.090	1	0.024	7.212		
Mode of transport (C8)	-0.577	0.183	9.909	1	0.002	0.562	0.392	0.804
Constant	1.837	0.822	4.989	1	0.026	6.277		

In the Variables in the Equation table, the contribution of the importance of the predictor variables is tested using the Wald test. When the Enter Method was used, none of the three variables showed a significant value of below 0.05. When the Forward Wald method was used, the model now shows that C8 has a significant value of 0.002, meaning that parents agree that mode of transportation from home to school must be convenient and safe for their children in order for them to choose their preference between private or public school education. The negative B value for C8 is (-0.577) indicating that when mode of transportation between school and home is further and less safe, the effect of parent's preference toward choice of school will be lower. The positive B value for C7 is 3.039 stating that parents will consider school location carefully before making their selection. The confidence interval for the C8 variable; mode of transportation ranges from 0.392 to 0.804, thus we can be 95.0 percent confident that the actual value of Exp(B) lies within this range. The casewise plot was not produced as there were no outliers found in this regression model.

4.4.3 Logistic regression for type of syllabus (TS)

Table 4.15: Classification

Classification Table: Block 0	**Choice**	**Percentage Correct**
Choice:		
Private	134	100.0
Public	66	.0
Overall Percentage		67.0
Classification Table: Block 1: Forward Stepwise (Wald)		**Percentage Correct**
Choice:		
Private	134	100.0
Public	59	10.6
Overall Percentage		70.5

Table 4.16: Results from Block 1: Method = Forward Stepwise (Wald)

	Chi-square	**df.**	**Sig.**
Omnibus Tests of Model Coefficients	5.532	1	0.019
Hosmer and Lemeshow Test	2.401	1	0.121
	Cox & Snell R Square	**Nagelkerke R Square**	
Model Summary	0.027	0.038	

Table 4.17: Results from Block 1: Method = Stepwise (Wald) (Variables in the Equation)

							95% CI for EXP (B)	
Independent Variable	**B**	**S.E**	**Wald**	**Df**	**Sig.**	**Exp (B)**	**Lower**	**Upper**
Syllabus must include character building (D10)	-0.423	0.182	5.376	1	0.020	0.655	0.458	0.937
Constant	1.141	0.808	1.994	1	0.158	3.130		

Logistic regression is run to test if there is any significant difference in terms of syllabus taught in private schools compared to public schools. From the table we can observe that the classification table shows a percentage of 67.0 percent of correctly classified cases with 134 respondents choosing private school while 66 respondents choosing public school. To check the goodness of fit of the model, the Omnibus Tests of Model Coefficients shows a result of 0.019 which is below the significance value of 0.05, confirming that this model has good performance overall.

The chi-square is 5.532 with 1 degree of freedom. In terms of usefulness of the model, the Model Summary has provided the Cox and Snell R Square and the Nagelkerke R Square value. The two values are 0.027 and 0.038 suggesting that between 2.7 percent and 3.8 percent of the variability is explained by this set of variables. The Hosmer and Lemeshow test indicates a value of 0.121 which is more than the significance value of 0.05 which results in a good fit model.

Next based on the classification table, the prediction for the correct category of public and private school education is done. The model has correctly classified

70.5 percent of cases overall. Respondents who chose private school had a 100.0 percent of correct classification while respondents who chose public school had a 10.6 percent of correct classification. The choice of private school is computed as (134 + 59 = 193) x 100 resulting in (134/193 x 100) 69.4 percent accurately picked out by the model. As for public school the computation is (0 + 7 = 7) x 100 resulting in (7/7 x 100) 100.0 percent accurately picked out by the model.

The Wald test is done to check the contribution of the independent variable which in this test is syllabus. The significance values must be less than 0.05. Initially, the logistic regression was run based on Enter method but the outcome showed that the model had a weak goodness of fit and none of the variables tested showed any significant value. In order to have a better model, the method was changed to Forward Stepwise (Wald) and the results were more favourable. Based on this result, the variance that had a significant value was D10=0.020 which meant that the syllabus taught in school should not be for the sole purpose of academic achievement but also for character building. The negative B value of D10 (-0.423) explains that factors relating to type of syllabus of a school will cause parents to rethink their decision if the syllabus is not up to their standards. The confidence interval of D10 ranges from 0.458 to 0.937 thus we can be 95.0 percent confident that the actual value of Exp(B) lies within this range. The casewise plot was not produced as there were no outliers found in this regression model.

4.5 Discussion on the hypothesis

H_1: There is a significant difference in terms of quality of private school compared to public school education.

The first set of logistic regression was run to test if quality had a significant difference in terms of private school compared to public school education. The Omnibus Tests of Model Coefficients had a significant value of 0.04 thus indicating the goodness of fit test. The Hosmer and Lemeshow test also indicated a reliable model fit with a significant value 0f 0.460. The classification table explained that 99.3 percent of respondents chose private school in terms of

quality. The main variable that contributed to the quality of education is the overall school facilities must be well equipped and maintained to facilitate learning.

When the test was run, only the school facility (B4) variable resulted in parent's choice towards private school education. Thus we can support the hypothesis (H_1) that there is significant difference in terms of quality of private school compared to public school education provided by the factor that school facility is an important factor for parents in their decision making towards school selection. The variable on value-added service (B2a) did not have any significant effect to the quality of education meaning that in this model, parents are not looking so much into value-added services that will build character for their children.

This first hypothesis thus brings us back to the question raised in Chapter One on whether private school education has better quality in comparison to public school education. Owoeye and Yara (2011) state that school facilities was the most dominant factor in ensuring good academic achievement whereby their research result showed that facilities in terms of teaching personnel, infrastructure, teaching aids and materials were of better quality for private school than public school. Goldring and Rowley (2006) state that parents who chose private school over public school had their priorities on academics and they also agreed that teachers communicated openly about children's needs and that such a collaboration was helpful.

On the contrary, Iqbal (2012) in her research findings explained that in Pakistan, with the help of government funding, the public school have better facilities compared to private schools and thus parents preferred to send their children to public school for a much lower cost.

Kimani, Kara and Njagi (2013) stated their findings that teachers, who frequently issued assignments to students, marked their assignments within the given time and individualised learner attention to weak students impacted the academic

achievement of the students. This sums up the fact that in terms of overall school facility and infrastructure, even good teaching personnel adds to the facility of the school.

$H_{2:}$ There is a relationship between choice of school and monetary and geographical location of the schools.

The second logistic regression test was run to research if there is any relationship between choice of school and monetary and geographical locations of the schools. The Omnibus Tests of Model Coefficients showed a significant value of 0.010 indicating a very good model fit. Likewise the Hosmer and Lemeshow test showed a significant value of 0.555 which indicates a very positive goodness of fit model also. The Classification table in Block 1 method indicated that 129 respondents chose private school while 54 respondents chose public school education.

The variables that contributed to the choice of school were mode of transportation from home to school must be convenient and safe for children. The second hypothesis brings back to the question raised in Chapter One, given a choice of monetary and geographical location, how is school selection made? It can be concluded that private schools with high school fees is not preferred by parents while geographical location is highly considered by parents before making their school selection.

Similarly, a study done in England resulted that strong preferences for proximity of school location was an important factor for parents due to transport cost and practical considerations of travel from home to school every day (Burgess, Greaves, Vignoles and Wilson, 2014). On the other hand, findings from a research done by Li, Hsu and Hsu (2011) rejected their hypothesis that location had a positive influence towards parent's decision on school selection because in their study, parents looked for a star school even though it was located further from their homes. Back in Malaysia research results from a study done by Yaacob,

Osman and Bachok (2014) state that parents chose school location carefully because most schools in Malaysia do not provide transportation to and from the school.

$H_{3:}$ There is a significant difference in terms of the syllabus taught in private schools compared to public schools.

The third logistic regression was run to test if there is a significant difference in terms of the syllabus taught in private schools compared to public schools. The Omnibus Tests of Model Coefficients showed a significant value of 0.019 indicating a very good model fit while the Hosmer and Lemeshow test showed a value of 0.121 suggesting good model fit also. The classification table in Block 1 showed that 134 respondents chose private school while 59 respondents chose public school education.

The Variables in the Equation table showed that only one variable contributed to the choice of private school which is the syllabus taught should not be for the sole purpose of academic achievement but also for character building. The negative B value of the variable syllabus must include character building (D10) (-0.423) explains that factors relating to type of syllabus of a school will cause parents to rethink their decision if the syllabus is not up to their standards. To some extent parents believe that academic achievement alone is not enough to shape the character of their children but it takes more than that. Syllabus such as Civic and Moral Education enable character building of a child.

The third hypothesis brings back to the question raised in Chapter One whether the syllabi taught in private schools vary significantly compared to public schools and with the findings above we can conclude that the hypothesis is supported by the fact that private schools seems to have better standards in terms of syllabus and children are producing better quality of work.

4.6 Conclusion

In this chapter, the SPSS software was used to run the descriptive statistics, reliability test, factor analysis and logistic regression. The following chapter will carry the discussion pertaining to the hypothesis, recommendations and conclusion.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter will take us through the findings and discussions of the hypothesis, limitations of the study, recommendations for future research and also the overall conclusion of this research.

5.1 Summary of Descriptive Analysis

Based on the demographic profile of 200 respondents, 45.0 percent were males while 55.0 percent were females. Majority of the respondents were within the age of 31 to 40 years with 56.5 percent. In terms of ethnicity, Malay respondents were the highest at 30.0 percent and consequently Islam was ranked the highest at 31.5 percent. The requirements of the study were fulfilled as all respondents are parents; 95.0 percent are married while the remaining 5.0 percent are divorced or widowed but have children.

In order to understand how important education is for the children, parent's education level was also investigated. Most parents had a Bachelor's degree at

62.5 percent while 23.0 percent of them have PhDs, Masters or other professional qualifications. As for living conditions, 70.0 percent of the respondents lived in their own homes, in mainly terrace houses making up 53.0 percent under the category of 'quality of living'.

Many of the respondents in this survey worked in the private sector comprising of industries such as banking, manufacturing, service providers and etc. which is about 75.5 percent while the remaining served in the government sector. Their income bracket ranged from RM42,001 to RM100,000 per annum.

Respondents who had children who were schooling made up 77 percent of the population while the remaining 23.0 percent had children who were not in school yet but their parents had already started scouting for schools around the Federal Territory.

5.2 Summary of Reliability Test

The results from the reliability test showed that all twenty nine variables tested using the Cronbach's Alpha were reliable as it all were above the recommended value of 0.70. The quality of education (QE) variable had the highest Cronbach's Alpha of 0.928 indicating the acceptability and consistency of the independent variable. Second was type of syllabus (TS) with a value of 0.808 and third was preference in terms of monetary and geographical location (PMG) with a value of 0.650. Even though the third variable had a value of less than 0.70, there was no possibility of deleting any of the questions in this variable as it will reduce the value even more. In addition, the other two variables had a strong Cronbach's Alpha value thus there is no need to reduce the cases for the preference variable.

5.3 Summary of Factor Analysis

A total of three factor analysis test was done for each of the independent variables. The factor analysis test for quality of education (QE) showed a KMO result of 0.928 which was interpreted as marvellous while the Bartlett's test result had a p value of 0.000 resulting in the overall factor analysis to be good. The Kaiser criterion showed two components with an Eigenvalue of more than 1 explaining 70.11 percent of the total variance which was used later in the logistic regression test for the said variable.

The second factor analysis test for preference in terms of school selection; monetary and geographical location showed a KMO value of 0.690 thus interpreting the model to be mediocre while the Bartlett's test showed a p value of 0.000 resulting in the overall test to be good. The Kaiser criterion selected three components which explained 72.190 percent of the total variance which was used in the logistic regression test for preference.

The final factor analysis test for type of syllabus showed a KMO value of 0.798 interpreting the model as middling and the Bartlett's test resulted in a p value of 0.000 showing an overall test to be good. The Kaiser criterion selected three components which explained 70.152 percent of the total variance which was used later for the logistic regression test for type of syllabus.

5.4 Limitations of the Study

During the course of this research, the researcher came across some limitations pertaining to the study. For the purpose of this study, only three main points relating to factors influencing secondary school selection were studied further. The researcher did not include factors such as religion because the issue of religion is a sensitive topic in Malaysia. The factor of competitiveness between public schools and private schools was also not discussed further as Malaysia has not done in depth studies on this.

Next not all of the demographic profile of the respondents was used in the logistic regression test as then the research would be too extensive. In terms of the survey, respondents were selected only from the Klang Valley area and so the study will not reflect the opinion of entire Malaysian parent population. Furthermore, respondents from the rural areas may use a different set of criteria when selecting their preferred school.

Over time, the education environment in Malaysia may change and both school settings may change too, thus parent's perception will differ in the future. When perceptions change, results will also change. Results from the current study may not wholly support future research but can serve as a starting point to better inform future researchers. In addition, due to the fact that not much study has been undertaken on this topic in Malaysia, articles for the literature review were selected from studies done overseas and then related back to the current situation here in Malaysia.

In terms of the type of school selected for this research, private schools comprising of international schools and home-schools were not included while government schools such as smart schools were not included. This was mainly because the scope of the study would be too large and the curriculum for this type of school is incomparable compared to the Malaysian syllabus. This somewhat limited the study to respondents with children only in certain private and public schools.

5.5 Recommendations

Based on the logistic regression and findings, this study found that parents seem to prefer/value private school education over public school education and if they can afford the school fees, they would prefer to send their children to private school. In years to come, if this perception continues, the Federal government must take necessary steps to improve public school education to render it more competitive

in terms of quality of teachers and teaching techniques, better facilities for conducive learning and attractive curriculum. Some parents are opting for private school as the medium of instruction used is English. The English language must be accepted as the most important language for learning, resource and research and it should not be treated as a foreign language.

Next, the atmosphere of schools, whether public or private, should be a fun-filled, engaging and interactive place where students feel excited to go to. Learning must be a fun process and teachers must encourage students to be creative and innovative in their thinking and teach children to think out of the box (INTO, 2009). The school syllabus should include creative thinking, problem solving and fun learning. As an example, in the questionnaire given to parents, many of the respondents stated that schools must include elements or art, music and drama to enhance learning and make subjects fun and exciting. This goes to show that parents expect schools to place emphasis on developing wholesome individuals who are not focused on academic achievement only. This is in fact a valid expectation. The Irish National Teachers' Organisation (2009) made a case for the inclusion of the study of arts into the curriculum as a means to enhance 'young people's intellectual, personal and social development'. In addition, schools must also teach students to build character and tolerance for one another especially in a multi racial country like Malaysia. No doubt then that parents would select schools that equip their children with all these additional yet crucial skills that would better prepare them to face the challenges of life.

As for the teaching profession and quality, at present, teachers are burdened with administrative work, assessments and long meetings. Consequently, teachers have little time to invest in teaching and improving their teaching methods. The researcher recommends that the Education Ministry reviews the role of teachers in schools and ensures that teachers spend majority of their time on teaching. Schools should employ non-teaching staff or support staff to do the administrative work. Teachers must also cultivate continuous learning and training to improve their teaching skills. For example, the Methodist College in Kuala Lumpur offers courses such as Cambridge International Diploma for Teaching and Learning

(CIDTT) for teachers who would like to gain certification in their teaching profession. Schools could also encourage their teaching staff to attend annual conferences in the respective fields to provide a conducive environment for the sharing of best practices. When teachers are better equipped, they would undeniably feel more confident to try new methodologies in the classroom.

Parental involvement is an important factor in a child's education. Selecting the right school and ensuring that children attend school daily is insufficient role of a parent. Parental involvement should also include attending Parents Teachers Association meetings, getting to know the class and subject teachers, ensuring their children are in the right curricular activities and games and providing an all rounder education for their children. Parents should provide proper guidance for their children and be more actively involved in their children's lives especially in these challenging times when there are countless distractions out there that could derail their children from the path to academic success.

5.6 Suggestions for Further Study

The above recommendations as well as the following suggestions will somewhat assist other researchers who are having thoughts on carrying out their research in a related area. The concept of quality itself is not only wide but difficult to define and measure and so for this research, quality was measured in terms of the

teaching quality, teachers' professional qualifications, school facilities and value-added services. One recommendation would be to study the concept of quality itself as a separate topic because then more areas can be covered, for instance, public examination results and/or even school/student enrolment as possible evidence of parents' preferred school selection.

Another factor that was not taken up for further study was competitiveness between public and private school. Further study can be carried out by examining

the results obtained by students from both school settings within a certain period of years and by looking at the trend of the results. This result-based finding may be able to show which school is doing better academically. The researcher also recommends that survey respondents should include a wider geographical area which includes rural areas as well in order to get a better perception of what parents from both urban and rural areas think about private and public school education.

Another area for further research could include students studying in private international school and home-schools. It is a known fact that Malaysian parents have many choices in terms of education for the children; there are various types of schools that they can choose from. However, due to the limited time frame of this research, not all types of schools were studied. Other researchers could look into the quality of international schools and home-schools by studying the curriculum offered by these schools.

5.7 Conclusion

The aim of this research was to study the factors influencing parents' decision in selecting the right secondary school education for their children. Three main factors were discussed in the literature review, which were quality of education, preference of school choice in terms of monetary and geographical location and type of syllabi in public and private school. Based on the outcome of the logistic regression, parents seem to prefer private school education in comparison to public school education. Most likely, this is the current trend in parent's perception towards the education environment in Malaysia. Nevertheless, this is definitely a challenging issue as Malaysia is constantly changing education policies and implementing new ideas to supposedly improve education to be at par with other international countries.

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Descriptive Statistics

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	90	45.0	45.0	45.0
	Female	110	55.0	55.0	100.0
	Total	200	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 - 30 yrs	10	5.0	5.0	5.0
	31 - 40 yrs	113	56.5	56.5	61.5
	41 - 50 yrs	54	27.0	27.0	88.5
	50 yrs and above	23	11.5	11.5	100.0
	Total	200	100.0	100.0	

Ethnic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	60	30.0	30.0	30.0
	Chinese	56	28.0	28.0	58.0
	Indian	77	38.5	38.5	96.5
	Others	7	3.5	3.5	100.0
	Total	200	100.0	100.0	

Religion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Islam	63	31.5	31.5	31.5
	Christianity	60	30.0	30.0	61.5
	Hinduism	44	22.0	22.0	83.5
	Buddhism	23	11.5	11.5	95.0
	Taoism	7	3.5	3.5	98.5
	Others	3	1.5	1.5	100.0
	Total	200	100.0	100.0	

Marital

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never Married	4	2.0	2.0	2.0
	Currently Married	190	95.0	95.0	97.0
	Widow/Widower	2	1.0	1.0	98.0
	Divorced/Separated	4	2.0	2.0	100.0
	Total	200	100.0	100.0	

Children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	One	58	29.0	29.0	29.0
	Two	80	40.0	40.0	69.0
	Three	47	23.5	23.5	92.5
	Four	12	6.0	6.0	98.5
	Five	3	1.5	1.5	100.0
	Total	200	100.0	100.0	

Schooling

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	46	23.0	23.0	23.0
	One	75	37.5	37.5	60.5
	Two	53	26.5	26.5	87.0
	Three	19	9.5	9.5	96.5
	Four	7	3.5	3.5	100.0
	Total	200	100.0	100.0	

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary School	3	1.5	1.5	1.5
	Certificate/Diploma	26	13.0	13.0	14.5
	Degree	125	62.5	62.5	77.0
	Others	46	23.0	23.0	100.0
	Total	200	100.0	100.0	

Living

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Attap/Kampung House	1	.5	.5	.5
	Terrace House	106	53.0	53.0	53.5
	Shophouse	1	.5	.5	54.0
	Apartment/Condo	55	27.5	27.5	81.5
	Flat	6	3.0	3.0	84.5
	Semi-Detached/Bungalow	31	15.5	15.5	100.0
	Total	200	100.0	100.0	

Ownership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Own	140	70.0	70.0	70.0
	Spouse	24	12.0	12.0	82.0
	Children/Grandchildren	1	.5	.5	82.5
	Rented	27	13.5	13.5	96.0
	Others	8	4.0	4.0	100.0
	Total	200	100.0	100.0	

Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15,000 RM and below	12	6.0	6.0	6.0
	15,001 - 30,000 RM	14	7.0	7.0	13.0
	30,001 - 42,000 RM	34	17.0	17.0	30.0
	42,001 - 60,000 RM	52	26.0	26.0	56.0
	60,001 - 100,000 RM	54	27.0	27.0	83.0
	100,001 - 120,000 RM	20	10.0	10.0	93.0
	120,001 - 180,000 RM	8	4.0	4.0	97.0
	180,001 RM and above	6	3.0	3.0	100.0
	Total	200	100.0	100.0	

Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employee (Private Sector)	151	75.5	75.5	75.5
	Employee (Government Sector)	37	18.5	18.5	94.0
	Employer	1	.5	.5	94.5
	Self Employed/Own-Account Worker	5	2.5	2.5	97.0
	Housewife	5	2.5	2.5	99.5
	Others	1	.5	.5	100.0
	Total	200	100.0	100.0	

Reliability Test: Quality of Education (QE)

Reliability Statistics

Cronbach's Alpha	N of Items
.928	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B1	41.84	54.447	.533	.929
B2a	41.46	51.576	.801	.918
B2b	41.50	51.930	.776	.919
B3	41.72	53.310	.628	.925
B4	41.53	51.728	.782	.918
B5	41.42	52.777	.750	.920
B6	41.49	52.623	.763	.920
B7	41.92	52.942	.616	.926
B8	41.84	50.055	.765	.919
B9	41.74	49.221	.746	.920
B10	41.86	50.861	.673	.924

Reliability Test: Preference of school selection in terms of monetary and geographical location (PMG)

Reliability Statistics

Cronbach's Alpha	N of Items
.650	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1	26.86	17.216	.055	.694
C2	26.03	17.275	.037	.701
C3	25.98	13.547	.451	.586
C4	25.45	15.856	.272	.636
C5	26.48	15.628	.240	.647
C6	25.33	13.700	.680	.539
C7	25.24	14.012	.657	.548
C8	25.04	14.084	.614	.556

Reliability Test: Type of Syllabus (TS)

Reliability Statistics

Cronbach's Alpha	N of Items
.808	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
D1	34.05	26.947	.468	.792
D2	34.17	26.363	.510	.788
D3	33.83	25.927	.661	.774
D4	34.07	25.388	.601	.777
D5	34.74	25.631	.466	.794
D6	34.08	27.481	.439	.796
D7	34.86	26.181	.402	.802
D8	34.80	27.638	.318	.810
D9	34.72	26.160	.453	.795
D10	33.71	25.958	.626	.777

Factor Analysis

(a) Quality of Education (QE)

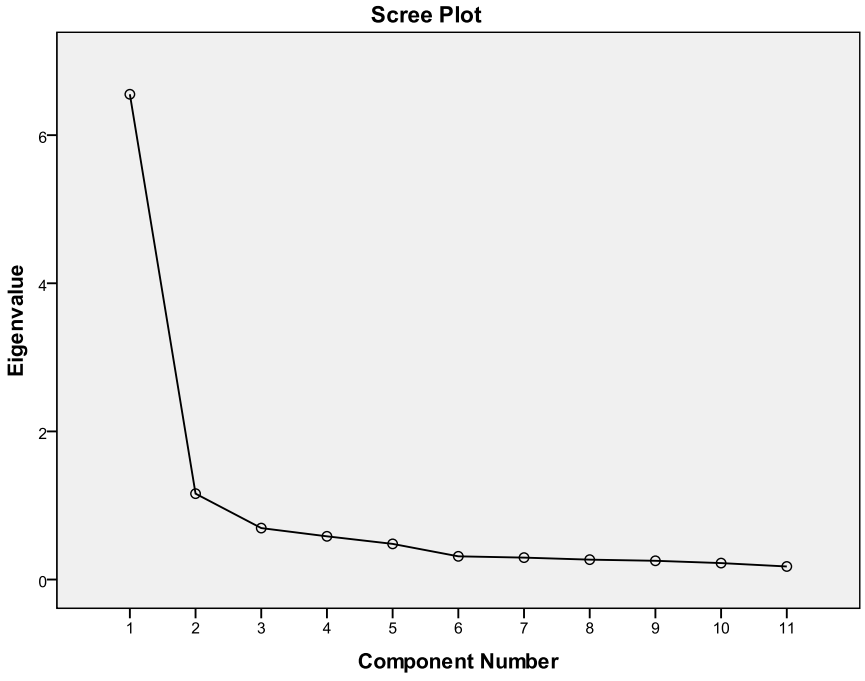
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.928
Bartlett's Test of Sphericity	Approx. Chi-Square	1539.324
	df	55
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.552	59.563	59.563	6.552	59.563	59.563
2	1.160	10.541	70.104	1.160	10.541	70.104
3	.695	6.315	76.419			
4	.583	5.303	81.723			
5	.481	4.375	86.098			
6	.313	2.848	88.946			
7	.296	2.690	91.636			
8	.269	2.441	94.078			
9	.253	2.301	96.379			
10	.222	2.019	98.398			
11	.176	1.602	100.000			

Extraction Method: Principal Component Analysis.



Component Matrix[a]

	Component	
	1	2
B2a	.856	
B4	.840	
B2b	.835	
B6	.822	
B5	.812	
B8	.802	.400
B9	.784	.445
B10	.720	.400
B3	.706	-.427
B7	.668	.454
B1	.600	

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

(b) Preference in terms of choice of school – monetary and geographical location (PMG)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.690
Bartlett's Test of Sphericity	Approx. Chi-Square	608.271
	df	28
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.002	37.523	37.523	3.002	37.523	37.523
2	1.580	19.748	57.270	1.580	19.748	57.270
3	1.194	14.919	72.189	1.194	14.919	72.189
4	.739	9.238	81.428			
5	.633	7.907	89.334			
6	.465	5.818	95.153			
7	.232	2.897	98.049			
8	.156	1.951	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix

	Component		
	1	2	3
C7	.896		
C6	.895		
C8	.873		
C2		.844	
C1		-.789	
C4	.419	.486	
C5			.801
C3	.536		.594

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

(c) Type of Syllabus (TS)

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.798
Bartlett's Test of Sphericity	Approx. Chi-Square	819.281
	df	45
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.944	39.441	39.441	3.944	39.441	39.441
2	1.948	19.475	58.917	1.948	19.475	58.917
3	1.124	11.236	70.153	1.124	11.236	70.153
4	.723	7.233	77.385			
5	.546	5.461	82.846			
6	.421	4.206	87.052			
7	.407	4.072	91.124			
8	.328	3.280	94.403			
9	.299	2.991	97.395			
10	.261	2.605	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix[a]

	Component		
	1	2	3
D3	.829		
D10	.800		
D4	.766		
D1	.699	-.431	
D2	.683		
D6	.606		-.532
D5	.500	.490	-.467
D9	.431	.737	
D7	.400	.664	-.344
D8	.333	.588	.533

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

Logistic Regression

(a) Test for quality of education with private and public school education (QE).

Dependent Variable Encoding

Original Value	Internal Value
Private	0
Public	1

Block 0: Beginning Block

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	-.708	.150	22.177	1	.000	.493

Classification Table[a,b]

Observed			Predicted		
			Choice		Percentage Correct
			Private	Public	
Step 0	Choice	Private	134	0	100.0
		Public	66	0	.0
	Overall Percentage				67.0

a. Constant is included in the model.

b. The cut value is .500

Block 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	11.012	2	.004
	Block	11.012	2	.004
	Model	11.012	2	.004

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	242.660[a]	.054	.075

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	3.622	4	.460

Classification Table[a]

Observed			Predicted		
			Choice		Percentage Correct
			Private	Public	
Step 1	Choice	Private	133	1	99.3
		Public	57	9	13.6
	Overall Percentage				71.0

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	B2a	-.213	.261	.664	1	.415	.808	.484	1.349
	B4	-.402	.261	2.364	1	.124	.669	.401	1.117
	Constant	1.933	.891	4.709	1	.030	6.913		

a. Variable(s) entered on step 1: B2a, B4.

Block 1: Method = Forward Stepwise (Wald)

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	B4	-.553	.182	9.176	1	.002	.575	.402	.823
	Constant	1.650	.792	4.335	1	.037	5.205		

a. Variable(s) entered on step 1: B4.

(b) Relationship between choice of school and monetary and geographical location of the school (PMG).

Block 0: Beginning Block

Classification Table[a,b]

Observed			Predicted		
			Choice		Percentage Correct
			Private	Public	
Step 0	Choice	Private	134	0	100.0
		Public	66	0	.0
	Overall Percentage				67.0

a. Constant is included in the model.

b. The cut value is .500

Block 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	11.372	3	.010
	Block	11.372	3	.010
	Model	11.372	3	.010

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	242.300[a]	.055	.077

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	3.017	4	.555

Classification Table[a]

Observed			Predicted		
			Choice		Percentage Correct
			Private	Public	
Step 1	Choice	Private	129	5	96.3
		Public	54	12	18.2
	Overall Percentage				70.5

Classification Table[a]

Observed			Predicted		
			Choice		Percentage Correct
			Private	Public	
Step 1	Choice	Private	129	5	96.3
		Public	54	12	18.2
	Overall Percentage				70.5

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	C6	-.080	.327	.060	1	.806	.923	.486	1.753
	C7	-.068	.372	.033	1	.856	.935	.451	1.938
	C8	-.469	.291	2.599	1	.107	.626	.354	1.106
	Constant	1.976	.876	5.090	1	.024	7.212		

a. Variable(s) entered on step 1: C6, C7, C8.

Block 1: Method = Forward Stepwise (Wald)

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	C8	-.577	.183	9.909	1	.002	.562	.392	.804
	Constant	1.837	.822	4.989	1	.026	6.277		

a. Variable(s) entered on step 1: C8.

(c) Significant difference in terms of syllabus taught in private schools compared to public schools (TS)

Block 0: Beginning Block

Classification Table[a,b]

Observed			Predicted		
			Choice		Percentage Correct
			Private	Public	
Step 0	Choice	Private	134	0	100.0
		Public	66	0	.0
	Overall Percentage				67.0

a. Constant is included in the model.

Classification Table[a,b]

Observed			Predicted		
			Choice		Percentage Correct
			Private	Public	
Step 0	Choice	Private	134	0	100.0
		Public	66	0	.0
	Overall Percentage				67.0

a. Constant is included in the model.

b. The cut value is .500

Block 1: Method = Forward Stepwise (Wald)

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	5.532	1	.019
	Block	5.532	1	.019
	Model	5.532	1	.019

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	248.139[a]	.027	.038

a. Estimation terminated at iteration number 4 because parameter estimates changed by less than .001.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	2.401	1	.121

Classification Table[a]

Observed			Predicted		
			Choice		Percentage Correct
			Private	Public	
Step 1	Choice	Private	134	0	100.0
		Public	59	7	10.6
	Overall Percentage				70.5

a. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
								Lower	Upper
Step 1[a]	D10	-.423	.182	5.376	1	.020	.655	.458	.937
	Constant	1.141	.808	1.994	1	.158	3.130		

a. Variable(s) entered on step 1: D10.

UNIVERSITI TUNKU ABDUL RAHMAN

FACULTY OF ACCOUNTANCY AND MANAGEMENT

MASTER OF BUSINESS ADMINISTRATION

Dear Potential Respondents,

I am a student from Universiti Tunku Abdul Rahman (UTAR), currently pursuing my Master's program in Business Administration (MBA). As part of the requirement to complete my program, I am doing an **Empirical Study of Factors Influencing Secondary School Selection.**

I would like to invite you to participate in this research project by completing and sending this questionnaire back to me. This questionnaire consists of 3 parts and should take about 10 to 15 minutes of your time to complete. Your responses will be kept strictly confidential.

I hope that you can support my research as your participation is very important to my findings. Thank you in advance for the time and effort taken to answer this questionnaire survey.

Should you have any enquiry about this survey, kindly contact me at:

Name: Shirley Sugita A/P Krishna

Student ID: 11UKM06201

Email Add: sugi.ssk@gmail.com

Section A: Demographic Profile

(Please circle the appropriate number or write/type the correct answer)

A1. Gender: 1. Male 2. Female

A2. Age: _____ years old

A3. Ethnic group: 1. Malay 2. Chinese
3. Indian 4.Others, specify _____

A4. Religion: 1. Islam 2. Christianity
3. Hinduism 4. Buddhism
5. Taoism 6. Others, specify _____

A5. Present marital status: 1. Never married 2. Currently married
3. Widow/Widower 4. Divorced/Separated
5. Others, specify _____
(adopted, etc.)

A6. How many children do you have? _____

A7. How many children are schooling? _____

A8. Highest educational level: 0. No schooling
1. Primary school
2. Secondary school
3. Pre-university / Form six / A-level
4. Certificate / Diploma
5. Degree
6.Others, specify_____

A9. Type of living quarters:

1. Attap / Kampung house
2. Terrace house
3. Shophouse
4. Apartment/Condominium
5. Flat
6. Semi-detached / Bungalow house
7. Others, specify_____

A10. Ownership of living quarters:

1. Own
2. Spouse
3. Children/Grandchildren
4. Rented
5. Provided by employer
6. Others, _____

A11. What is your annual income in the last 12 months?

1. 15,000 RM and below
2. 15,001 – 30,000 RM
3. 30,001 – 42,000 RM
4. 42,001 – 60,000 RM
5. 60,001 – 100,000 RM
6. 100,001 – 120,000 RM
7. 120,001 – 180,000 RM
8. 180,001 RM and above

A12. What is your employment status?

1. Employee (Private sector)
2. Employee (Government sector)
3. Employer
4. Self-employed / Own-account worker
5. Unpaid family worker
6. Housewife
7. Retired
8. Other, specify _____

Section B: Factors Affecting Secondary School Education

*(Below are factors that affect the secondary school selection. For the following statements, please indicate your degree of agreement by **CIRCLING** the answer that matches your view most closely).*

- *Please indicate whether (1) strong disagree (SD), (2) disagree (D), (3) neutral (N), (4) agree (A), (5) strongly agree (SA).*

B. Quality of Education	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
B1. I am looking for teachers who are not only qualified academically but also hold other professional courses (Degree, Masters, Other teaching certificates).	1	2	3	4	5
B2a. When choosing a school, I look for special value-added services that can build character for my children.	1	2	3	4	5
B2b. A school should have a counselling and pastoral care unit to look into issues that are closely related to teenagers.	1	2	3	4	5
B3. A school should be equipped with the latest information technology, wireless connections and sufficient computer labs for project work.	1	2	3	4	5
B4. The overall school facilities must be well equipped and maintained to facilitate learning.	1	2	3	4	5
B5. The school should encourage students to access information through regular usage of dictionaries, reference books, maps, newspapers, internet, etc.	1	2	3	4	5
B6. Teachers should create space for children to share with each other their learning, interests and other experiences.	1	2	3	4	5
B7. Teachers are able to manage the expectations of the school management, parents and the students.	1	2	3	4	5
B8. Teachers are provided with opportunities for professional mobility and growth.	1	2	3	4	5
B9. The school has an adequate number of teachers to deliver quality education.	1	2	3	4	5
B10. The teacher-pupil ratio is low enough for teachers to provide individual attention to students in a child-centric learning environment.	1	2	3	4	5

C. Preference of school selection in terms of monetary and geographical location	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
C1. I can afford to pay the full school fees to send my child(ren) to a private school.	1	2	3	4	5
C2. I (will) need financial assistance to send my child(ren) to a private school.	1	2	3	4	5
C3. If I am able to afford the fees, I will choose to send my children to a private school.	1	2	3	4	5
C4. In my opinion, Malaysian private school fees are too expensive.	1	2	3	4	5
C5. In my opinion, Malaysian private school fees reflect the quality of education provided to children.	1	2	3	4	5
C6. When selecting a school, I consider the location carefully in order to arrange convenient transportation for my child(ren).	1	2	3	4	5
C7. When selecting a school, I consider the location carefully so that for my child(ren) does not have to spend too much time on the road traveling to school.	1	2	3	4	5
C8. Mode of transportation from home to school must be convenient and safe for my child(ren).	1	2	3	4	5

D. Type of syllabus	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
D1. Besides the national curriculum, I would encourage schools to include other curriculum as well.	1	2	3	4	5
D2. The inclusion of international syllabus such as IGCSE or ICAS will increase the value of public schools in Malaysia.	1	2	3	4	5
D3. Teachers should use various resources and materials to enhance their teaching style and make learning interesting; for example SMART boards, field trips and the internet.	1	2	3	4	5
D4. Public and private schools should offer a foreign language as part of the curriculum	1	2	3	4	5

D. Type of syllabus	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
as this provides many benefits to children.					
D5. The schools in Malaysia do integrate art, music, craft, drama and movement into areas of learning.	1	2	3	4	5
D6. The schools in Malaysia should integrate art, music, craft, drama and movement into areas of learning.	1	2	3	4	5
D7. The school reviews the curriculum critically and voices concerns about inappropriate or excessive demands that could be too challenging for children to cope.	1	2	3	4	5
D8. I am satisfied that the school is giving my child(ren) access to the subjects that he/she needs.	1	2	3	4	5
D9. The syllabus taught encourages students to produce a high standard of work.	1	2	3	4	5
D10. The syllabus taught should not be for the sole purpose of academic achievement but also for character building.	1	2	3	4	5

THANK YOU