

# THE MALAYSIAN ATTITUDES TOWARDS EDUCATION



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# 1.0 SAMPLE & METHODOLOGY

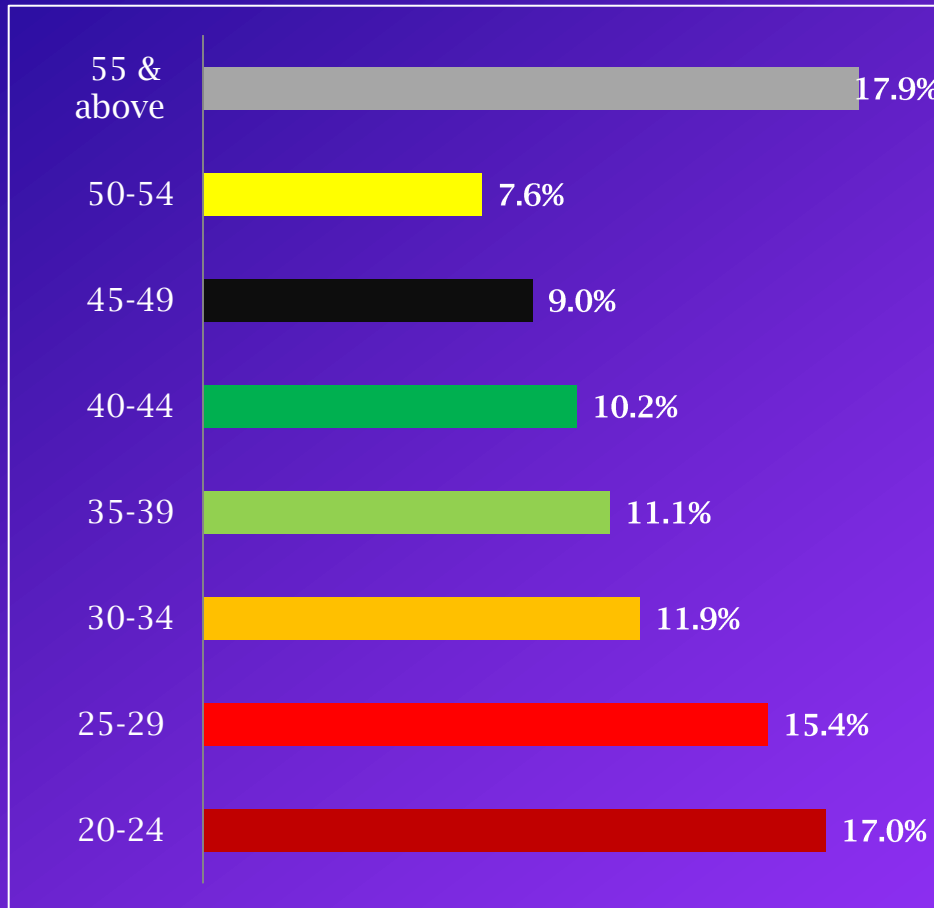
# 1.0 SAMPLE & METHODOLOGY (1)

1. 1,800 Interviews were conducted in Peninsular Malaysia, Sabah and Sarawak from 12<sup>th</sup> December 2011 to 15<sup>th</sup> January 2012.
2. The sampling procedure is stratified random; locations or sample-areas are randomly selected (from the numbered-grids) using a random number table to select the “grids” to interview.
3. The stratification by gender and age cohorts of the respondents in the selected sample-areas follow the information given by the Statistics Department, based on the census of year 2010.
4. Interviews were face-to-face aided with a structured questionnaire. Only adults (20 years and above) were selected for this study. Interviewing was done in Bahasa Malaysia, English and Chinese.

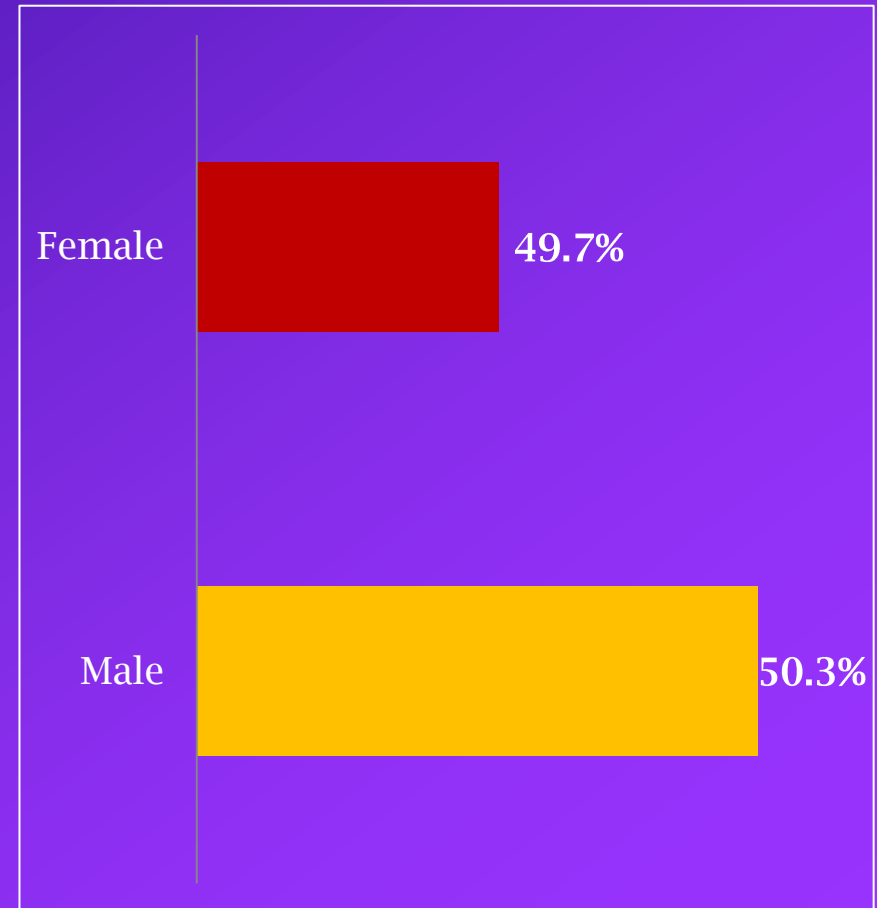
# 2.0 RESPONDENT DEMOGRAPHY

# 2.0 RESPONDENT DEMOGRAPHY (1)

## AGE

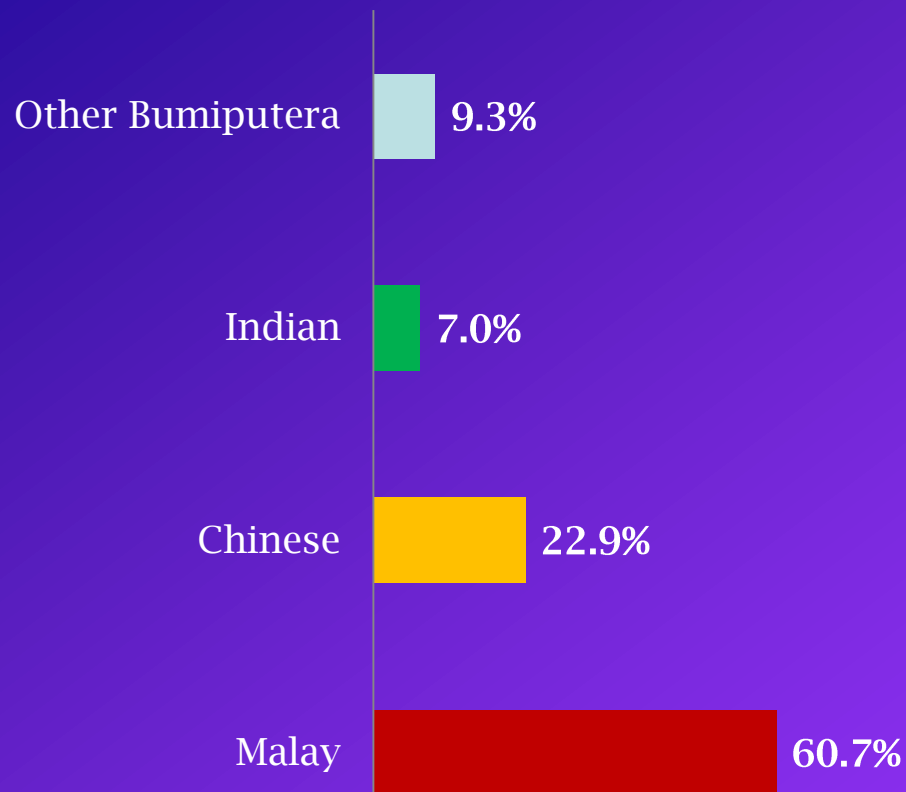


## GENDER

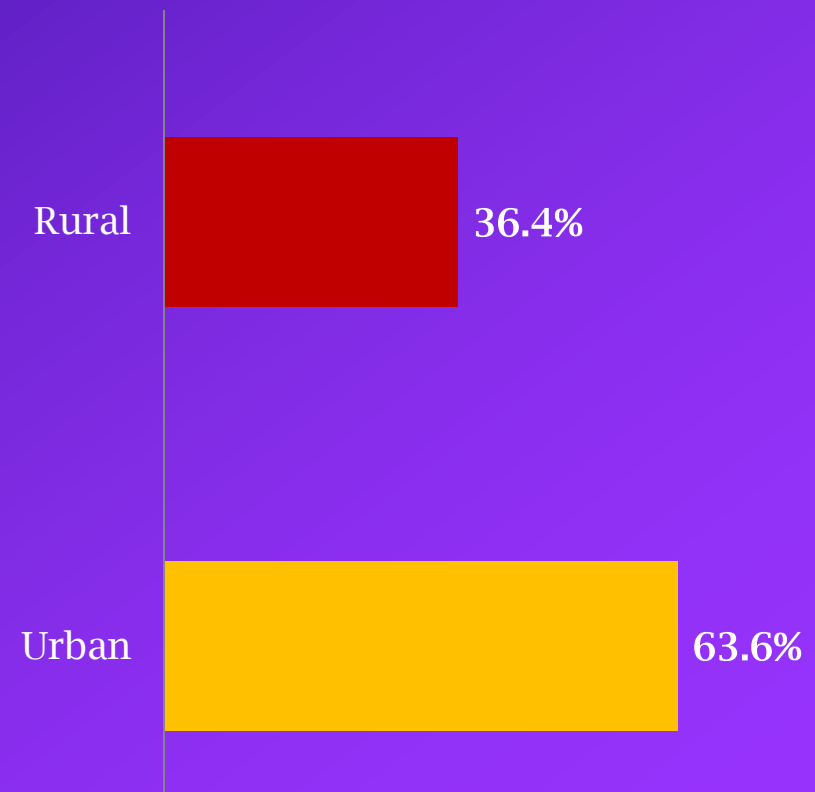


# 2.0 RESPONDENT DEMOGRAPHY (2)

## RACE

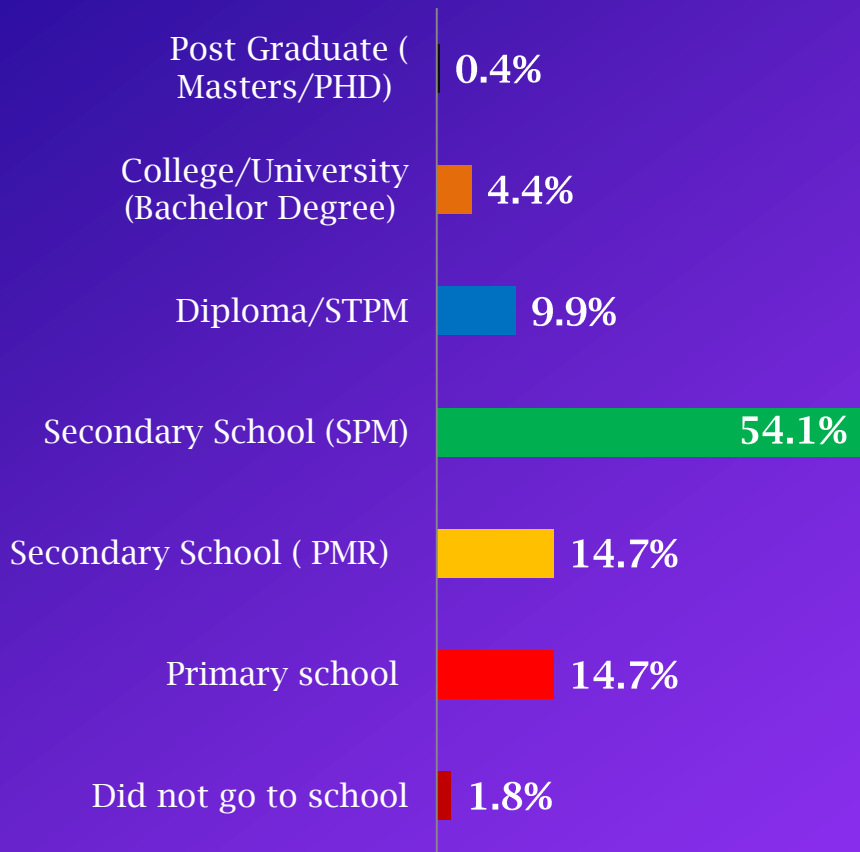


## URBAN



# 2.0 RESPONDENT DEMOGRAPHY (3)

## EDUCATION



## HOUSEHOLD INCOME



# 3.0 ATTITUDES TOWARDS CURRENT EDUCATION SYSTEM



# 3.0 ATTITUDES TOWARDS CURRENT EDUCATION SYSTEM (1)

## I) Attitudes towards our education system.

**1. In general, a large majority (90%) of Malaysian adults agree that our education standard are “comparable, better or much better” than the developed countries.**

a. 55% says our education system is comparable to the developed countries.

b. 35% says it is better than the developed countries.

## **2. Viewed from racial perspective;**

a. Almost all races (above 90%) are in agreement.

b. While the Chinese are a little behind with 87%, they are still strongly in agreement. Political differences appear to have little impact on their viewpoints about education.

# 3.0 ATTITUDES TOWARDS CURRENT EDUCATION SYSTEM (2)

## II) What would Malaysians suggest to the government in order to improve the education system?

### **1. Eight statements about our education system and proposals for changes were tested among respondents.**

- a. “Adding life–skills subjects” and “more vocational schools”, highest agreement.
- b. Next to “modify our education system to become more competitive”.
- c. To “teach more foreign languages”, including English.

# 3.0 ATTITUDES TOWARDS CURRENT EDUCATION SYSTEM (3)

2. Respondents were asked (open ended), what would they propose as items of importance to education? Spontaneously **three items** are top of mind.
  - a. Have more/extra tuition at schools, 32%,
  - b. Increase the number of teachers (smaller classes?) 19%,
  - c. Establish a monitoring system to monitor the performance of teachers and schools,15%.
  
3. The **next three** top-of-mind items of improvements are about,
  - a. Providing more computer classes, 15%,
  - b. Motivate teachers to have more passion in teaching, 14%
  - c. To improve the level of communications between parents and teachers, 11%.

## 3.0 ATTITUDES TOWARDS CURRENT EDUCATION SYSTEM (4)

- 4. Among the top six items above half of them have to do with teachers;** about increasing their numbers, about monitoring them and about motivating them.
- 5. When aided,** the suggested items of improvement above received **higher scores**, (some twice to four times the spontaneous scores) although they are nearly about the same subjects with the order of importance changing somewhat.

# 4.0 PARENTS AND NON-PARENTS

# 4.0 PARENTS AND NON-PARENTS (1)

## 1. Among Malaysian adults (20+),

- a. 67% have children
- b. 33%, does not have children (*although about 15% among them are already married*)

## 2. Among parents,

- a. 52% have children in the school-going age (7 +)
- b. 48% have children younger than 7 years / have already completed the secondary school.

## 3. Among parents with school going age children,

- a. 75% have children at primary schools
- b. 55% have children at secondary schools

## 4. However, 16% of parents have children at colleges or universities.

# 5.0 PARENTAL INVOLVEMENT WITH THEIR CHILDREN

# 5.0 PARENTAL INVOLVEMENT WITH THEIR CHILDREN (1)

## *1. Languages usually spoken at home.*

1. Most parents, more so Malays, speak with their children in their mother tongue. But,
2. Few Indians usually speak English to their children (17%) and fewer in Bahasa Malaysia (7%). And
3. Few Chinese parents, speak English (12%) and Bahasa Malaysia (7%).
4. 4% to 5% Bumiputeras in Sabah and Sarawak speak English to their children.



# 5.0 PARENTAL INVOLVEMENT WITH THEIR CHILDREN (2)

## II. Other languages parents occasionally speak with the school-going children.

**1. Nearly 70% parents speak only in one language.**

**2. But,**

- a. 10% Malays occasionally speak in English.
- b. 25% Chinese and 33% Indians occasionally speak in English. Also a bit in BM.

**3. The national average for “Always, most of the time and sometimes” speak English to their children is 26%.**

- a. Malay parents dip below this average at 18%, the Chinese exceeds the average with 38% and the Indians are far ahead with 55%.

# 5.0 PARENTAL INVOLVEMENT WITH THEIR CHILDREN (3)

## III. Parental involvement in their children's education.

### **1. More than half of all parents take a daily interest in their child's education;**

- a. 56% talk to their children about what is going on at their school
- b. 60% help their children with homework.
- c. About 46% of all parents always send and pick up their children from school.

# 5.0 PARENTAL INVOLVEMENT WITH THEIR CHILDREN (4)

## 2. PIBG involvement seems to be at a fair level (44%) overall.

- a. 50% of Malays attend the PIBG meetings whereas only 31% of Chinese and 29% of Indian parents do.

## 3. About 27% of parents send their children for tuition.

- a. Parents with higher education and higher income are more likely to send their children to tuition.
- b. Tuition seems to be more urban – 32% for urban and 17% for rural.

# 5.0 PARENTAL INVOLVEMENT WITH THEIR CHILDREN (5)

## iv) Parental involvement in their children's life and career choice.

1. **Only about 30% of parents would influence their children's future career;** except for Indian parents, 52%, are likely to influence their children career choices.
  - a. Better educated parents in higher income groups are more likely to be interested in influencing their children's future careers.

**The top three careers of choice for their sons are;**

- a) Government servant
- b) Engineering
- c) Health care

**The top three careers of choice for their daughters are;**

- a) Government servant
- b) Education/training
- c) Health care

# 5.0 PARENTAL INVOLVEMENT WITH THEIR CHILDREN (6)

## 2. Race appears to differentiate the career choices for their children.

Malay parents	Chinese parents	Indian parents
<p>Want their sons and daughters to be a government servant.</p>	<p><i>no real occupational preference</i></p> <p><u>Top two careers for their sons:</u></p> <p>engineering and accounting/finance</p> <p><u>Top two careers for daughters:</u></p> <p>accounting/finance and health care</p>	<p><u>Top two careers for their sons:</u></p> <p>legal services and engineering</p> <p><u>Top two careers for daughters:</u></p> <p>health care and legal services</p>

# 6.0 COMMAND OF ENGLISH AMONG STUDENTS

# 6.0 COMMAND OF ENGLISH AMONG STUDENTS (1)

## I) The importance of multiple languages.

1. 92% of parents agree that it is “important to very important” for their children to be proficient in more than one language.
2. 78% of parents would choose English as the first choice of a second language to be spoken proficiently.

# 6.0 COMMAND OF ENGLISH AMONG STUDENTS (2)

## II). Languages easier to learn in Maths and Science (as parents perceive them).

1. Overall, Malaysian parents say that from observation their children find it easier to learn Maths and Science in;
  - a. Bahasa Malaysia, 64%
  - b. English, 27%
  - c. Chinese/Tamil, less than 10%
  
2. 93% of respondents support the implementation of the Upholding the Malay Language and Strengthening the Command of English (MBMMBI) policy in schools.



# 6.0 COMMAND OF ENGLISH AMONG STUDENTS (3)

## III) How students get to be good at English?

### 1. Parents believe that there are three main sources of influence,

- a. Teachers, 60%,
- b. School, 20%,
- c. Themselves as parents, 13%.

# 6.0 COMMAND OF ENGLISH AMONG STUDENTS (4)

## IV) How to strengthen the command of English among students?

1. **The following initiatives to strengthen the command of English (among students) are strongly accepted by respondents**, parents and non-parents with different scores,
  - a. Improve the method of teaching and learning of English, **95%**
  - b. Provide more training to increase teacher's English ability, **93%**
  - c. Increase the English teaching and learning hours in school, **88%**
  - d. Hire expert English teachers from abroad, **54%**

# 7.0 CONCERNS OF MALAYSIANS

# 7.0 CONCERNS OF MALAYSIANS (1)

## I) Current issues of concern to Malaysians.

1. **There is a variety of things that concern Malaysians but nothing is as important to them as the “periuk nasi” issue and, in second place, public security.**
  - a. 19% of Malaysians are worried about the **increase in price of goods** (high cost of living),
  - b. 13% of them would want the government to provide subsidies.
  
2. **As for security, higher income groups show more concern in regards to this issue (23%).**

## 7.0 CONCERNS OF MALAYSIANS (2)

3. **When aided with a list of current issues (nine issues), cost of living has become a major factor with the highest score (61%) among all races.**
  - a. Rural people (65%) are slightly ahead of urban people (59%) in regards to this issue.
  - b. Parents (65%) are more concerned about the increase in cost of living compared to the non parents (54%).

THANK YOU