FACTORS THAT INFLUENCE PARENTS ON CHOOSING INTERNATIONAL PRIVATE SCHOOLS AHEAD OF GOVERNMENT SCHOOLS IN MALAYSIA

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ABSTRACT

These days, it is extremely basic and testing in picking the best school for the youngsters. This is on the grounds that it will influence their future. For this situation, there are different components that will influence the parent's choice because of a significance of the training condition and objective long haul for children. In this investigation, scientist needs to examine the variables that influence the parent's basic leadership in picking private schools for their kids. There were five components of socio-demographics which are sexual orientation, age, training level, compensation and employment position of the parents and three factors that have been considered in this examination which is school syllabus, school offices and school execution. The SPSS was utilized as a part of this investigation to examine the information. The finding show that none of these elements add to the parent's basic leadership in picking the private schools for their kids in view of this investigation.

Key Terms: Factor Influence; Private School, Private Education, Parents, Children

1. INTRODUCTION

In choosing the best school for children is very critical and challenging decision it will affect their future. In this case, there are various factors that will influence parent’s decisions, this is due to an importance of the education environment and goal long-term for children. With all kinds of school, cultures and ethnic making parents more difficult in choosing the best schools for their children. However, as the parental changes have initially preferred to send their children to national school, but now more they are choosing to send their children to private schools.

This is evidenced by the increasing number of students in private schools each year. Based on the statistics provided by the Ministry of Education, 20,000 students enrolled in international schools in 2013 compared with the previous year which only reached 15,000
students. This is led to the emergence of the question “Does the parents really lose confidence in the education system of their own country? Is this country’s education system really poor in quality resulting local students achievement is not so good?”

This has become an important issue as more parents in Malaysia choose to send their children to private education despite the rising cost of living today. Private schools are also popular among Chinese community. So are, in among parents who see their children future become gloomy if they fail to enter private Chinese schools, which they see have a better curriculum than SJK (C).

However, national schools education does not stop Prime Minister, Datuk Seri Najib Tun Razak from being a leader of the country. Tamil education does not prevent Ananda Krishnan, a businessman from becoming the second richest in the country. Over the years, can be seen that education system has shifted from English to Malay and adapted to the existing syllabus. This create a new problem in determine whether Science and Mathematics should be taught in English. This causes the difficulty of students to adapt with the sudden changes, which is why parents choose other alternatives.

1.1 Problem Statement

The questions raised in the case of school selection include:

1) Parents have the rights to determine which school their children will be educating.
2) Children should be given the choice of which school can fulfil their learning needs.
3) Some people think parents’ involvement in choosing a school will increase motivation and positive perception of the child toward school.
4) Parental selection of a school will improve the quality of schools services by promoting stimulus to competition in the market.
5) Parental selection of a child’s school enhances overall learning with increasing the school accountability (Stillman & Maychell, 1986).

Since parents choose their children’s school, it was found that certain schools had been experiencing congestion during the registration day (Berita Harian, Jan 5, 2006). Some school receive very high demand while some schools receive very low demand, so they have almost to close (Utusan Malaysia, Sept 15, 2005).

Therefore, the phenomenon of parents has been less confident with the existing national schools (Sharifah Md Nor, 2000), so many parents have sent children to an international schools despite the high cost. The government has to raise the percentage of intake from 20% local students to 40% local students this year (Utusan Malaysia, Julai 21, 2006). This clearly shows that parents choose schools for their children, but what factors they consider are still unknown and cannot be answered. Therefore, this study wanted to reveal this question answer some of the questions raised.

The research objective are as follow:

- Identify the socio-demographic background of a student’s parents and difference of factors based on their socio-demographic
- To identify the relationship between independent variable (school syllabus & facilities) towards dependent variable (school performance)
- To study the effect of gender versus school performance on parents decision making.
- To explore the significant difference between Education Level, Job Position and Salary towards School Performance
2. LITERATURE REVIEW

Word “sekolah” or school derived from ancient Greek word meaning free time or leisure (Sharifah Alwiah Alsagoff, 1985: 97). Sarane Spence Boocock (1980) defines the school as a form of community life where each section focuses on effectively bringing children to share the heritage of race and using its power for social needs.

According to Dewan Bahasa dan Pustaka dictionary, third edition (2002), the school means a place to learn and teach as well as a place to receive and give lessons. It is a building or a place to acquire knowledge. Schools must also have person who educated or teachers to educate and guide those studying there. The definition of a school is not merely a center of leaning for students, but it is a parenting center that involves the interconnected interaction between students and teachers, parents and the community.

2.1. International Private Schools

Avram, S. furthermore, Dronkers (2010) concurred that the nature of global non-public schools can be utilized as a rule for enhancing people in general area schools. The foundation of superb worldwide non-public schools which were initially set to draw in the offspring of rich families and shrewd understudies. In spite of the fact that the foundation of this school is little, however its reality is existence is nevertheless like the foundation of government schools. The principle focal points of worldwide tuition based schools is its more free and self-supported. Parents are urged and spurred to pick a school that organizes strict understudy determination and this is a noteworthy test to them. Potential in improving and counteracting accomplishment can happens in peer gatherings (Lutz 1996; Godwin, Kemerer et al. 1998; McEwan 2001). Thus, the scientist concur that the determination of a international private based school relies upon financial status of the parent and sorts of school. As per Coleman, Hoffer et al. (1982); Greeley (1982); Alexander and Pallas (1983); Falsey and Heyns (1984); Coleman and Hoffer (1987); Langouët and Léger (2000); Dronkers and Robert (2008), concurred and express that global non-public school understudies are more often than not from higher salary Parents and taught families. International private based schools segment take less physically impeded understudy (Noell 1982) or with uncommon instructive needs (Parry 1996).

2.2. Parents involvement in their children education

All parents are trying the best for their kids in all viewpoint particularly in term of instruction. As per Scottish Executive (2006) express the parents have the privilege to express their inclinations about the school for their kids go to. They additionally can draw in their youngsters' close to home learning and capable the better rivalry among understudies and between schools in an area.

As indicated by Michigan Department of Education (2001), expressed best types of parent inclusion is the connect with amongst parents and their kids on learning exercises at home. Parental association necessities deliver exchange off. Higher accomplishment is an effect on parents' inclusion, however for the parents who unfit to member, they have to pick those school don't require parental association (Van Dunk E.et.al, 1998).
2.3. Factors to consider when choosing a school

As indicated by McDaniel (2006) parents choice incorporated all procedure, for example, assess the kid's need, gather and discover data and assess all the accessible options. Along these lines, when a youngster's achieve 3 years of age, parents should settle on a choice for the primary formal instructive experience. The kid's later accomplishment has significant effect on what is occur on tyke's initial life. In this manner, kids who is enter the school, not yet prepared to learn or prepared the learning procedure, will keep experiencing issues in school if no mediation is taken. All parents might want to give their kids the best of everything and consider them as the most important resources.

There are different variables that may restrain a parent's decision about choosing a school for their kids. As per Hawkins, Mothersbaugh and Best (2007) expressed recognizing these variables will empower parent to settle on ideal decision and satisfy their necessities. There is six territories that parents ought to consider while picking a school for their youngsters which is significance are area, hours of operation, instructive theory, quality and styles of instructors, offices and sense (Wolfson, 2000). Parents ought not think little of their nature. There is a few parents contend that impression of youngsters about school ought to be considered in light of the fact that they have appropriate to express their perspectives to enhance the circumstance in which parents put them (Ceglowski, 2007).

2.4. Social Backgrounds

The markers of social foundation as indicated by Catsambis (1998) included financial foundations, for example, salary level and calling, family belonging, race or ethnic and training and occupation and word related status. On the off chance that the parents have a higher status on word related eminence, subsequently the higher decision for choosing the best tuition based school for their kids (Rehman, Khan, Triq, and Tasleem, 2010). This circumstance prompt the fulfillment among parents since they can pick a school for their kids. There is another variables that will considered by parents, for example, capability of staffs and scholastic exhibitions of the school, size of the family, parent instruction level and parent salary level. Ethnicity and racial salary is added to the expansive contrasts in participation rates for non-public school (Fairlie, 2006). This examination shows that there is social class creaming as parents with more extensive interpersonal organizations and more access to data will probably partake in the decision procedure.

The imperative factor that decide the parent decision of school for their youngsters is financial foundation itself. The rising training and administration cost may drive the parents to remain at moderate school as opposed to they favor. Parents' training level additionally decides their kids' instruction. Instructed parents’ have a tendency to associated with their kids' training whether at school or home. As per Ceglowski (2007) expressed that parents' will look a school with Global segment for advanced youngsters' development and learning. Parents will look generally advantageous and great nature of school and set the additional costs in their financial plan for these reason.

2.5. Income Level

As per Rehman et. al, (2010), there is a part that stands upon the determination of parents for their youngsters' training is their salary level because of the enthusiasm of fiscal will contribute towards school quality affirmations. In a few occurrences, there are center pay parents with the better instruction will ensure their youngsters admitted to the best international privatebased school. This declaration was bolstered by Dronkers, and Avram, (2010) that contended where financial understudies were impacted by parents, word related notoriety also instruction level.
Most parents in Malaysia will send their children to the administration grade school that are accessible at their office or gave by their manager, while white collar class parent will send their kids to the reasonable school adjacent their home or office. Just, some of rich parents will intentionally send their children to a costly or marked school in light of the quality and the welfare of this brand school.

2.6. School Syllabus

The courses' frameworks given in the Private school may vary from the government school. The majority of the parents select the universal non-public schools that are religiously-characterized schools. As specified by Van Pelt et.al. (2007), parents who picked religiously-characterized schools are worried about morals, values, confidence, family and quality development. In any case, Wilkinson et. al. (2004) examined that there are inconsistent levels in stressing on religion factor among the religious schools. While religion is vital as a factor, the stressing on this fixing while choosing schools can be varied from one family/parents to another.

In the event that the school does not maintain a particular approach, parents ought to get some information about the school's theory of instructing. The accompanying parts of a school's educational modules ought to be considered:

2.6.1. Emphasis on Academic Skills

Some pre-schools underscore scholarly abilities to a more prominent degree than others. Is the learning of letters, numbers, and ideas instructed by a youngster's advantage and planning, or are these aptitudes efficiently educated as an essential part of the course of study?

2.6.2. Parents Involvement

Some schools want a certain measure of parent involvement, while other schools prefer that parents "sit on the sidelines" unless asked. Parents, who know the effect and the importance of their participation in their children's educational experiences, will choose a school that welcome parent involvement (Prior and Gerard, 2007). The established pre-school would make special effort to pass out to parents and developing partnerships with them. If parents do not have time in their schedule to participate in classroom activities and trips, they will make certain this sort of participation will not be taken.

2.6.3. School Infrastructure Facilities

Extensively, a school as characterized by Smith (2000) comprises of the arrangement of school structures along an all-around found site which incorporate the offices and encompassing accommodated insightful individuals to centre and read. It is a place that practices the mind boggling association in impacting the general population as far as social viewpoint, school administration, school association and class portion and in addition instructors' quality/quality. Taking everything into account, a school completely isn't a position that focuses altogether on scholarly issues, yet in addition features the parts of individual or social improvement among individuals. Subsequently, a school must let in the components of accommodation, security and attractive quality. The guideline quality depends incredibly on the earth of the instructive foundation itself (Rehman et. al., 2010). It can be declared that few reasons influence the parents' choice in picking the schools for their kids, for example, the level of parents' training, the calling of the parents, the class estimate and the proportion between teacher researchers.
School offices, then again may likewise address the understudies' scholastic execution. International private-based schools as a rule suit development by including new structures or by building offices adjusted to help instructional need. As featured by Peterson and Llaudet, (2006), the investigators found that school offices and assets had little impact on understudies' execution.

The claimant in 1996 expressed that "viable" schools in terms of inputs had very small effect on achievement for students from lower grades. Only the work by Martin Carnoy (1976) says that the facilities in the school and properly used can improve the execution of those who are subordinates.

That’s meant, input quality needs to be increased, in lodge to improve performance in scholarship. The input quality assumes that whole strata of students can learn in a honest direction but in different circumstances need the sincerity, responsibility, innovation and initiative of teachers, administrators and parents. Teachers, for instance, need to be an efficient instructor. Instructors demand to possess the knowledge and pursuits of the subjects to be instructed, the gratification of their own teachers and students.

Efficient implementation techniques for subjects taught by giving appropriate examples and knowing which thoughts are assumed or declined. Instructors need to guide and sharpen students’ minds. Additionally, teachers also need to help pupils to obtain results and teachers need to take heed to all the thoughts and resolutions.

In this direction, students from any given group can be taught in an effectual way of attaining knowledge and overcoming the skills set out in a curriculum. The most desirable spot to cultivate those who need such knowledge and skills is at school.

Parents will need to take a gander at the physical surroundings of the reef. Are the rooms extensive, vaporous, perfect, sufficiently bright or more all, tried and true? Parents might need to ensure there are adequate space for the children and educators to continue round. Are there, a wide decent variety of materials accessible for the children to use amid the school day? They will see how the room is composed, for example, particular nations for various types of play, now and then alluded as action focuses. These ranges for the most part incorporate expressions and artworks, spruce up, piece play, a perusing alcove, and exercises for children to work on independently or in little gatherings. Are there grass regions and satisfactory space for the open air play field and adequate space for children to play near? Is there a sort of open air play hardware and is the gear in legit status and set up securely?

2.7. Teachers Quality

The similar focal points of international private schools have been the subject of verbal confrontation in many industrialized and creating countries in the course of recent decades. In industrialized countries, international private schools are anticipated to supply preferable quality instruction over government schools (Organization for Economic Co-operation and Development (OECD), 2005). Nurahimah (2010) communicated that quality supervision can increment or lessening educators' adequacy. Hence, instructors' viability requires information, relational aptitudes and master sciences. On the other hand, the significance of this factor gives some huge ramifications on the intensity of the two sorts of school for a few parents. This component likewise turns into a genuine issue to talk about whereby it can be reasoned that the international private schools improve instructors than those of government schools (Wilkinson et. al. 2004).
At quality schools, there is a legitimate development of physical, personality, inventiveness and good estimations of kids. Superb school programs call for very much arranged instructors with an authentication, recognition or a four year certification. Instructor quality is an intense and reliable indicator of understudy achievement. Present day foundation and offices inside and outside the building, great connection amongst educator and kids, and amongst instructor and parents make an air for a quality school.

2.7.1. Qualified Instructors

Parents ought to approach the chief for data on the level of instructor readiness. What number of ensured educators or instructors with four year college educations and preparing are there per tyke? In any event half of the staff in any school must be stipulated. Parents can likewise ask about the experience of the instructor colleagues.

2.7.2 Quality of Teaching

At the point when parents see a school, they should take note of how the teachers collaborate with the children. Do they approach the youngsters with warmth and concern and seem upbeat while dealing with their business? Because the instructors sit alongside the children and cooperate with them, or do they administer the youngsters from far off? One time once more, parents must consider their youngsters' requests. A few children react best to educators that show a decent arrangement of physical warmth, for instance kissing and grasping. It is vital that instructing and care staff are well disposed to new children and tended to them like relatives.

2.8. Past Researches

Schools are as yet unfit to address the issues or desires of parents regarding quality and amount (Sharifah, 2000). His investigations just concentrate on the adequacy of a school from the human science of training. In any case, the examination does not look at how and what factors urge or impact parents to settle on their tyke's school decision.

Previous research has found that PPD provides the best option for parents. The offers are:

a) Parents are given more than one school option in their area
b) There is transportation from home to school
c) Information provided by the PPD on the selection of schools procedures and
d) PPD does not limit the boundaries of the area for parents to send their child to a particular school. (National Foundation for Educational Research, 1986).

Stillman and Marchell (1986) found that different types of race hone honed by PPD impact parents in picking school. The criteria included are transportation from home to school. Likewise, the harmony between the capacity of the school and the quantity of understudies will be taken. Understudy characterized criteria of school and PPD strategies that need to adjust the quantity of understudies in every range and institutionalize the school to be effortlessly controlled are factors that impact the choice of parents to settle on decisions with their youngster's schools.
3. **RESEARCH METHODOLOGY**

3.1 **Research Design**

The design of the study is an important aspect of planning in conducting a study. According to Wiersma (2000), the design of the study is a data processing procedure that collected based on the specific and systematic planning toward concept of establishing the relationship network between variables involves in a study. Yin (1989) states that the design of the study illustrates the goal and objectives of research, determining the required data and the method of analysis.

According to Bogdan and Biklen (1998), the design nuances and systematic methods will ensure that the collected and acquired data really meets the requirements and needs of the study in parallel with the conceptual framework of the study. This study was quantitative using questionnaire as an instrument in collecting data.

3.2 **Research Approach**

The exploration approaches are including the information accumulated through essential and auxiliary sources. The meaning of essential sources is begun completely from coordinate gathering of the poll review. The optional information was gathered through the references books, online diaries and gatherings papers, sites and daily papers.

3.3 **Data Collection Method**

As usual conducting research, some rules and guidelines need to be followed in order to obtain permission to conduct research at selected locations. The procedure of the study was initiated by the process of determining the purpose of the study. The researcher needs to fulfil several important aspects in implementing this process, namely: knowledge and skills in conducting research, implementing smooth communication with research respondents (Yusof, 2006). Prior to the survey, a general research was prepared to facilitate the collection of data in line with the time set. The systematic research schedule outlined should contain the following (Sulaiman, 2003).

Questionnaire has been conveyed to the respondents who were sending their kids to international private schools than government schools. Parents react to the poll by and by. The polls overviews contained Likert Scale inquiries and printed versions were circulates.

3.4 **Population and sampling Techniques**

Fink (1995) defines “population” as a “universe” that is sampled. The population refers to the whole person found in a place being studied. According to Wiersma (2000), information about population is important as it will determine the number of samples to be taken to represent the population being studies. The sample is one of the large parts or subset of groups called as population. Mcmillan and Schumacher (2001) argues that the sample is a group of subjects comprising individuals selected from individual groups known as populations.

This study uses a purposive sampling method which is the process of sampling from any individual in the population that meets the criteria of the study participants. Researchers
can choose samples and place that are expected to provide accurate information (Cresswell 2003; Gay and Airnas 2003). According to Thorne, Kirkham and MacDonald-Emes (1997), sampling aims at quantitative approaches to find research participant with information that contains elements that can be shared with other research participant. In addition, the selection of research participant by sampling is based on research participants who can convey information about a phenomenon holistically and meaningful (Cresswell 2008; Gay, Mills and Airasian 2006). The population in this study consist of 200 parents in Selangor.

3.5 Data Analysis

The process of analyzing data involves two types of statistics, namely descriptive statistics which refers to the description of an event by presenting the data of the study in the form of simple measurement techniques and inferential statistics in form of summary to the study population. To carry out this analysis, the input of the research data was made using The Statistical Package for the Social Sciences (SPSS version 22.0).

3.6 Descriptive Statics

Descriptive statistics are used to see and describe thoroughly about respondents such as socio-demographic backgrounds of parents. Score, percentage, mean and standard deviation will also be seen in this descriptive statistical analysis. What is certain, descriptive analysis is used to describe the overall profile of the respondents and to answer the research questions.

3.7 Interference Statistics

According Baba (1992), inference statistics are used to create budgets about one population index using a statistical index from one of representative sample. Using the statistical index, an researchers can make inference about the nature of a population. To analyze the difference between score item and variables, inference statistics have been used which involve regression involving the study about contribution of each variables.

ANOVA analysis is conducted to determine homogeneity or differences through perceptions of the variance. The analysis is conducted simultaneously to see the interaction among the variables. A statistical test is conducted based on several specific approaches including the approaches as suggested by Best and Kahn (1998). The degree of freedom and F value to see the homogeneity of the variances were determined based on the following formula:

Multiple regression is a statistical approach to determine the linear relationship between several independent variables with dependent variables to make linear predictions (Konting 1998; Baba, 1992).
4. RESULTS AND ANALYSIS

4.1. Respondents Gender profile

Table 1: Gender

<table>
<thead>
<tr>
<th>GENDER</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>137</td>
</tr>
<tr>
<td>FEMALE</td>
<td>63</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
</tr>
</tbody>
</table>

Table above shows that from 200 respondents, 137 respondents are male and 63 respondents are female. From the study, it was found that the male respondents gave the higher contribution which is 68.50% compared to the female respondents which is only 31.50%.

4.2. Respondents Age

Table 2: Age Profile

<table>
<thead>
<tr>
<th>AGE</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 20</td>
<td>0</td>
</tr>
<tr>
<td>20-30</td>
<td>9</td>
</tr>
<tr>
<td>31-40</td>
<td>167</td>
</tr>
<tr>
<td>41-50</td>
<td>24</td>
</tr>
<tr>
<td>51-60</td>
<td>0</td>
</tr>
</tbody>
</table>

The table above shows about the respondent’s age. The highest age group of the respondents is between 31 to 40 years which is 167, followed by age group between 41 to 50 years. Based on the line chart, we can conclude that there is no respondent in the age group of below 20 and between 51 to 60.

4.3. Respondents Marital Status

Table 3: Marital Status

<table>
<thead>
<tr>
<th>EDUCATIONAL LEVEL</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPM</td>
<td>1</td>
</tr>
<tr>
<td>DIPLOMA</td>
<td>1</td>
</tr>
<tr>
<td>DEGREE</td>
<td>152</td>
</tr>
<tr>
<td>MASTERS</td>
<td>43</td>
</tr>
<tr>
<td>PHD</td>
<td>3</td>
</tr>
</tbody>
</table>

The table shows about the respondent’s education level. Majority of the respondents are from Bachelor Degree with 76.00% followed by respondents with Masters Holders, 21.50%. The lowest contribution are from SPM and Diploma holders which are 0.5% each.

4.4. Respondents Job Positions

Table 4: Job Positions

<table>
<thead>
<tr>
<th>JOB POSITION</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANAGER/ASST MANAGER</td>
<td>82</td>
</tr>
<tr>
<td>EXECUTIVE</td>
<td>62</td>
</tr>
<tr>
<td>DIRECTOR</td>
<td>19</td>
</tr>
<tr>
<td>OTHERS</td>
<td>23</td>
</tr>
<tr>
<td>HEAD OF DEPARTMENT</td>
<td>14</td>
</tr>
</tbody>
</table>
The line chart shows the respondent’s job position. The highest contribution is respondents from Manager/Assistant Manager position which is 82 respondents. The second highest was Executive position which is 62. The lowest contribution was from Head of Department position with 14 respondents.

4.5. Respondents Salary

<table>
<thead>
<tr>
<th>SALARY</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELOW 5,000</td>
<td>1</td>
</tr>
<tr>
<td>RM 5,000 - RM 9,900</td>
<td>41</td>
</tr>
<tr>
<td>RM 10,000 - RM 19,900</td>
<td>108</td>
</tr>
<tr>
<td>RM 20,000 - RM 29,900</td>
<td>36</td>
</tr>
<tr>
<td>RM 30,000 ABOVE</td>
<td>14</td>
</tr>
</tbody>
</table>

The table shows about the respondent’s salary. From the line chart, we can say that the highest contribution is from RM 10,000- RM 19,000 group with 108 respondents followed by RM5, 000 – RM9, 000 with 41 respondents. The lowest contribution is from salary group of below RM 5,000 with only 1 respondent.

4.6. Correlation Analysis

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Syllabus</th>
<th>Facilities</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td>Pearson Correlation</td>
<td>.094</td>
<td>.065</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.184</td>
<td>.360</td>
<td>200</td>
</tr>
<tr>
<td>N</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Facilities</td>
<td>Pearson Correlation</td>
<td>-.094</td>
<td>.064</td>
</tr>
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<td>.184</td>
<td>.367</td>
<td>200</td>
</tr>
<tr>
<td>N</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>School Performance</td>
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<td>.065</td>
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<td>200</td>
</tr>
<tr>
<td>N</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>
The table shows the correlation among the variables in this study which are Syllabus, Facilities and School Performance. Correlation is a statistical technique that can show whether and how strongly pairs of variables are related.

Correlation between Syllabus and School performance: Based on the table, the correlation for Syllabus and School Performance is 0.065 or 6.5%. There is a weak positive relationship between Syllabus and School Performance.

Correlation between Facilities and School Performance: Based on the table, the correlation for Facilities and School Performance is 0.064 or 6.4%. There is a weak positive relationship between Facilities and School Performance.

4.7. T-Test

The Independent Samples T-Test analyzes the method for two autonomous gatherings keeping in mind the end goal to see whether there is measurable confirmation that the related populace implies are altogether divergent.

4.7.1 Gender and School Performance

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Performance</td>
<td>Male</td>
<td>137</td>
<td>4.8584</td>
<td>.20019</td>
<td>.02479</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>63</td>
<td>4.8794</td>
<td>.24505</td>
<td>.03087</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
<th>Levene’s Test for Equality of Variances</th>
<th>1-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Performance</td>
<td>Equal variances assumed</td>
<td>.623</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table, there are 137 male respondents and 63 female respondents. The mean School Performance for Male is 4.8584 and the mean School Performance for Female is 4.8794.
The table shows the Levene’s test for equality of variances between Male and Female. We reject if p-value < α=0.05. Since the p-value is 0.431 > α=0.05, we fail to reject. Therefore, we can conclude that there is no mean difference between Male and Female.

The Confidence interval is between -0.10408 and 0.06214 which is contain zero so we can say that there is no significance difference between Male and Female.

4.7.2. ANOVA

The One-Way ANOVA ("examination of change") looks at the methods for at least two self-sufficient gatherings to see if there is measurable confirmation that the related populace implies are essentially unique.

<table>
<thead>
<tr>
<th>Between-Subjects Factors</th>
<th>Value Label</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Level</td>
<td>SPM</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Bachelor Degree</td>
<td>152</td>
</tr>
</tbody>
</table>

This table shows the mean and standard deviation for each combination of the groups of the independent variables (Educational Level, Salary and Job Position).

<table>
<thead>
<tr>
<th>Tests of Between-Subjects Effects</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>2.378*</td>
<td>35</td>
<td>.088</td>
<td>809</td>
<td>.679</td>
</tr>
<tr>
<td>Intercept</td>
<td>469.727</td>
<td>1</td>
<td>469.727</td>
<td>6010.513</td>
<td>.000</td>
</tr>
<tr>
<td>Educational Level</td>
<td>.392</td>
<td>4</td>
<td>.098</td>
<td>1.255</td>
<td>.290</td>
</tr>
<tr>
<td>Salary</td>
<td>.173</td>
<td>4</td>
<td>.043</td>
<td>.555</td>
<td>.696</td>
</tr>
<tr>
<td>Job Position</td>
<td>.332</td>
<td>4</td>
<td>.083</td>
<td>1.061</td>
<td>.378</td>
</tr>
<tr>
<td>Educational Level * Salary</td>
<td>.555</td>
<td>3</td>
<td>.052</td>
<td>.662</td>
<td>.576</td>
</tr>
<tr>
<td>Educational Level * Job Position</td>
<td>.239</td>
<td>4</td>
<td>.057</td>
<td>.732</td>
<td>.571</td>
</tr>
<tr>
<td>Salary * Job Position</td>
<td>.522</td>
<td>12</td>
<td>.044</td>
<td>.557</td>
<td>.874</td>
</tr>
<tr>
<td>Educational Level * Salary * Job Position</td>
<td>.108</td>
<td>3</td>
<td>.036</td>
<td>460</td>
<td>.711</td>
</tr>
<tr>
<td>Error</td>
<td>12.817</td>
<td>164</td>
<td>.078</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4748.440</td>
<td>200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>15.105</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

R Squared = .157 (Adjusted R Squared = -.023)
The table shows about the independent variables and their interaction. For Educational Level, there is no significance difference in mean since the p-value $= 0.290 > \alpha=0.05$. For Salary, there is no significance difference in mean since the p-value $= 0.696 > \alpha=0.05$. For Job Position, there is no significance difference in mean since the p-value $= 0.378 > \alpha=0.05$.

For interaction between Educational Level and Salary, there is no significance difference in mean since the p-value $= 0.576 > \alpha=0.05$. For interaction Educational Level and Job Position, there is no significance difference in mean since the p-value $= 0.874 > \alpha=0.05$. For interaction Salary and Job Position, there is no significance difference in mean since the p-value $= 0.874 > \alpha=0.05$. For interaction Educational Level, Salary and Job Position, there is no significance difference in mean since the p-value $= 0.711 > \alpha=0.05$.

5. CONCLUSION AND RECOMMENDATION

The main purpose of this study is to identify the factors that most contribute to the parent’s decision making to send their children to private schools. There were four hypotheses being proposed and this research would make a conclusion for all the hypotheses. The first hypothesis is school syllabus contribute the most on parent’s decision making in choosing private schools for their children was not supported since the correlation between school syllabus and school performance is only 6.5%.

The second hypothesis is school facilities contribute most on parent’s decision making in choosing private schools for their children was not supported since the correlation between school syllabus and school performance in only 6.4%.

The third hypothesis is there is a mean difference between gender and the school performance on parent’s decision making in choosing private schools for their children was not supported. The p-value for Gender is less than $\alpha=0.05$ therefore we can conclude that there is no mean difference between gender and school performance.

The forth hypothesis is there is a significance difference between Education Level, Job Position and Salary towards School Performance. All the independent variables and the interactions give p-value $> \alpha=0.05$. Therefore, we can conclude that there is no significance difference between Education Level, Job Position and Salary towards School Performance. As a conclusion, there is no differences of factors based on the socio-demographic background of a student’s parents.

Recommendation

On the further research, the researcher should conduct more quantitative study in Selangor and study about the information about private schools especially examining the reasons that may affect the parent’s decision making and what type of criteria they are seeking when deciding. This study seeks to explore the other factors that influence the parent’s decision making in choosing private schools for their children.

Besides that, the researcher should study more on other variables that may enhance the relationship between independent variables and dependent variables towards the parent’s decision making in choosing private schools for their children. Other than that, researcher should find more sample of the respondents in order to produce more accurate and reliable result.
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