

Education Level Amongst Natives in Malaysia

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Abstract

Malaysia is a country consisting of various races including Malays, Chinese, Indians and others. Among the many races here in Malaysia, natives or Orang Asli what we call here in Malaysia, is one of them. The people of Orang Asli consist of various different sub ethnics. Officially there were three major group ethnics among Orang Asli which are Negrito, Senoi and Melayu Asli. Our objectives in this study were to investigate the difference in family income for education level and to determine the difference in Orang Asli's attitude for the level of education. With this study we can access the quality of education level amongst Orang Asli considering their unique customs. Besides that, we can understand clearly the development of education amongst Orang Asli throughout years of programs offered by the government of Malaysia. Our population was Orang Asli located in Perak, a state in Malaysia. The target sample was 126 people of Orang Asli from Kampung Batu 5, Batu 6, Batu 8 and Batu 14 in Tapah, Perak. The research design used for this study was cross-sectional research. Convenience sampling was used for the sampling technique in this study. Questionnaires were distributed during the visit to the village. For the statistical technique Analysis of Variance (ANOVA) and Independent t-test we used. Next the difference between income family and education level and differences between education level and total scale of attitude were shown for the findings and results. Based on this study, with the low score levels in the three aspects studied upon the Orang Asli, we can conclude that Orang Asli in Malaysia were still lacking in the level of attitude, family social and family income.

Keywords: Education, Kruskal-Wallis, Natives, Tapah

1. INTRODUCTION

The citizens of Orang Asli in Malaysia were a small community living in rural areas all around Malaysia and they were bumiputras. The people of Orang Asli consist of various different sub ethnics. Officially there were three major group ethnics among Orang Asli which are Negrito, Senoi and Melayu Asli. The ethnics of Senoi and Negrito were classified into six small sub ethnics. While the Melayu Asli can be divide into seven small sub ethnics (Wijnen, 2001). A majority of the Orang Asli do not emphasis the importance of education among them. This problem has long been existence and was still yet to be an issue among them. Research shows that almost 50 percent of Orang Asli students drop out of their studies after year six of primary school (Fatan Hamamah, 2008), and a total of 39.1 percent of Orang Asli students who finished year six of primary school did not registered for form one secondary school (JHEOA, 2008) and only 30 percent of Orang Asli students who successfully finished their secondary school education, which is half of the average nation (Kementrian Pendidikan Malaysia, 2012). Dropout rate of Orang Asli students was higher amongst secondary school students compared to primary school students. According to Basir Zahrom, Berita Harian (22 Disember, 2008) there were still amongst Orang Asli being left out while striving for proper education. Indigenous people should step out of their comfort zone in search of proper education. Orang Asli should understand that proper education was a transmission process in formal and non-formal education. Student of Orang Asli could not adapt themselves with the new environment we live in. A clash of customs occurs causing the rich to discriminate the poor.

Virtue can be observed through what was prioritized and made important by an individual (Henry and Reyna, 2007). A virtue can give a big impact in life regarding the development of a person (Suzana, 2002). According to Horrobin (2006), a virtue came from an individual and that individual had the necessary characteristics. One of the characteristics was they interact with their environment. In a nutshell, virtue is closely defined to what a person wants. Therefore, commitment was highly needed in obtaining a particular virtue. A virtue is developed through three processes which are; socialization process which sharing trusts concerning an ideal objective which allows the procedure to achieve the goals. The usefulness and importance in getting the needs compared to trust. A virtue is developed through experiences, more importantly temptations, comfort and painful experiences (Higgins, 2005).

According to Collin Nicholas (July 2006) "To illustrate the point, I can cite the case of the Semai community in Woh, Tapah where prior to 1993 no Orang Asli went to school from that area. However, a parent then was very keen for his child to attend school and asked JAKOA to help with transport. The JAKOA agreed on the condition that there are more students in order to justify the cost of hiring a school van monthly. With this assurance, 18 children began school within a month. Clearly it was not the case of "poor attitude" of the parents

towards education". It clearly shows that, the level of poverty amongst Orang Asli has been the cause of Orang Asli children to be lacking in education in Malaysia. This phenomenon can be changed with the help in the developing and plighting them, so the children of Orang Asli can obtain a consistent education with other bumiputras. Poverty is some sort of a culture that is difficult to be extinct. Hence, children of Orang Asli are more likely to absorb the basic values and behaviors through poverty.

Based on previous research, there are three main factors that influence the level of education among children of Orang Asli. The factors were family earnings, academic achievement of the parents and parent occupation. All three factors play a vital role in the education level of children of Orang Asli. According to (Johari Talib, 2002), the correlation between parenting style and the child's personality was still yet to be the main factor in deciding a child's academic achievement applied in all level of social status. Children from upper class social were easier to adapt in education because they have been exposed to education by their parents. Meanwhile, children of Orang Asli who comes from lower social class are not being exposed to education due to deficient. This clearly shows that family was a main deciding factor in education for children of Orang Asli. (McLoyd, 1990) concludes that "poverty and economic loss diminish the capacity of supportive, consistent, and involved parenting, a major mediator of the link between economic hardship and parenting behavior is psychological distressed derived from an excess of negative life events, undesirable chronic conditions, and the absence and disruption of marital bonds, economic loss and poverty affect children indirectly through the impact on parents' behavior toward the child and father-child relations under conditions of economic hardship depend on the quality of relations between the mother and father". Besides that, the large size of the family cause limited source of finance needed to be distributed into smaller portion causing lower social status. A theory called proximal home background which emphasis the important aspects regarding the environment of children such as cognitive, social emotions, physical stimulation between family members may aid in the development of children. Therefore, our objective in this study was to investigate the difference in the family income and attitude for education level.

2. METHODOLOGY

The population of this study was Orang Asli located in Perak. The target sample was Orang Asli living in Kampung Batu 5, Batu 6, Batu 7, Batu 8, Batu 14, Batu 17 and Kampung Orang Asli Pos Woh. The sample size of the study was 126. We did calculate the sample size based on the three variables which were family, attitude and financial using two proportion formula. We set significant value as 0.05 and the power of the study was 0.95 to calculate the sample size for all variables. We took the highest value among the variables and include it with 20% missing data. The research design used cross-sectional research. It concerns with the variable of family social which consists of further, encourage, concern, allow, advice, manner, supporter, relationship and total family. Besides that, another variable was attitude which includes focus, perform, knowledge, ambitious, influenced, motivate, attitude, prepare, recode influence and total attitude. Moreover, the dependent variables consists of financial, work, status, sibling, income, earning and depend. Furthermore, the independent variable was education level. The sampling technique used was convenience sampling method. There were numerous procedures has been done while completing this study. We did get approval letter from the Head Director of Jabatan Kemajuan Orang Asli (JAKOA), then we went to the JAKOA office in Tapah to assist us informing the head of every village regarding our research visit. Questionnaires were distributed during our visit to the villages. The inclusion criteria were only respondents of Orang Asli ages 12 years old until 60 years old. We use questionnaires to collect data that were related with the study. The questionnaires were distributed to the respondents with different family background. The statistical techniques used were Kruskal-Wallis test to determine the difference between income family and total scale of attitude towards education level. The statistical software used was IBM SPSS 21 (IBM Corp., 2012).

3. RESULTS

To determine the differences between income family and education level, we proposed to use the Analysis of Variance (ANOVA) on the statistical method. Because of our data did not meet the stringent assumptions of the parametric techniques we decided to use the non-parametric test. To obtain the result we analyze the data that we get from the survey using the non-parametric test which is Kruskal-Wallis Test analysis. We want to test on the variable education level and family income amongst the Orang Asli. Based on the result, total of 126 Orang Asli from four different villages participants were interviewed in this study. We did check the assumption of normality and found that all groups were not normally distributed. From our survey, we can see that the perspective among Orang Asli regarding the importance of education level remains the same throughout different villages and backgrounds.

Table 1: Comparison on median education level between none, primary school, secondary school, diploma and degree level based on family income. (N = 125)

Variable	n	Median (IQR)	Chi-square ^a	p-value
Education level			22.044	< 0.001
None	9	700 (650)		
Primary school	31	600 (550)		
Secondary school	71	800 (700)		
University level	14	1600 (1075)		

^a Kruskal-Wallis Test

Based on table 1, we found that there were statistically significant difference on education level between none, primary school, secondary school and university level based on family income since the p-value was less than 0.05 (p-value = <0.001, Chi-Square = 22.044).

Table 2: Comparison on median education level based on family income (N = 125)

Variable	Median (IQR)		Z-stats ^a	p-value
Family income	None	Primary school		
	700 (650)	600 (550)	-0.325	0.745
	None	Secondary school		
	700 (650)	800 (700)	-0.741	0.495
	None	University level		
	700 (650)	1600 (1075)	-3.030	0.002
	Primary school	Secondary school		
	600 (550)	800 (700)	-1.654	0.098
	Primary school	University level		
	600 (550)	1600 (1075)	-4.534	< 0.001
Secondary school	University level			
800 (700)	1600 (1075)	-3.862	< 0.001	

^a Mann-Whitney Test

Furthermore, the subsequence analysis using multiple comparisons were done using Mann-Whitney Test procedure and found that there were 3 pairs of groups were statistically difference since the p-value less than 0.017 using the Bonferroni adjustments: “None level and University level” [Z-stats: -3.030 ; p-value: 0.002], “Primary school and Primary school” [Z-stats: -4.534 ; p-value: <0.001] and “Secondary school and University level” [Z-stats: -3.862 ; p-value: <0.001]. This result can be seen on table 2.

Next, to determine differences between education level and total scale of attitude. In previous chapter, we proposed to use the Analysis of Variance (ANOVA) on the statistical method. Because of our data did not meet the stringent assumptions of the parametric techniques we decided to use the non-parametric test. To obtain the result we analyze the data that we get from the survey using the non-parametric test which is Kruskal-Wallis Test analysis. We want to test on the variable education level and total scale of attitude.

Table 3: Comparison on median education level between none, primary school, secondary school, diploma and degree level based on total scale of attitude. (N = 125)

Variable	N	Median (IQR)	Chi-square ^a	p-value
Education level			34.386	< 0.001
None	9	14 (3)		
Primary school	31	28 (8)		
Secondary school	71	30 (8)		
University level	14	35 (5)		

^a Kruskal-Wallis Test

Based on table 3, we found that there were statistically significant difference for education level between none, primary school, secondary school, diploma and degree on total scale of attitude since the p-value was less than 0.05 (p-value = <0.001, Chi-Square = 34.386).

Table 4: Comparison on median education level based on total scale of attitude (N = 125)

Variable	Median (IQR)		Z-stats ^a	p-value
	None	Primary school		
Total scale of attitude	14 (3)	28 (8)	-4.461	< 0.001
	None	Secondary school		
	14 (3)	30 (8)	-4.675	< 0.001
	None	University level		
	14 (3)	35 (5)	-3.978	< 0.001
	Primary school	Secondary school		
	28 (8)	30 (8)	-1.439	0.150
	Primary school	University level		
	28 (8)	35 (5)	-3.353	0.001
	Secondary school	University level		
30 (8)	35 (5)	-2.939	0.003	

^a Mann-Whitney Test

Furthermore, the subsequence analysis using multiple comparisons were done using Mann-Whitney Test procedure and found that there were 5 pairs of groups were statistically difference since the p-value less than 0.017 using the Bonferroni adjustments: “None level and Primary school level” [Z-stats: -4.461 ; p-value: <0.001], “None level and Secondary school level” [Z-stats: -4.675 ; p-value: <0.001], “None level and University level” [Z-stats: -3.978 ; p-value: <0.001], “Primary school and University level” [Z-stats: -3.353 ; p-value: 0.001] and “Secondary school level and University level” [Z-stats: -2.939 ; p-value: 0.003]. This was summarized on table 4.

4. DISCUSSION

Based on our study, we can conclude that sources of income and their economic were dependent on forest products and handcraft made by them. In fact from that, they face a lot of financial problem to further their study. Since we knew that the economy and financial status among Orang Asli was not at its best state, it was rather difficult for them to keep a stabilized financial status. On the other hand, what we could obtain from other journals that discussed about the Orang Asli regarding their income, they found that some of the communities did not have a regular income. Most of the respondents had their income at around RM 600 to RM 1000 only. This was contributed to the fact that they did not have enough monthly income to support their monthly expenses. However, they were still able to continue their everyday lives by relying on the side of cultivated crops for their livelihood. Expenditures used to purchase essential commodities like sugar, rice, salt and other acquired towns around Cameron Highlands or through a mobile that comes to their villages (Selvaratnam, D. P., et al. (2012)).

Our findings showed that there was a difference between the attitudes of the indigenous people according to the level of education. Their attitude at taking it easy when it comes to education and influence of peers is one of the reasons why they did not pursue until a high stage. Attitude shown will influence a person's level of their education. Once, they were less exposed to the importance of education, however now the importance of education has grown extensively in indigenous groups on the government's efforts to take the initiative to give them the opportunity to further their study. No one was exposed through the mass media about the opportunities provided by the government causing the educational level among Orang Asli to be at a low level. Only some indigenous communities were able to focus on learning while in the classroom and ready before entering the classroom or examinations, then only a small number were able to achieve good marks in the examination. Many of those who were determined to continue their education because they knew the importance of interest in developing themselves, but there were some

constraints that led to their desired unfulfilled. According to (Salleh, M. J. and A. R. Ahmad, 2009) “the survey showed that awareness among indigenous children has long existed but the influence of culture was narrowing their mentality to change the standard of living”. This study also showed that parents were aware of the fact the importance of education, where they were willing to send their children to learn far from their houses. Since many parents realized the fact that they could no more assist their children regarding their studies, parents of Orang Asli are more than willing to send their children to boarding schools.

5. CONCLUSION

The environment and condition of their villages and housing area were lacking development. Absents of important infrastructures and comfortable hospitality in their villages and housing area were also one of the main reasons for their under development. Many of their children had the same perspective and mentality of their parents, making it difficult for them to succeed in education. Based on this research we can conclude that

government, teachers and the community should cooperate in improving knowledge and foster positive attitude amongst natives to increase their awareness on education. This is because based on the three aspects that we analyzed, attitude, family social and family income were still at a low level. However Orang Asli today are now slowly understanding the importance of having a good education. They support the government's initiatives on providing them opportunities to further their studies let it be through education or learning skills that could promote them into the job market.

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