Family Factors and its Impacts on the Direction of Community Education in The Region of Sabah

Ahmad Al-Munzir Ridzuan
Kolej Komuniti Lahad Datu
munzir5059@gmail.com

Anis Mastura Ahmad Fuad
Kolej Komuniti Lahad Datu
anismastura.ahmadfuad@gmail.com

Abstract

The aim of this study is to identify the family factors and their impact on the direction of education among the community in Sabah. Currently, there are estimated 3.91 million people living in Sabah. The family factor in this study refers to three elements; which are family economy, family education level and family motivation. This study is a quantitative by using surveys as a data collection instrument. A total of 384 individuals among the population in Sabah were involved in this study. The information obtained was analyzed using Statistical Package for the Social Sciences (SPSS) version 26. The statistical analysis used in this study was descriptive and inferential analysis. The findings of the study found that family factors such as family economy, family education level and family encouragement have a significant effect on the direction of community education in the region of Sabah. The discoveries of the examination found that family factors like family economy, family education level and family encouragement significantly affect the direction of community education in the region of Sabah. In addition, the three factors are interrelated and mutually influential with each other.

Keywords: family factors, education direction, Sabah community

1.0   Introduction

Education is very important in developing country's economy and individual's success in life. Almost everyone accepts the fact that education is one of the important instruments or channels in generating a paradigm shift to produce dynamic individuals in life. Besides, education is also one of the main agenda in the development of a country as it can support the attainable and sustainable development which will indirectly affect the quality and civilization of a nation (Steyn, Vos & Beer, 2018).

The government plays an important role in the development of national education. It includes provide proper education, take care of teacher's welfare and avoid making education as political medium. The government has distributed most of the country's annual allocation to the education sector. If we look at the budget in 2021, the education sector has received the largest allocation compared to other sectors, which is 50.4 billion Ringgit Malaysia (Mutalib, 2020). This allocation is a government investment with a very high potential for human resource development to give an excellent return on the country's social and economic development.

In Malaysia, the level of the national education system can be categorized into five, namely, preschool, primary, secondary, post-secondary and higher

education. Each level of these education system has a specific philosophy and purpose to develop the intellectual, spiritual, emotional and physical potential of its target audience. In fact, the great education system is not only determined by the factors of educational institutions alone, but the factors of the family at home will also severely affect one's education. In this context, family refers to the entire household consist of husband, wife and children.

Parent is the child's first teacher and they are the earliest individuals to give and design the direction of education for their children. This matter coincides with the words of the Prophet SAW which means "Every child that is born is like a white cloth (*fitrah*), it is the parents who are responsible for coloring and shaping it whether to be a Jew, Christian and Magian. Thus, the failure of the family in carrying out its functions properly, will give negative impacts to the individual. The impact will not only affects the individual, but also will affects the ecosystem of society and the country.

2.0   Problem statement

Family factor is one of the important factors in mapping the direction of an individual's education. In this case, one of the states in Malaysia that should be given attention in terms of education is Sabah. Sabah is in the lowest position in terms of educational achievement as compared to other states in Malaysia (Ralon, 2019). From the aspect of educational infrastructure, there are 1,322 preschools, 1074 primary schools, 222 secondary schools (*Bilangan sekolah rendah dan menengah mengikut jenis sekolah, lokasi dan kategori,* 2018) and 38 higher learning institution.

There are a total of 317,995 primary school students who are attending study sessions in 1,322 primary schools throughout Sabah while 200,785 students are attending study sessions in secondary schools in 222 secondary schools throughout Sabah (Narudin, 2020). The total of these two levels of study is 13 percent of the total population in the province of Sabah, which is 3.91 million people.

However, the out-of-school rate for the primary school in Sabah is around 0.10 percent or equivalent to 3,910. On the other hand, the out-of-school rate in secondary school is higher which is around 1.18 percent or equivalent to 46,138 people from the total population in Sabah (Hasnan, 2017). Based on the report by UNICEF, boys are more likely to be out of school, starting from preschool until secondary schools.

Statistics in 2020 shows there are a total of 31,400 graduates from various levels of higher education who come from the province of Sabah (Poket Stats Sabah ST1, 2021). However, the number is still low because this is only 0.8 percent of the total population in Sabah.

In reality, Sabah is a rich state but the community here are among the poorest in Malaysia. In 2019, Sabah has recorded 6 percent of Malaysia's total Gross Domestic Product (GDP) and RM4.2billion revenue collection (Poket Stats Sabah ST1, 2021). According to Khan (2020), Sabah is the fifth largest contributor to GDP which is around 5 to 5.5 percent per year but the average

monthly income of the community is among the lowest in Malaysia. Therefore, it is not surprising why the majority of families in Sabah are below the national poverty line.

Therefore, what family factors affect the direction of community education in Sabah? Accordingly, this study will analyze the family factors and their impact on the direction of community education. The findings of this study will provide an overview of several family factors that affect the direction of an individual, namely the family economy, family education level and family encouragement, especially in the region of Sabah.

3.0   Research Objectives

In general, the objective of this study is to identify family factors and their impact on the direction of community education in Sabah. Specifically, the objectives of this study are as follows:

(1) Identify the differences in family factors, which are family economy, family education level and family encouragement with the direction of community education in the province of Sabah based on gender.

(2) Identify the differences in family factors, which are family economy, family education level and family encouragement with the direction of community education in the province of Sabah based on current educational status.

4.0   Hypotheses

Ho1: There is no significant difference between family factors such as family economy, family education level and family encouragement with the direction of community education in Sabah based on gender.

Ho2: There is no significant difference between family factors such as family economy, family education level and family encouragement with the direction of community education in Sabah based on educational status.

5.0   Literature Review

The direction of an individual's education is influenced by various factors such as personal and institutional factors. Personal factors can be assessed from few aspects such as gender, age and attitude. On the other hand, institutional factors can be reviewed from the aspects of parental, teacher and media influence (Getie, 2020). However, this study only focuses on family factors and their impact on the educational direction of the community as it is an important foundation to the direction of an individual. Besides, family influence children's learning behavior as they are the primary environment that the children exposed to (Li & Qiu, 2018). In fact, parental financial support plays a greater influence in one's education (Moneva, Pestano & Vertulfo 2020).

Cultural capital, on the other hand, refers to experiences related to personal or institutional education (Huang, 2019). In addition, cultural capital can also be seen from the aspect of habit formation in a family (Yousefi, Sepehrnia & Ghahroudi, 2018). It is in line with the findings of Li and Qiu (2018),

the authors found that family educational background is a factor that can affect the children. The cultural capital emphasizes that family culture and environment determine children's educational aspirations and performances. Ceka & Murati (2016) found that parents with low educational backgrounds find it difficult to guide their children to cultivate education can be considered. In addition, the educational level of parents has a relationship with the educational continuity of their children (*Strengthening online learning when schools are closed: The role of families and teachers in supporting students during the COVID-19 crisis*, 2020). Therefore, the educational level of parents is one of the factors in determining the direction of an individual's education.

In this context, emotional capital refers to the role played by an individual in fostering relationships among family members (Cottingham, 2016). The results of Darling & Lippman (2016) study found that emotional capital is closely related to children's emotions. Therefore, parents need to give encouragement and encouragement related to education to their children.

Ultimately, an individual's educational process starts from his or her family institution (Thomas, Liu & Umberson 2017). Fostering the importance of education from an early age can sparks the children's interest in education. Besides, the children will aware on the encouragement given by their family which will leave a positive impact on the children.

6.0   Conceptual framework

Based on the above discussion, a conceptual framework of the study has been constructed as in Figure 1. Gender and education status are the independent variable, while the dependent variables are family economy, family education level and family encouragement. Thus, the conceptual framework of this study assumes that family factors have an important role in determining one's educational direction.
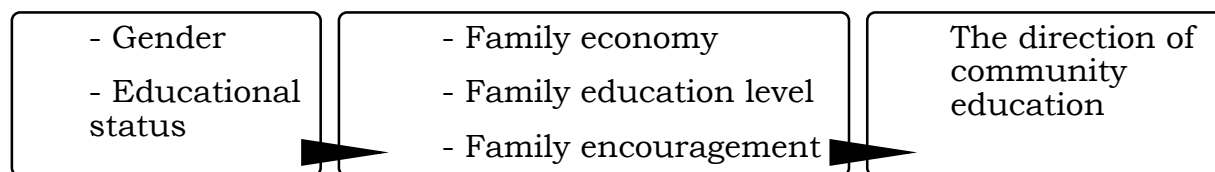
| - Gender
- Educational status | - Family economy
- Family education level
- Family encouragement | The direction of community education |

Figure 1: A conceptual framework that shows the relationship between the main concepts of the study.

7.0   Research methodology

This study utilizes a survey as the quantitative research strategy. The quantitative method used is to collect data involving a large sample of individuals of interest relatively quick. In this study, the method used is through the distribution of questionnaires with numerically rated items. It is an appropriate approach in gathering education-related information.

A pilot trial of the survey was conducted for instrument reliability test (reliability) of the questionnaire before it is being distributed to the actual target

audience. In general, the number of samples of this test does not require a large number of samples. Therefore, this study has adopted the recommendation of Johanson and Brooks (2010) that is at least 30 people only. The pilot study was carried out by distributing the questionnaire to 30 employees of Lahad Datu Community College starting from top management staff to contract support staff. The findings of this test found that each variable had high reliability. Besides, it was found that the questions were clear and easy to understand. Details for all variables are shown in Table 1.

Table 1: Cronbach's Alpha Item Reliability Value

Variables	Number of Items	Alpha value
Family economics	4	0.969
Family education level	4	0.864
Family encouragement	6	0.845

The actual data collection process of this study involved a total of 384 respondents consisting of communities living in the province of Sabah. This sample selection uses a simple random sampling method. This sample size is adequate for populations of 1 million and above (Krejcie & Morgan, 1970). Following the current COVID-19 pandemic, the survey form distribution and data collection were done by using Google Forms. The questionnaire comprises of four parts; demographic information, family economy, family education level, and family encouragement.

In response to each question, the following scoring for 6-point Likert scale was used; (1) Strongly disagree/strongly incorrect, (2) disagree/incorrect, (3) disagree/less correct, (4) somewhat agree/somewhat correct, (5) agree/correct and (6) strongly agree /very precise. The use of this 6-point Likert scale is due to its progressive nature while preventing respondents from being neutral in expressing their views (Neuman, 2014).

The data were analysed using descriptive and inferential statistics. The descriptive statistics were used to describe the background information of the participants. Independent t-test was applied to know the association of family factors with the direction of community education in the province of Sabah based on gender and current educational status.

8.0 Findings and discussion

The findings of this section are specific to achieve the objectives, which are; (1) to identify differences in family factors, namely family economy, family education level and family encouragement with the direction of community education in Sabah based on gender, (2) to identify differences in family factors namely family economy, family education level and family encouragement with the direction of community education in the province of Sabah based on current educational status.

Preliminary research found that these three factors affect the direction of community education, which are family economy, family education level and

family encouragement. The first step in testing the null hypothesis that has been mentioned earlier is through the calculation of the mean score for each variable by using SPSS software. Table 2 shows the interpretation of the mean scores used.

Table 2: Mean score interpretation

1.00 – 2.00	Low
2.01 – 3.00	Moderate-low
3.01 – 4.00	Moderate-high
4.01 – 5.00	High

Source: Nunnally and Berstain (1994)

Next, an independent t-test will be used to examine whether there are differences between the three factors on the direction of community education in Sabah based on the influence of gender and current educational status.

The significance level used for this method was α = 0.05. Therefore, if p<α, then the null hypothesis that has been put forward is rejected while if p>α, then the null hypothesis that has been put forward cannot be rejected.

HO1: There is no significant difference between family factors such as family economy, family education level and family motivation with the direction of community education in Sabah based on gender.

Table 3 shows the mean values and standard deviations for the three family factors based on gender.

Table 3: Mean values and standard deviations of family factors based on gender (N=384)

Family factors	Gender	n	Mean value	Standard deviation	SE
Economics	Male	108	3.2569	1.33975	0.12892
	Female	276	3.3252	1.53934	0.09266
Educational level	Male	108	2.2500	1.06944	0.10291
	Female	276	2.1603	1.08602	0.06537
Encouragement	Male	108	1.4676	0.83581	0.08043
	Female	276	1.4444	0.79171	0.04766

Table 3 shows the distribution of mean and standard deviation related to gender differences with three family factors. The mean value of family economic factors for males is moderately high at 3.2569 and the standard deviation is 1.33975. On the other hand, the mean value for females is also moderately high at 3.3252 and the standard deviation is 1.53934. Analysis of the data obtained showed that the mean value difference between the gender is -0.06824 and the standard deviation difference is 0.16868.

The mean value of the family education level factor for males is moderately low which is 2.2500 and standard deviation 1.06944 while for females, the mean value is also moderately low which is 2.1603 and standard deviation 1.08602.

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Analysis of the data obtained showed that the mean value difference between the two factors of family education level was -0.08967 and the standard deviation difference was 0.12274.

Furthermore, the mean value of the family motivation factor for males is low which is 1.4676 and standard deviation 0.83581 while for females, the mean value is also low which is 1.4444 and standard deviation 0.79171. Analysis of the data obtained showed that the mean value difference between the male's and female's family motivation factors was 0.02315 and the standard deviation difference was 0.09129.

Based on the values that have been presented above, the economic factor of the family is a factor that affects the direction of community education compared to the factors of the level of family education and family encouragement. However, if examined in more detail from the aspect of the difference in mean values for the three factors, the difference is small. Therefore, the difference in the mean value should be determined whether it is significant or not. This can be done by referring to the t-test findings in Table 4.

Table 4: The t-test analysis was independent of gender.

Family factors	t value	Mean difference	Significant value (p<0.05)
Economics	0.405	- 0.6824	0.686
Educational level	0.731	- 0.08967	0.465
Encouragement	0.254	0.02315	0.800

Table 4 shows that the mean differences for the three family factors as in Table 3 are not significant. This is because, for family economic factors, the value of $p = 0.686 > 0.05$. Similarly, the family education level factor that obtained a value of $p = 0.465 > 0.05$ and the family motivation factor that obtained a value of $p = 0.800 > 0.05$. In conclusion, the findings of using this independent t-test prove that there is no significant difference between family economic factors, family education level and family motivation with the direction of community education in Sabah based on gender. Therefore, there is no conclusive evidence to reject the first hypothesis (H01).

H02: There is no significant difference between family factors and the direction of community education in Sabah based on educational status.

Table 5 shows the mean values and standard deviations of the three family factors based on current educational status.

Table 5: Mean values and standard deviations of the influence of family factors based on current educational status (N=384)

Family factors	Study status	n	Mean value	Standard deviation	SE
Economics	Currently enrolled	234	3.5449	1.47461	0.09640

Educational level	Not enrolled	150	2.9333	1.42652	0.11647
	Currently enrolled	234	2.2062	1.04587	0.06837
	Not enrolled	150	2.1533	1.13582	0.09274
Encouragement	Currently enrolled	234	1.4316	0.79569	0.05202
	Not enrolled	150	1.4811	0.8185	0.06670

Table 5 shows the distribution of mean and standard deviation of t-test related to the differences of three family factors namely economy, educational level and motivation based on current educational status. The mean value of family economic factors for respondents who are studying is moderately high which is 3.5449 and the standard deviation is 1.47461 while the mean value for respondents who are not studying is moderately low which is 2.9333 and standard deviation is 1.42652. Analysis of the data obtained showed that the mean value difference between the two's family economic factors was 0.61154 and the standard deviation difference was 0.15230.

The mean value of the family education level factor for respondents who are studying is moderately low which is 2.2062 and standard deviation 1.04587 while for those who are not studying, the mean value is moderately low which is 2.1533 and standard deviation 1.13582. Analysis of the data obtained showed that the mean value difference between the two factors of family education level was 0.05286 and the standard deviation difference was 0.11316.

Furthermore, the mean value of family motivation factor for respondents who are studying is low which is 1.4316 and standard deviation 0.79569 while for respondents who are not studying, the mean value is also low which is 1.4811 and standard deviation 0.81685. Analysis of the data obtained showed that the mean value difference between the two's family encouragement factors was -0.04949 and the standard deviation difference was 0.08410.

Based on the values that have been presented above, the economic factor of the family is a factor that affects the direction of community education compared to the factors of the level of family education and family encouragement. However, if examined in detail from the aspect of the difference in mean values for the three factors, the difference is small. Therefore, the difference in the mean value should be determined whether it is significant or not. This can be done by referring to the t-test findings in Table 6.

Table 6: Independent t-test analysis based on study status

Family factors	t value	Mean difference	Significant value (p<0.05)
Economics	0.4015	0.61154	0.072
Educational level	0.467	0.05286	0.641
Encouragement	-0.588	-0.04949	0.557

Table 6 shows that the mean differences for the three family factors as in table 9 are not significant. This is because, for family economic factors, the value of p = 0.0.072> 0.05. Similarly, the family education level factor obtained a value of p = 0.641> 0.05 and the family motivation factor obtained a value of p = 0.557> 0.05. In conclusion, the findings of using this independent t-test prove that there is no significant difference between family economic factors, family education level and family motivation with the direction of community education in Sabah based on educational status. Therefore, there is no definite evidence to reject the second hypothesis (H02).

Overall, the researchers found that family economic factors were the most dominant factor for these two hypotheses. This is in line with the findings of previous studies by Moneva et al., (2020). It was seen that the family economic factor has the result of sometimes based on the weighted mean when it comes to providing and supporting the needs of their children education. Next, it is followed by the factors of family education level and family encouragement.

9.0 Conclusion

This study was successful in achieving its objective which is to examine family factors and their impact on the direction of community education in the region of Sabah based on gender and current educational status. In conclusion, family factors such as family economy, family education level and family encouragement have a significant impact on the direction of community education in the region of Sabah. Generally, these three factors are interrelated and mutually influential with each other. Thus, family plays an important role in determining one's education.

10.0 Recommendation

This study generally only focuses on the community living in the province of Sabah. Therefore, the scope of this study can be expanded or narrowed further to ensure that the findings obtained are in accordance with the objectives of the study. If the research is extended to either cover all states and regions or some of them in Malaysia, it will highlight the direction of community education more holistically. However, if the research is scaled down, it will highlight the direction of individual education in an institution or group. Therefore, effective action can be put forward to improve the educational direction of the target audience.

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