

**THE DETERMINANTS OF ACADEMIC ACHIEVEMENTS  
AMONG STUDENTS OF UiTMKS, SARAWAK**



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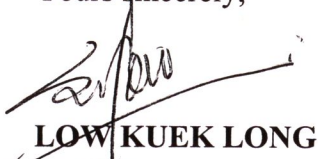
Dear Associate Professor,

**FINAL RESEARCH REPORT ON 'THE DETERMINANTS OF ACADEMIC  
ACHIEVEMENTS AMONG STUDENTS OF UiTMKS, SARAWAK'**

With reference to the above, I am pleased to submit three copies of the final research report entitled 'The Determinants of Academic Achievements Among Students of UiTMKS, Sarawak'.

Thank you.

Yours sincerely,

  
**LOW KUEK LONG**  
Leader  
Research Project

# TABLE OF CONTENTS

<b>Contents</b>	<b>Page</b>
Title Page	ii
Letter of Submission	iii
Research Group	iv
Acknowledgement	v
Table of Contents	vi-vii
List of Tables	viii-x
List of Charts	xi
Abstract	xii
<b>Chapter 1 - Introduction</b>	
1.0    Background of The Study	1
1.1    Objectives of The Study	2
1.2    Significance of The Study	4
1.3    Conclusion	5
<b>Chapter 2 - Review of Literature</b>	
2.0    Introduction	6
2.1    Studies In Developed Countries	7
2.2    Survey of Malaysian Studies	11
2.3    Conclusion	15
<b>Chapter 3 - Research Methodology</b>	
3.0    Introduction	16
3.1    Methodological Issues	16
3.2    Information Required	17
3.3    Target Population and Sampling Frame	18
3.4    The Survey	19
3.5    Statistical Analysis	19
<b>Chapter 4 - Preliminary Findings</b>	
4.0    Introduction	21
4.1    Gender and Ethnicity	21
4.2    Age Distribution by Sex	22
4.3    Birth Order	22
4.4    Guardian	23

## **ABSTRACT**

There is a paucity of systematic research on prediction of academic achievement at the tertiary educational level for Malaysian students despite the important role that universities play in the Malaysian communities. This study is an attempt to examine the relationship between prior achievement, socio-economic background, mass media environment and academic achievement at UiTM Samarahan Campus. This study found that prior achievement, career expectation, father's educational attainment and mass media environment, in particular reading in the English Language Medium contribute positively to academic achievement. On the other hand, findings of the study suggest that there is no meaningful relationship between attending pre-commerce classes and academic achievement.

# CHAPTER 1

## INTRODUCTION

### 1.0 Background of the Study

Education has long been recognized as one of the most important factors in a country's development. The result is a rapid expansion of education in developed as well as developing countries. In Malaysia, education is also recognized as an important investment in human capital. This has led to a rapid expansion of education, particularly secondary and tertiary education, over the last three decades. As a result, a substantial proportion of the country's resources has been allocated to education. In 1997, for instance, about 25 per cent of the recurrent public expenditure was expended on education (Malaysia, 1997). As the nation continues to devote more of its resources to education, the outcomes of education need to be assessed. Economists, for instance, have been concerned with the influence of education on earnings and labour market performance (Becker, 1975; Mincer, 1974; Rosen, 1977). Sociologists, on the other hand, have been concerned with the effects of education on occupational choice and mobility (Duncan *et al*, 1972). Others have gone on to examine the role of education on household production and health (Cochrane *et al*, 1980; Hinchliffe, 1986).

Since the potential outcomes or effects of education are many and varied, educational achievement measured by test score is still widely used to evaluate educational programmes. The public, parents and students generally value higher test