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**APPLIED RESEARCH PROJECT
ADS 555**

THE EFFECTIVENESS OF BOOK VOUCHER

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CHAPTER 1: INTRODUCTION

1.1 Introduction

This chapter focuses on the background of the study, which is about the effectiveness of book voucher (BB1M) towards students UiTM, Sarawak. Section 1.2 is discussing about the background of the study, Section 1.3 is focusing on the problem statement and Section 1.4 states the research questions. Section 1.5 explains about the research objectives, Section 1.6 is explaining about the scope of our study and Section 1.7 is focusing on the significance of the study. Section 1.8 explains about the definitions of terms and concepts and lastly, Section 1.9 explains about the limitation of the study.

1.2 Background of the study

School voucher systems come in a variety of flavors, one of them is 1Malaysia Book Voucher or Baucar Buku 1Malaysia (BB1M). The 1Malaysia Book Voucher or Baucar Buku 1Malaysia (BB1M) is an initiative by the Ministry of Higher Education (MOHE) in 2012 to help ease the financial burden of tertiary students all over Malaysia as well as help these students get better access to books and stationery that would help them with their studies.

This 1Malaysia Book Voucher or Baucar Buku 1Malaysia (BB1M) are been introduce in order to help the student all over Malaysia especially in IPTA and IPTS to buy a books and stationery for their academic purpose. Apart from that also, this

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Patrick J. Wolf (2008) has conducted a research called a School Voucher Programs: What the Research Says about Parental School Choice. The finding of the research will be the main reference in this study but the real path of the study is quite a different. This study was only focus in the co-relation between the school voucher programs to the policymaker and the general public with crucial information regarding what societal goals and are not advanced when parents are allowed to use public funds to enroll their child in a private school of their choosing but my study is examine the effectiveness of the book voucher to help the student in their study by the government program.

Another researcher, David Chan and Jason Tan (2008) also conducted the study on the relationship subsidy scheme school to the policymaker and the history and policy directions of the Direct Subsidy Scheme and independent schools in Hong Kong and Singapore respectively. In their findings, they manage to conclude that the distinct type of The findings indicate that the DSS and independent school schemes in both Hong Kong and Singapore are in line with the global trends of privatization. It is suggested that the governments of the two places have adopted different approaches in the implementations of their schemes. Meaning to say, different strategy or different mode of approaches of program of education are using into other country regarding the voucher program.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research Design

Research design is considered as a “blueprint” for research, dealing with at least four problems: which questions to study, which data are relevant, what data to collect, and how to analyze the results. The best design depends on the research question as well as the orientation of the researcher. Every design has its positive and negative sides. In sociology, there are three basic designs, which are considered to generate reliable data these are cross-sectional, longitudinal, and cross-sequential. Research design can be divided into fixed and flexible research designs (Robson, 1993). Others have referred to this distinction as ‘quantitative research designs’ and ‘qualitative research designs,’ respectively. However, fixed designs need not be quantitative, and flexible design need not be qualitative. In fixed designs, the design of the study is fixed before the main stage of data collection takes place. Fixed designs are normally theory driven; otherwise it’s impossible to know in advance which variables need to be controlled and measured. Often, these variables are measured quantitatively. Flexible designs allow for more freedom during the data collection process. One reason for using a flexible research design can be that the variable of interest is not quantitatively measurable, such as culture. In other cases, theory might not be available before one starts the research.

According to Kerlinger (1992), there are two types of variables which used in this research which is dependent variables and independent variables. Dependent variable