

The Influence of Value Orientation and Mindset among Orang Asli Parents Regarding Education

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Abstract

Various programs have been executed by the government to enhance the educational achievement of Orang Asli. As the result, 693 Orang Asli students successful graduated in IPTA from 2001 until 2010. However, there are Orang Asli students still shackled dropout problem and the absence of students in their schools. Before this, people often pay attention to the infrastructure aspects to address problem arising in improving their achievement in education. Another aspect that needs attention is through their behavior based on the value orientation and mindset. This study aims to identify the values orientation and mindset of Orang Kanaq and Orang Kuala parents regarding to education. The underlying value orientation of Orang Kanaq and Kuala parents based on ten theory of value by Schwartz (2012) self-direction, stimulation, hedonisms, power, security, conformity, tradition, benevolence, achievement and universalism. While mindset is based on two types of mindset by (2010), fixed and growth mindset. Further, the result indicates that every community are different in their value orientation and mindset. Research on the diversity that exist in the value systems and mindset able to help us explain why there are different in achievement and progress among members in social group. In a short, although many programs and training have been done by various government for Orang Asli, but this kind of activity need to be undertaken and strengthened to ensure their sustainability. Therefore, in order to devise education programs for Orang Asli, mindset and orientation value in education not negligible.

Keywords: Value, Mindset, Orang Asli, Education.

1. Introduction

Formal education among Orang Asli have strated since the British (Zainal Abidin 2012), when Richard Noone was appointed as Commissioner of Aboriginal Affairs. JHEOA established in 1954, formed the Department of Education to administer aboriginal education and ensure a better quality in education. The first establishment of schools is in Negeri Sembilan.

On 16 January 1995, a memorandum on the development of Aboriginal eduction has been signed which sets all Aboriginal schools operated by Jabatan Hal Ehwal Orang Asli (JHEOA) before this, was taken over by the Ministry of Education (MOE) (Zainal Abidin 2012; Juli 2012).

Until 2011, there are 93 National Schools (ASLI) which accommodates Orang Asli's student in Peninsular Malaysia (Suhaimi Safari 2012).

Starting from the beginning of the establishment of schools of Orang Asli in 1952 (2012) until now, the number of Orang Asli's students who successfully increased and continues to rise. However the level of education of Orang Asli is still too low compared with the other ethnic groups (Ramlee Abdullah & Faridah Mat 2012; Mustaffa Omar 2010). The number of dropout student of Orang Asli were at a high level of 1000 people from 2007 to 2011 (Suhaimi Safari 2012). This shows that the academic performance of Orang Asli are still not encouraging and dropouts still occur even though the percentage has decreased (Juli 2012).

According to Ramle Abdullah dan Faridah Mat (2012), efforts to develop in Orang Asli education face many problems such as the absence of students in their schools, achievement in examinations, teaching-learning problems besides the dropout problems. They added that some of the factors that can contribute to developing problems in Orang Asli education are closely linked to the Orang Asli students itself, culture, local environment and learning management. If this issues is not concern, Orang Asli community will continue dealing with the issue of adapting and continue to be marginalized form mainstream education.

Various responses to be received to answer this kind of questions. Most of the responses received often create a negative impression to the Orang Asli to explain why they difficult to developed. However, according to the Juli (2012) things have not seriously taken into account is the psychological aspect of the Orang Asli. During this time people often pay attention in infrastructure aspects. Another aspect that needs attention is their behavior based on value orientation and mindset. Keats (1986) believes that is complex and unstable resulting from a process of a long term development and most influenced by parents. Interaction between parents and children in parenting practices, is an important influence on their children's academic progress.

Therefore, this study aimed to investigate the effect of value orientation and mindset among Orang Kuala dan Orang Kanaq's parents related to education. By understanding the value orientation and mindset, we can figure out how to change the attitude of Orang Asli in a more comprehensive, taking into account the aspirations of Orang Asli community.

2. Literature Review

2.1 Value Orientation and Human Capital Development

Various studies on value orientation have been carried out to help group of society achieve a good life and explain how its affects the way they think and act in order to face the development challenge. Russo (1992) has evaluated value orientation of the majority choice by the Lummi (Native Americans). Lummi working on traditional industries such as deep-sea fishing, while the liquor trade is more recent trade. The success of their enterprise depends on the ability to dominate the population around them, the majority of white Americans. They are

aware of the world views of those with whom they are discussing, and of the similarities and differences between themselves and their neighbors. Knowledge also has produced a successful and harmonious relationship between the two cultural groups for many years. This shows the important in understanding each other's values.

The study by Mustaffa Omar (2010) has classified the six categories or sub-domain on three main axis, namely progressive, integrative dan expressive axis. In the study on Orang Asli and Malay community in Cameron, found that economic progressive values in Orang Asli still not comparable with Malay, besides explaining in why they are still plagued with economic problem although various rural development program have implemented. Orang Asli still hold strongly to integrative value in family life and society despite facing various influences and challenges from the outside as well as expressive value in art and aesthetics of the environment.

Fogarty and White (1994) have used questionnaire developed by Schwartz and Blisky (1990) to study the differences between value of indigenous students and non-indigenous students who studied at the Australia University. The study found that indigenous communities place more emphasis on the values associated with tradition, conformity and security and less emphasis on values related to achievement, direction, stimulation, hedonisms and benevolence. Therefore, indigenous communities adhering to values described by Schwatz et al. (1990) as a collective goal of which is contrary to the individualistic.

2.2 The Influence of Mindset in Self Potential

The ability of an individual or group to success also lies in the mindset of the individuals and groups. Several studies have been done to evaluate the influence of mindset (Table 1). Based on the study it can be concluded, a success is depend on yourself whether willing to face the risks that would be incurred, or just wait for any help that is able to transform themselves.

Table 1 Mindset in Self Potential

Authors	Research subject	Results
Chase (2010)	leadership mindset among coaches (Fixed and growth mindset)	Fixed mindset – see leadership naturally, and believe that man is born as a leader. Growth mindset – believe that leadership abilities can be learned and requires effort and experience.
Wood dan Bandura (1989)	Management and decision making abilities – study conducted on postgraduate student in Business Studies.	The group with fixed mindset are not performing well or do not improve their skills and make decisions from time to time. The group with growth mindset always make improvement.
Lisa Blackwell, Kali Trzesniewski dan Dweck (2010)	Student in New York City	Individual with growth mindset able to overcome the individuals who have a fixed mindset in achieving a goal themselves because they focus on learning, working, and resilient to challenges, different with students who have a fixed mindset emphasizes neatness and perfection.

2.3 Parents Attitude towards Education

Samal (2012) explain the attitude of parents refers to the size or index of the parents' involvement. Advice and encouragement are fostered in order to develop the children's potential. Trunbull (1983) in Samal's (2012) writing, classify four basic roles of parents, parents as decision makers in education, parents as father and mother, parents as teachers and parents as support provider. Positive parents' attitude towards education can help children to improve their achievement in various fields including education.

According to Bhutto et al. (2011), parents whos come from different places and environment have different perceptions of their children's education. Some of the factors that shape the perception of parents is demographics (age, gender, income, occupation, education, language) and psychographics (attitudes, values, personality and interests). For example, parents who have low incomes, they want their children to get an education as much as possible in order to improve the living standards of families.

Edward, Moses and Dinah (2014), explain the attitude of parents towards their involvement in their children's education affects academic performance of students. Students who have parents that support their children's academic, they have potential to achieve better test scores, higher grades, have better attendance at school, finished their homework, showed more positive attitude toward academic, higher pass rates and more likely to continue their studies at a higher level to pursue their careers than those who lack support from parents.

Samal's (2012) study about the parent's attitude towards children's education and schooling has been conducted on tribal and non-tribal communities. This study founded values associated with children education and schooling was improved compared to the past, where a lack of knowledge and negative attitudes towards education were a major obstacle for tribal communities to send their children to school. Unlike the past, women were limited for managing the household and lack of awareness in education. Now, mothers concerned about children's schooling and education as father.

2.4 Education of Orang Asli

Many factors that cause them to drop out from mainstream education. According to Juli (2006) in Mazdi et. al (2014), factors that lead to drop out other than the geographical and poverty factors is the failure of Orang Asli to adapt with others, school curriculum is not taught in accordance with Orang Asli's culture, the stereotypes of Malays towards Orang Asli and parental attitudes. Besides that, school and teachers is also factor of drop out in Orang Asli's students.

Furthermore, the level of accessibility to school among Orang Asli's students is also a cause of dropout students (Mazdi et. al 2014). However, this problem can be overcome by providing hostel near the school to facilitate the movement of Orang Asli's students to go to school. Under RMK-9 (2006-2010), the Ministry of Education (MOE) has implemented projects to upgrade / replacement of school buildings, hostels and teachers in Orang Asli's school nationwide with a cost of RM 39.8 million.

Aside from physical development, according to Suhaimi Safari (2012) MOE has taken the initiative to develop Orang Asli's education with variety of programs so that the chance of education among Orang Asli is on par with the other races in Malaysia. The support programs of MOE listed in Table 2.

Table 2 List of Support Programs by MOE

No.	Support Programs by MOE	Targets
1.	KEDAP program	<ul style="list-style-type: none"> • Involving parents of Orang Asli's students. • To create awareness about the importance of education and to encourage children to go to school.
2.	Implementation of "Projek Rintis Kurikulum Bersepadu Sekolah Rendah Pelajar Orang Asli dan Penan".	<ul style="list-style-type: none"> • To redefine education in schools with a one hundred per cent of Orang Asli and Penan.
3.	"Sekolah Model Khas Komprehensif (K9)" program	<ul style="list-style-type: none"> • Reduce the dropout rate, especially Orang Asli who completed schools at years six.
4.	Orang Asli's student Outreach Program	<ul style="list-style-type: none"> • Conduct research and identify drop out

		issues of Orang Asli's children, the absences factors of Orang Asli's students to school, fast track program providing birth certifies and identity cards for student who do not have, health status of Orang Asli's students and information of infrastructure facilities provided at the school.
5.	"IPG bersama Sekolah Orang Asli" program	<ul style="list-style-type: none"> • Conducting programs in Sekolah Kebangsaan (ASLI) Orang Asli.
6.	Teaching Pedagogy Based on Indigenous Perspective	<ul style="list-style-type: none"> • Module based teaching in indigenous perspectives: KAP Module for years one to six and LINUS module.
7.	Special Intake of Orang Asli's Students for Bachelor of Education	<ul style="list-style-type: none"> • IPGK Tengku Ampuan Afzan, Pahang has received 10 of trainee teachers form Orang Asli to pursue in Bachelor of Education Program (special intake in September 2010).
8.	Centre of Excellence in Indigenous Pedagogy	<ul style="list-style-type: none"> • Generation of knowledge covering the fields of research, development and innovation in education, curriculum development, development of indigenous pedagogy and pedagogy.
9.	Outstanding Teacher Placement at Sekolah Kebangsaan (ASLI)	<ul style="list-style-type: none"> • 4 English teachers, 2 Bahasa Melayu teachers and an Islamic Education teacher, placed in Kelantan (3), Johor (1), Selangor (1), Negeri Sembilan (1) and Perak (1).
10.	Improving the Orang Asli Students' Self-Cleaning and Health Program	<ul style="list-style-type: none"> • Provide exposure and skills to Orang Asli's students in terms of hygiene and health as a practice and a healthy way of life.
11.	Orang Asli's School Sports Carnival	<ul style="list-style-type: none"> • Open to under 12 years old Orang Asli's students who attend Sekolah Kebangsaan (ASLI) Orang Asli.

Source: Suhaimi Safari (2012)

Overall, the impact of Indigenous Education Development Programme shows good potential. The average percentage of Orang Asli student's achievement in UPSR for a period of five years (2006-2010) is at the medium level of 60.88 percent, exceeding 50 percent. For the average percentage of achievement in PMR and SPM for a period of five years is very good level, 86.18 percent and 83.16 percent respectively exceeding 80 percent. Similarly, the average

percentage of Orang Asli student's achievement in STPM is very good level of 94.3 percent. However, the average percentage of Orang Asli students graduating from universities was low at 20 percent, even this shows an increasing in Orang Asli students who have successfully graduated from university for five years period. Based on the achievement shown by the the Orang Asli students, it can be concluded they could increase their potential to success by changing their values and mindset in education. According to the Juli (2012), the main thing is lacking among Orang Asli communities today is parenting skills and positive attitude towards education. The situation today requires skills and attitudes of the new parenting because Orang Asli children were being exposed to the modernization and development of media. It is still less among parents in Orang Asli communities.

3. Research Methodology

This study discusses the human capital development of education by measuring the impact of value orientation and mindset of parents in their children's education. This study focused on two tribes of Orang Asli, namely Orang Kanaq in Kg. Sungai Selangi and Orang Iuala in Kg. Sungai Layau which is located in the district of Kota Tinggi, Johor. Although this two ethnic groups from the same family of Malay-Proto, a significant difference can be seen in terms of standard of living. Orang Kanaq is categorized as endangered because not only in numbers, but also problems related to the social and economic life that cannot guarantee the sustainability of their lives.

Criteria for respondents selection is comprised of the head of household (KIR) from two tribe that have been chosen, Orang Kanaq and Orang Kuala. KIR is father or mother who has children are going to school, children who finished their school or children who should be in school but do not attend school (dropouts) or any individual who is the decision maker in the family.

Generally, there are many factors that affect parental attitudes towards education. Therefore, this study only involves psychological factor such as values orientation and mindset. Value orientation in this study was measured by four dimensional theory of value by Schwartz (2012) namely openness to change, conservation, self-transcendence and self-enhancement. While mindset was measured based on two types of mindset by Dweck, growth mindset and fixed mindset.

4. Proposed Research Model

Schwartz (1992) defines value as an objective to be achieved by each individual and acts as a guide to the principles of life. Schwartz has produced a theory related to basic human values known as the Schwartz Theory of Basic Values. He discussed about the value properties and the features common to all values and what distinguishes between one values to another. Dweck (2006) was widely collect related literature on implicit theory of man. Which refers to the theory of mindset on the personal nature such as intelligence and personality. Dweck confirms that mindset can affect the way people think, feel and act in a given situation. With the two

concepts, values orientation (Schwartz 1992) and mindset (Carol Dweck, 2006, 2010), one other aspect of psychology that underlie human behavior was studied. The study assumes that the attitude of parents towards education will be influenced by their value orientation and mindset.

Figure 1 shows a conceptual framework of this study were divided into four parts, which are basic causes, underlying causes, immediate causes and manifestation. People often look at the basic causes as the problem in manifestation level, whereas in reality, there are underlying causes of the basic causes. This underlying causes is rarely taken into account in every manifestation. Therefore this study emphasize value orientation and mindset of parental attitudes regarding their children's education.

Normally each individual action is influenced by their attitude. For this study, the educational attainment of children (action) be seen based on the attitude shown by their parents. The attitude of parents either negative or positive, indicating that there is families support in their children's education. Negative attitude of parents on education can prevent their children from getting an education. Lack of parental support in matters of schooling, will result in children less motivation and self-confidence. Positive parental attitude is beneficial to children for performance improvement, show interest in learning and higher achievement in the test. Samal (2012) said that family involvement especially parents, is a strong predictor of the children educational achievement. Parental attitude towards the education of children seen through three components: affective, behavioral and cognitive (Mohamad Jafre, Majid & Hanan 2012).

Although many factors can influence certain of attitude, values is an important element that affects the individual characteristics and attitudes towards others. The relationship between values and attitude are closely, where values creating the appropriate action in certain situation. Several mechanisms have the relationship between values and attitudes (Bardi & Schwartz 2003, Schwartz 2009, Cieciuch, Schwartz & Davidov 2015). First, values influence attitudes because people act to achieve, validate or maintain the objective values held. Second, values influence attitudes through human and the third, values influence attitudes through the result of observation, perception and interpretation in certain situation. Hence values orientation and mindset of parents is the third element as underlying causes of the children achievement level in education.

Lastly, this conceptual framework recognizes that sociocultural factors, environmental, socio-economy, political and ideological factors which basic causes contribute to values orientation and mindset of Orang Asli parents. This conceptual framework related to cause and effect factors on the level of Orang Asli student's achievement in education. Therefore, the more positive indirect causes, increasing the level of Orang Asli achievement in education. Increased awareness about education led to many families appreciate the education of their children and show a good attitude towards their children's schooling.

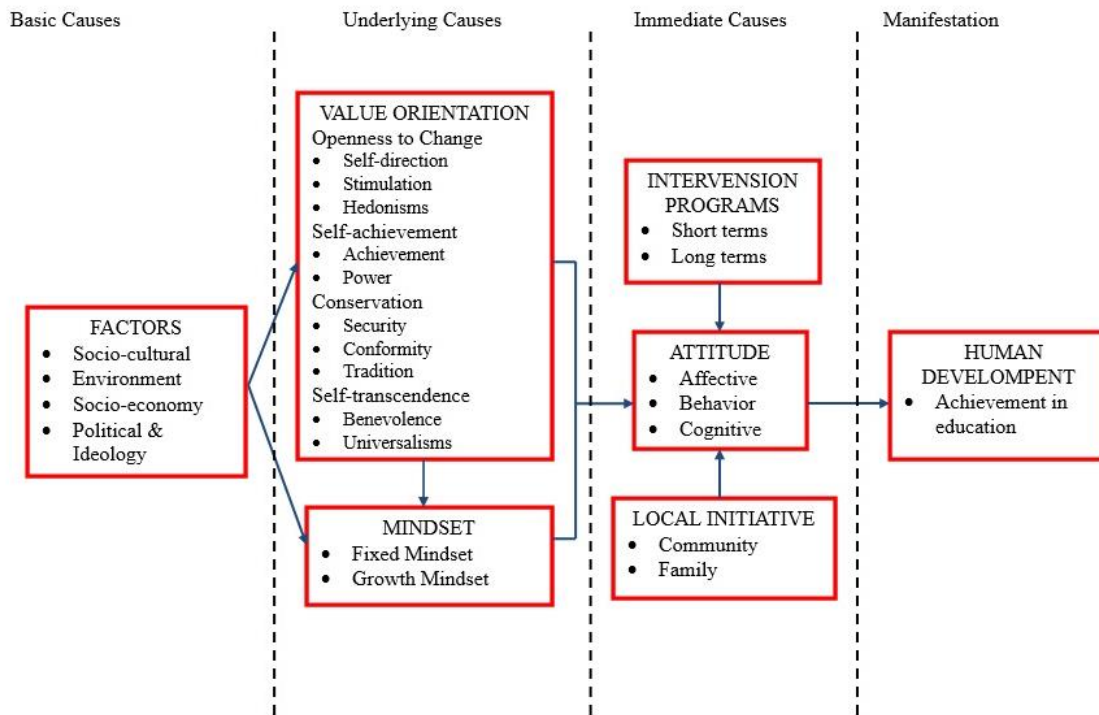


Figure 1 conceptual framework

5. Conclusion

This study investigated value orientation and mindset between two community of Orang Asli, Orang Kuala and Orang Kanaq. Before giving a negative impression to the Orang Asli, it is important to know about their culture especially for values and mindset. Not all Orang Asli have low level in their quality of life even they belong to the same group of community. Therefore, by understanding the values system and mindset can explain why there is a difference achievement, whether in economic or social between among members of a group of different social groups. This study can help government even JAKOA or relevant parties to understand the value orientation and mindset for managing programs more effectively that attempt to mobilize their human capital especially in education.

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