
Private Vocational Schools in Selangor — Its Student and Its Role.

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Pendidikan dan motif-keuntungan adalah satu perkongsian yang tidak dapat diterima baik oleh para ahli pendidikan. Dengan itu institusi-institusi pendidikan swasta yang dijalankan atas dasar mencari keuntungan menghadapi persoalan kredibilitinya sebagai institusi pendidikan. Sekolah-Sekolah Vokasyenal Swasta (SVS) di Selangor menghadapi masalah ini.

Kajian ini yang dijalankan pada tahun 1977/78, memperlihatkan bahawa SVS mempunyai peranan tersendiri, dan dapat dianggap sebagai salah satu daripada langkah peningkatan ke arah pendidikan menengah lanjutan. Tingkatan kecapaian di sesebuah sekolah ditentukan oleh banyak faktor, antaranya kurikulum, kakitangan, kemudahan dan penuntut-penuntutnya. Artikel ini berusaha mengemukakan beberapa ciri penting mengenai penuntut dan peranan SVS di Selangor. Kenyataan ringkas mengenai pengelolaan dan pengawasan sekolah juga dibuat.

Siapakah penuntut-penuntut di SVS? Adakah mereka bersungguh-sungguh mengikuti pendidikan menengah lanjutan atau hanya memenuhi masa? Dapatan daripada kajian yang dibuat oleh penuntut-penuntut di SVS bersungguh-sungguh tentang latihan vokesyenal menengah lanjutan. Hampir keseluruhan penuntut-penuntut yang menyatakan keinginan mengikuti latihan bercorak vokesyenal menengah lanjutan atau sebab-sebab lain, telah memasuki SVS. Mereka ingin mendapatkan kelulusan yang dapat memenuhi kehendak-kehendak majikan kelak. Penuntut-penuntut didapati serius tentang latihan ini. Sebilangan besar penuntut-penuntut adalah dari aliran sains atau sastra di sekolah-sekolah menengah, dan dengan ini mereka menerima latihan vokesyenal pertama kali di SVS. Mereka terdiri dari tiga golongan kaum, China, Melayu dan India, dengan kaum China yang teramai. Bilangan penuntut perempuan melebihi sedikit bilangannya dari lelaki.

Ramai penuntut beranggapan SVS adalah pilihan "ketiga" selepas institusi menengah lanjutan bantuan kerajaan dan institusi-institusi di seberang laut. Walaupun demikian tidak dapat dinafikan yang SVS di Selangor memainkan peranan yang berguna, di samping 'mengawal' belia-belia yang jika tidak akan menambah senarai pengangguran.

Sementara kajian-kajian lanjut di buat mengenai peranan tertentu SVS, satu hal yang tidak dapat diketepikan dalam perancangan latihan vokesyenal di negeri ini peranan SVS. Dalam pertumbuhannya, perancang pendidikan perlu sedar akan kemampuan SVS dalam keupayaannya menyesuaikan dengan kehendak kliennya menghapuskan keupayaan ini akan pasti mengurangkan kesan dan peranan yang dapat dimainkan oleh SVS.

Much has been written about private vocational schools², (PVS) in Malaysian newspapers. Recently, a number of such schools have called for an accreditation council — a suggestion which was also put forward a few years back. This clearly highlights one of the major problems encountered by these private vocational schools — that of recognition from the established educational institutions, the public and most important the *employers* from the public and private sectors. Private educational institutions have the problem of creditability in Malaysia. In addition, these PVS being also business concerns, are looked on with even greater suspicion. However despite these problems, these PVS are here to stay. In fact, they are increasing in number³.

There are various aspects of a school that helps determine its quality of training — its staff, its facilities, curricula, and also its student body. This article does not intend to cover all these aspects but to highlight on the profile of its student body and only briefly mentioning other

aspects. The choice of the student profile is because the writer considers it to be one of the most important aspects which determines the quality of a school and brings to light the needs of the youth of today and also, further clarifies the role of PVS. In addition, all too often one reads of the PVS in newspaper articles where description of its courses and terms are given but rarely of its student body.

This article will first give a brief description of the methodology of the study, followed by a definition and brief description of the PVS in Selangor, highlighting some aspects of its development, control and management. A more detailed description of the student body is then given. Finally, in the concluding discussion, an attempt is made to determine the roles of the PVS and recommendations for future development.

Definition of the PVS

Private vocational schools refer to the private schools offering vocational training. Unlike secondary Technical Institutes or vocational schools, the PVS do not offer general education together with vocational training. Students enroll for a set of course for a specific examination or vocational skill. Thus the students are given vocational training for a specific course, e.g. Colour TV course, Shorthand, Bookkeeping. These schools do not receive any financial aid from the Government. Further, they are registered as private businesses or companies with the Registrar of Businesses or Companies. They are also registered with the Ministry of Education through its various State Education Departments. A *permit* to establish a PVS is granted by the Ministry of Education (on the recommendation of its State Education Department) to the private individual or company after satisfying a set of requirements concerning school facilities, registration of its teachers and suitable curricula. These PVS are known by various names: institutions, colleges, academy, or centres. However these names do not denote any classifications.

Method

The study consisted of two parts. The first part involved visits to a sample of 19 schools in the Kuala Lumpur – Petaling Jaya area, and the administration of two questionnaires. The first was an interview questionnaire for the principals of the private vocational schools. The second questionnaire was administered to a random sample of 240 students in six schools (4 commercial and two technical schools). The second part of the study includes the study of prospectus of the schools and records available at the Selangor State Education Department. Two interviews were conducted with the Officer-in-charge of Registration of Schools and the Officer-in-charge of Examinations at the Selangor State Education Department. The purpose of the two interviews was to obtain information about the control and regulations concerning these private vocational schools.

Result and Discussion

The Development and Organisation of PVS – In Brief

The earliest records of these PVS were in 1935 where there were three private commercial schools with an enrolment of 111 in the Federated Malay States. In the same year, the Annual Report of the Director of Education, Straits Settlements, reported the existence of two private institutions providing commercial courses and preparing students for the London Chamber of Commerce Examination⁴. Today, some of these schools still exist and are still providing commercial courses and preparing students for the London Chamber of Commerce and Industry examinations. However, there have been other developments.

At present the PVS in Selangor can be classified according to the type of courses offered – commercial or technical and trade courses, and the size of their enrolment – small, medium and large⁵. In 1977 there were 40 PVS found in Selangor⁶. Twenty (18 commercial and two technical) schools were “small” schools, sixteen (twelve commercial and three technical) were medium-sized schools and four (three commercial and one technical school) were large schools. The small and medium-sized commercial schools offer courses mainly in typewriting, shorthand, bookkeeping,

accounts and private secretaryship. The large commercial schools, in addition, offer courses in accountancy and management. In the case of the technical schools, the small and medium-sized schools specialise in Electronics and Radio repair courses, while the large schools offer a wide range of technical and trade course.

As has been the practice since they were first established, these schools today still prepare students for external examinations held by foreign examinations boards such as the London Chamber of Commerce and Industry, the Association of Certified Accountants, the City and Guilds of London Institutes all from England, as well as for examinations now conducted by the Ministry of Education and the National Industrial Training and Trade Certification Board (NITTICB). Some schools, especially the technical schools also prepare students for their own private examination and certificates.

The PVS are subject to inspection by the Inspectorate of Schools, Ministry of Education. However, in practice these schools are left very much to function on their own⁷. They are not bound by Government policies in such areas as the use of Bahasa Malaysia, racial composition of student enrolment and curricula⁸. They must however, submit such information as type of courses and fees to their respective State Education Department for approval. Generally, it was found that the schools are given much freedom to offer new courses, organise their terms, and examinations to best fit their clientele – students seeking vocational training or further education to fit them for employment. However, the awards and certificates of the PVS are not recognised by the public sector. Little is known about the private employment sector's attitude towards these schools. In general, these schools are regarded as businesses by the Ministry of Education, and therefore can be effectively controlled by their consumers – the students. It is this *laissez-faire* attitude towards the PVS that gives them much freedom to organise and develop themselves to meet the immediate needs of its clientele.

The following description of the PVS students in Selangor gives a composite of such features as the student population, age, sex, academic qualification, domicile, employment status and the attitudes of these students towards the PVS, including why they choose to attend the PVS.

Who then were the students attending these PVS? Were they dropouts from the secondary school system? Were they not serious about their *education*? What were their aspirations? Why were they attending these PVS? Students who studied in the PVS are perhaps best described by their aims after completing secondary schools. In the sample of students studied 82.5% of the students had intended to continue with some form of tertiary or further education (vocational) after completion of secondary school. Only 17.5% of the students sampled had wished to enter into employment directly after completing secondary school. Thus the PVS students in general, were not students who were merely passing the time in further education but were keen on some form of post-secondary education.

As shown in Table 1, in 1977, the student population in the forty PVS in Selangor was 14,931, comprising of 44.1% boys and 55.9% girls. The technical schools were clearly dominated by boys with perhaps an odd girl now and then. In the private commercial schools the girls formed a majority with 72.3%. However, as indicated in Table II this distribution was not reflected in all the courses offered. In certain courses, like private secretaryship, only girls were registered but in other courses such as those leading to the Association of Certified Accountants examination the boys formed a majority of 59.4%

On the whole, 60% of the student were Chinese, 25.9% Malays, 12.3% Indians and 1.7% others. The percentage of Chinese students increased considerably in the technical schools where they accounted for 77.2% of the student population. This overall racial composition was not reflected in the enrolment in the different courses offered, especially in the commercial schools. In courses like *Trengkas*⁹ and Typewriting, the Malay students formed a larger proportion while in Accounts and Bookkeeping courses, more than 60% of the students were Chinese students.

Unlike Government supported tertiary institutions, students in PVS can either be part-time or full-time students. Despite this, the ages of the students reflected those that would be found in tertiary or post-secondary schools. Ninety three percent of students in both the private com-

Type of School	Distribution of Student: Race and Sex										Grand
	Malays		Chinese		Indian		Others		Total		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Technical School*	391		2,616		329		55		3,391		3,391
Percentage of the total Number of students in Technical Schools	11.5%		77.2%		9.7%		1.6%		100.0%		(27.7%)
Commercial Schools**	611	2,870	2,029	4,329	489	1,010	67	135	3,196	8,344	11,540
Percentage of the total number of students in Commercial Schools	5.3%	24.9%	17.6%	37.5%	4.2%	8.7%	0.6%	1.2%	27.3%	72.3%	(77.3%)
	30.2%		55.1%		12.9%		1.8%		100%		
Total	1,002	2,870	4,645	4,329	818	1,010	122	135	6,587	8,344	14,931
Percentage of total number of students of both types of school	6.7%	19.2%	31.1%	29.0%	5.5%	6.8%	0.8%	0.9%	44.1%	55.9%	
	25.9%		60.1%		12.3%		1.7%				

TABLE 1: Distribution Of Students According To Type Of Private Vocational School, Race And Sex In Selangor, 1977

Source. * Enrolment at six private technical schools were supplied by the schools.

** Enrolment for thirty-four commercial schools as on 31st January, 1977. Date were from the returns submitted to the Selangor State Education Department.

Courses	Malays			Chinese			Indians			Others			Total (Sex)				Total	% of Comm. Students
	Boys	Girls	% of** Total	Boys	Girls	% of* Total	Boys	Girls	% of Total	Boys	Girls	% of* Total	Boys	% of* Total	Girls	% of* Total		
Shorthand	8	802	22.9	16	827	62.1	4	173	13.1	1	25	1.9	29	2.1	1,327	97.9	1,356	11.75
Trengkas	45	475	90.8	—	41	7.2	1	11	2.0	—	—	—	46	8.0	527	92.0	573	5.0
Typewriting	237	1,704	48.0	175	1,244	35.0	136	497	15.6	14	41	1.4	562	13.9	3,486	86.1	4,048	35.1
Bookkeeping	191	191	13.4	904	1,061	69.2	225	211	15.3	34	26	2.1	1,354	47.6	1,489	52.4	2,843	24.6
Private Secretaryship	—	65	11.0	—	457	71.1	—	63	10.6	—	8	1.3	—	—	593	100.0	593	5.1
Accounts	58	29	7.3	547	411	80.0	79	31	9.2	8	34	3.5	692	57.8	505	42.2	1,197	10.4
Accountancy / ACA	8	1	2.0	223	167	85.0	39	18	12.4	3	—	0.6	273	59.5	186	40.5	459	4.0
Telephone Operator	1	25	84.0	—	1	3.2	—	2	6.4	1	1	2.5	2	6.4	29	93.6	31	0.3
English	63	78	59.5	45	43	37.1	1	1	0.9	6	—	2.5	115	48.5	122	51.5	237	2.05
Malaysia	—	—	—	119	77	96.5	4	3	3.5	—	—	—	123	60.6	80	39.4	203	1.7
Total	611	2,870	30.2	2,029	4,329	55.1	489	1,010	13.0	67	135	1.7	3,196	27.7	8,344	72.3	11,540	100.0

* These are for thirty-three commercial schools as of 31.1.77.

** This Column gives the percentage of Malays in the total enrolment for each course. Similarly, the percentage columns for Chinese, Indians, Other, Boys and Girls give the percentage of each Race or Sex in the total enrolment for each course. Thus, only 22.9% of all shorthand students are Malays, and on the whole, 97.9% of the shorthand students are girls.

TABLE II: Number Of Students In Private Commercial Schools Accounting To Type Of Courses, Race And Sex 1977 (January)

Source: Compiled from data supplied by Selangor State Education Department.

mercial and technical schools were under 25 years. On the whole, the full-time students were younger than the part-time students. Sixty percent of the full-time and twenty six percent of the part-time students were in the age group of 15-19 years. Thirty eight percent of the full-time and 57.5% of the part-time students were in the 20-25 age group. In addition, 56.7% of the full-time students had left secondary schools less than a year ago. The corresponding figure for part-time students was 25.8%. Thirty four percent of both the full-time and part-time students were enrolled in secondary schools between 1-3 years ago. While only 9% of the full-time students and 40% of the part-time students had left secondary schools more than 3 years ago.

On the whole, 92.9% of the student sample had completed secondary school. Sixty percent and 13% of these students possessed the Malaysian Certificate of Education and Higher School Certificate respectively. Only 4.6% of the students sample had the Lower Certificate of Education as their highest academic qualification. The rest possessed either the School Certificate or Chinese Senior Middle Three Certificate.

A majority of the students in the PVS are undergoing vocational education for the first time. From the sample of students, it was found that 54.2% were from the Arts stream, and 27.5% from the Science stream. The remaining 18.3% had either taken Industrial Arts, or Home Science or have attended the Government technical or vocational secondary schools. Thus a majority of the students had no previous vocational education.

As expected, a majority (89.2%) of the full-time students were not employed. However, 70% of these students were prepared to continue their studies part-time if offered employment. In the case of part-time students, 83.7% were employed full-time, part-time or self-employed in family businesses. The remainder were seeking employment. About 48% of these students who were employed were taking courses that were related to their work. The remainder of the students were studying in order to qualify for better job opportunities or because of personal interest (especially in courses of radio and TV repairs).

Thus we find the PVS students were from various academic backgrounds. They were composed of the three main races found in Malaysia, that is Malays, Chinese and Indians. A large majority of the students had intended to continue their education or training after completing secondary school. However, not all of them had intended to enrol in the PVS. They had done so for the following reasons:—

1. Twenty percent of the student sampled had failed to gain admission to Government supported post-secondary schools or tertiary institutions although they possessed the minimum academic requirements. Admission to such institutions is competitive as well as subject to Government policies.
2. The second group of students are those who do not possess the minimum academic requirements for entry into Government supported institutions. They accounted for 25.8% of the sample.
3. The third group of students were enrolled because their courses that were not available in Government institutions. This is only a small group of 7.1% of the student sample.
4. The fourth group of students were those that employed and the PVS are one of the few places (besides further education classes) with part-time evening courses. They constituted 28.3% of the student sample.
5. The fifth group of students, those who are too old for Government schools accounted for only 1.7% of the student sample.
6. Finally, 8.75% of the student sample indicated that they chose to attend the PVS mainly for two reasons. They could begin their course at anytime they wish to and also work at their own pace. Secondly, they felt that in the PVS they would learn skills more immediately relevant to employment.

Thus it would appear that the PVS was not the first choice avenue for further education for most of its students. When given a choice between attending a Government tertiary institution,

overseas tertiary institutions or the local PVS, only 2.5% of the student sample had chosen the PVS as their first choice. With the cost of going overseas becoming prohibitive to many students, the PVS may develop into the only available third alternative.

Finally, it was also found that the PVS in K.L. — P.J. enrolled not only students from this area but also students from other states of Malaysia, from as far as Sabah and Sarawak. Fifty seven percent of the students in the commercial schools were not Selangor residents. In the case of the technical schools 60.5% of the students were not from Selangor. However these out-of-state students were to be found almost exclusively in the large schools.

The Role of the PVS

It is clear that despite its position and status in academic circles, the PVS is providing a large number of students with vocational education. Since they are not completely bound by the various Government regulations and can set their own admission requirements the PVS have proved to be very accessible to all types of students. Although it is true that the external examinations boards do impose a minimum requirement for entry to its examinations, these are often lower than entry requirements into Government tertiary institutions. Further, there is no competition for entry into the PVS. Students are often admitted on application. In addition, there is no restriction placed on the enrolment and student-teacher ratio of the PVS. Thus these schools can expand its enrolment size easily, very often making use of part-time teachers. This ability to absorb all types of students has given the PVS a "custodial role" in training these students who would otherwise be forced into idleness as they join the large number of untrained school leavers in the labour market. Its accessibility and ability to expand or reduce its enrolment through the use of part-time teachers has certainly enabled the PVS to play this role.

In addition, the PVS has provided its students with an opportunity to gain some form of vocational training for the first time. Many of the students are from the Arts and Science streams while in secondary school. They have left school with a general academic education with little or no vocational skill for employment. Registrants with the National Unemployment Service are mainly youths in the fifteen to twenty-four age group and over ninety percent of the registrants¹⁰ do not have any institutional training¹¹. Increases in unemployment have been attributed mainly to the influx of school-leavers joining the labour market. Therefore the person with additional training in some vocational skill would increase his opportunity of gaining employment. Thus it can be expected that more and more students would turn to the readily accessible private schools. The PVS are also helping these students to gain vocational training awards that are recognised by the public¹² (in some cases) and private sector. This ability of the PVS is significant when the demand for vocational education or skill over and above that of general academic qualifications is made by employers. The PVS thus also have the unique role of providing guidance and tuition for examinations not conducted by the schools themselves. They have no influence on the standards and syllabuses of these external examinations. On the other hand, their coursework and internal examinations are influenced by these external examinations. The value of the PVS to its students then is mainly the tuition (both theory and practical) and guidance it provides for these external examinations.

But the field of training which the PVS can offer is limited compared to the sixteen different areas of training offered by Government post-secondary institutions¹³. The PVS courses are concentrated mainly in the technical trades, commercial, accountancy, business and secretarial subjects. Although the PVS do provide opportunities for vocational training, they do not however widen the scope of courses available to its students. Thus, in this respect, the PVS are playing a supplementary role to the Government's efforts in providing vocational education and training.

It is however difficult to assess the extent of vocational training in Malaysia that is provided by the PVS. It is only one of the numerous sources of vocational education and training available in the country (See Figure I). The extent of on-the-job training both in the private and public sector is not known. Further, enrolments in the PVS is not stable throughout the year. However, a broad comparison may be made by considering all the courses as "occupational courses" so long as they impart some form of vocational or occupational skills. In 1973, there were 30,083 students enrolled in "occupational courses" in both the Government-assisted institutions and the private vocational schools taken together in Peninsular Malaysia. Of this number, 11,824 or 39.4 percent

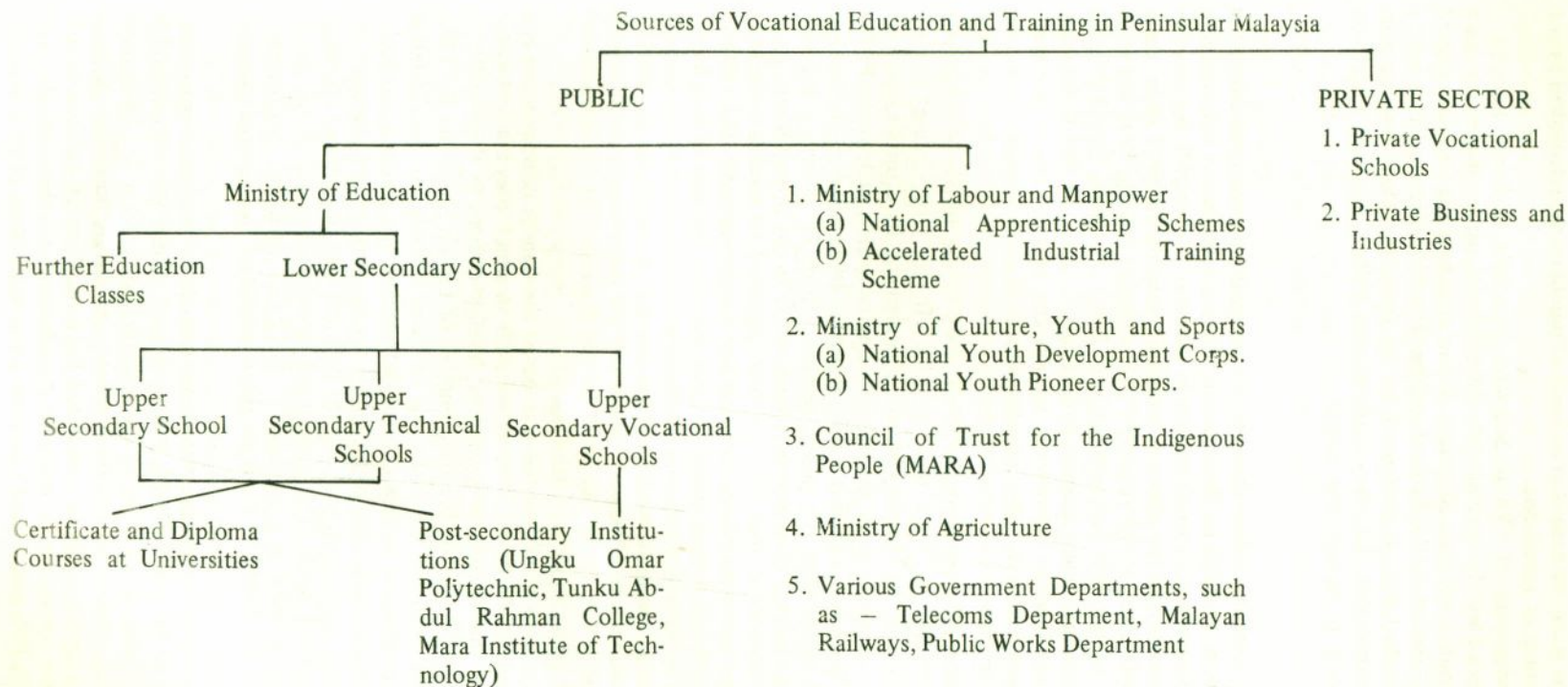


FIGURE 1: Sources Of Vocational Education And Training In Peninsular Malaysia

- Sources:
1. Third Malaysia Plan.
 2. Yusoff bin Junid, "Employment Orientated Non-Formal Education in Malaysia." SEAMEO/SEADAG, Seminar on Non-Formal Education. Final Report, pp. 359-363.
 3. Yusoff bin Junid, "Role of Ministry of Education in Non-Formal Education in Malaysia." SEAMEO/SEADAG, Seminar on Non-Formal Education. Final Report, pp. 364-367.

were enrolled in the PVS¹⁴. Thus it can be seen that in terms of numbers, the role played by the PVS in providing vocational training is significant.

In addition the rapid development of PVS in Selangor, especially in Kuala Lumpur — Petaling Jaya area greatly influenced by the commercial and industrial sector, makes the state one of the leading centres for private vocational education. This also adds to the concentration of Universities and Colleges already present in the Federal capital. The PVS therefore does have a role to play. In Status, PVS is ranked third in preference by the students, behind Government-aided institutions and overseas institutions. To many students, the PVS is the "last resort" although entry to vocational schools is perhaps the easiest.

Recommendations

In the coming years with increasing industrialisation, the demand for vocational education would exceed the number of places available in Government assisted schools and polytechnics. Even with the establishment of fourteen vocational schools in the next five year¹⁵, the Government cannot hope to cater for the demand for places in vocational schools. In 1977 alone, there were 20,000 applications for 5,000 places in the country's 21 vocational schools¹⁶. In the same year, the number of applicants to the two polytechnics was 5,951 of which only 717 were admitted¹⁷. In addition current unemployment among youth is high¹⁸. Thus the PVS in Selangor can expect to grow in size and significance. Commercial schools can be expected to dominate in the growth of the PVS as these schools are those considered to be in areas of studies requiring low investment but giving high returns.

Therefore with expected increasing participation of the PVS in the future of vocational training, can the Government continue its "back seat" position? It (the Government) has expressed a desire for the private sector to supplement and complement its efforts to provide vocational education¹⁹. However, experiences in the neighbouring countries, such as the Philippines have shown that greater guidance and control is needed if private educational institutions are to successfully complement and supplement the public sector's efforts in meeting manpower needs as well producing qualified students of acceptable standards²⁰. In the United States, proprietary schools²¹ have gained recognition that they are best organised to provide vocational training in the utilitarian craftsmen and middle-level technical and vocational skills. The viability and strength of these proprietary schools is their ability to meet changing demands of the student market²². It has been recognised by various educational authorities in the United States that the *proprietaries* can best serve a certain group of students. They are the students who possess low general education qualifications and seek to learn skills which will aid them to gain employment. The Carnegie Commission on Higher Education has called for the expansion of the *proprietaries* as part of the diversification of educational opportunities at the post-secondary level.

Therefore it is suggested that steps should be taken to assess the standards, weaknesses and strengths of the PVS and to determine the type of vocational skills in which they are best suited to provide training. These schools should then be guided to develop courses in these skills, to specify clearly their curricula, giving details of the total number of tuition hours and the syllabuses for each course. This would facilitate the evaluation of these schools. An Accreditation Council or Association could be established to help control and regulate the conduct, curricular and standards of the PVS. The council could also be a channel for the flow of ideas between the private business and industrial sector, the Government and the PVS and thus bring about coordination between training and employment needs. The present use of external examinations should be maintained as these examinations serve as a guidance to the PVS's curricula, and maintain standards. However a continuous study should be made on the relevance of the external examination²³.

The Government has called upon the private vocational schools to help meet manpower needs in the country, particularly at the middle levels. Private schools should thus be included in the planning and development of training facilities in the country. Some form of Government subsidy need not also be ruled out simply because these schools are private businesses. Schools that are willing to declare limited profits could be considered for some form of aid such as subsidies and reduced cost or tax-free concessions in purchasing equipments for their schools. Over 90% of the students enrolled in the PVS are of the 15-24 years age-groups. Many of these students

would be studying in Government assisted tertiary institutions or vocational secondary schools if places had been available. At present these schools are left to function on their own. However, it must be remembered that one of the advantages of the private vocational schools is that being free from official control, which is at present only applied to Government assisted schools, they can be more innovative and responsive in their courses and organisations so as to meet the immediate demands of the *market* as well as being able to absorb all types of students. As the Government provides financial aid or assumes greater direction in their development, the tendency is to assume greater control. This "control" should not remove from these schools their freedom to respond to the demands and needs of their students and thus diminish the useful role they are playing in providing opportunities for vocational training and further education in the country.

Note

¹ This article is based on a research study carried out by the author in 1977/78. The study, titled, "The Organisation and Role of Private Vocationally-oriented Schools in Selangor: A Sample Survey" was a thesis submitted for a Masters in Education, University of Malaya, 1978.

Note: In 1972, the Federal Territory, which included Kuala Lumpur and its surrounding area was created. However, these Private Vocational Schools were still under the administration of the Selangor State Education Department.

² There are two types of private schools in Malaysia: those that offer general education and are similar to the national primary and secondary schools and those that offer mainly vocational training.

³ In 1957 there were 13 private commercial schools enrolling 4,932 in Peninsular Malaysia. These figures increased to 66 schools and 11,824 students in 1973. In 1977, in Selangor alone, there were 40 PVS (34 commercial and 6 technical) with an enrolment of 14,931 students. See Tan S.K. "The Organisation and Role of Private Vocationally - oriented Schools in Selangor: A Sample Survey." pp. 30, 52-53.

⁴ Koh, Eng Kiat, "A Comparative Study of American Colonial Educational Policy in Philippines and that of British Malaya during the period 1889 to 1935." Unpublished thesis (M.A.), University of London.

⁵ Following classification were made by writer in study. Small schools have an enrolment of 1 to 199 students. Medium-size schools have an enrolment of 200 to 500 students. Large schools have an enrolment of more than 600 students.

⁶ Source: Selangor State Education Department and Private Technical Schools.

⁷ See Tan Sok Khim, "The Organisation and Role of Private Vocationally oriented Schools in Selangor: A Sample Survey". An unpublished M.Ed. thesis, Faculty of Education, University of Malaya, 1978. pp. 11-14.

⁸ Currently the policy of the Government is to restructure the racial composition of enrolments in science subjects in schools as well as enrolment in tertiary institutions. The aim is to increase enrolments among the Bumiputras in areas where they are in short supply in line with the overall manpower needs and the long-term objectives of restructuring the racial composition of employment in the professional, technical and managerial occupations. The areas where Bumiputras are underrepresented are in occupations such as chemists and physical scientists, engineers, architects, town planners, doctors, dentists, managers, production supervisors, foremen, and other skilled occupations at the production level. In 1971-1975, the share of the Bumiputra's enrolment in domestic tertiary institutions increased from 50 percent to 65 percent of the total enrolment. At the diploma level alone, the proportion has increased from 83 percent to 85 percent. In 1977, Bumiputras accounted for 81.5 percent of the enrolment in technical and vocational secondary schools. Third Malaysia Plan, Chap. VIII and Chap. XXII Passim.

⁹ Malay shorthand.

¹⁰ Monthly Bulletin, Manpower Department. March 1978. Ministry of Labour and Manpower, Malaysia.

¹¹ Refers to any training undertaken in any institutions imparting skills.

¹² Not all external awards are recognised by the Government. The awards of City and Guilds Institute ceased to be recognised in 1975 and the London Chamber of Commerce awards were not recognised since 1970. Source: Public Services Department, Malaysia.

¹³ The courses are in Agriculture, Engineering (including Petroleum Engineering) Land and Quantity Survey, Architecture and Town and City Planning, Statistics, Computer Science and Actuaries, Science and Technology and Applied Science, Animal Science, Fisheries and Forestry, Home Science, Accountancy, Business, Administration and Law. Applied Arts, Hotel Catering, Business, Administration and Law, Applied Arts, Hotel Catering, Library Sec. Mass Communications, Secretarial Courses Certificate of Teaching in English. These courses are at the Diploma and Certificate Level. Source: Third Malaysia Plan. Table 22-8, pp. 402.

¹⁴ "Educational Statistics of Malaysia, 1973". Educational Planning and Research Division Ministry of Education, Malaysia.

¹⁵ "All Technical Schools to be Abolished" New Sunday Times. 28th September 1980.

- ¹⁶ "21 Vocational Schools Get 20,000 Application" *New Straits Times*, 28th March 1977.
- ¹⁷ Division of Higher Education, Ministry of Education, Malaysia.
- ¹⁸ The unemployment rate for youth in the age-group fifteen to nineteen was 18.8 percent in Urban Areas in 1975. (Third Malaysia Plan).
- ¹⁹ Among the various press statements made by Government Ministers are: "Private Sector Urged to Play Role in Education" *The Malay Mail*, 28th. February 1969. "Open up Private Rural Schools, Grads Told" *The Straits Times*, 9th. August 1971. "Help Dropouts, Call Private Sector" *The New Straits Times*, 25th. November 1975. "Charge Lower Fees Call by Mahathir" *The Malay Mail*, 18th. June 1975. "Need for Body to Supervise Private Colleges" *The New Straits Times*, 14th. December 1977.
- ²⁰ Perfecto, A.S., "The Philippines: Control of Education and the Role of the Private Sector" in Bulletin in the Unesco Regional Office for Education in Asia, No. 15, June 1974.
- ²¹ Private profit-making vocational schools in the United States.
- ²² Scott, Peter, "Strategies for Post-Secondary Education" Croom Helm London, 1977, pp. 55-56. Passim.
- ²³ In June 1973, the Deputy Head of the overseas branch of the City and Guilds of London Institute visited Malaysia with the purpose of assessing the relevance of the subject work of the City and Guilds examinations to local requirements and to work out modifications required in order to meet local needs. This action was prompted by the large number of Malaysians (1,300 annually) entering for the C and G examinations. "City and Guilds to Review Their Courses," *New Straits Times*, Kuala Lumpur; 6th June 1973.

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