TABLE OF CONTENTS

Abstract Abstrak Acknowledgement Table of Contents References Appendices List of Tables List of Figures		iii - iv v - vi vii viii - xi xii xii xiii - xv
	CONTENTS	
СНА	PTER 1: INTRODUCTION	
1.0	The Importance of Science and Technology	1 - 3
1.1	Background of the Study	3 - 4
1.2	The Education Policy: the 60:40 Policy	4 - 5
1.3	Definition of Policy and Implementation	5 - 13
1.4	Creation of Education Policy in Malaysia	13 - 14
1.5	Vocational and Technical Education	14 - 16
1.6	Statement of the Problem 1.6.1 The 60:40 Policy 1.6.2 Enrolment of Students in the S/T studies 1.6.3 Implementation of the S/T Policy 1.6.4 Various Players involved in the Policy 1.6.5 Macro versus Micro level of policy formation & implementation	16 - 25 16 - 17 17 - 18 19 - 23 24 24 - 25
1.7	The Model for the Research	25 - 26
1.8	The Purpose of the Research	26 - 27
1.9	Research Questions	27
1.10	Significance/Importance of the Research Study	27 - 28
1.11	Definitions of Terms	28 - 32
1.12	Conclusion	32 - 33

CHAPTER 2: LITERATURE REVIEW

2.0	Introd	uction	34 - 37
2.1	Inform	nation-Communication Technology (ICT)	37
2.2	2.2.12.2.22.2.3	of Science and Technology Education in Malaysia The Philosophy and Aims of Science Education Science Education Technology Education Issues relating to the Development of Technical/Vocational Education	37 - 44 38 - 39 39 - 40 40 - 41
	2.2.5	Financial Issues in Technical/Vocational Secondary School	41 - 44
2.3	Smart	Schools (Sekolah Bestari) Project	44 - 46
2.4	Challe	enges in Education in Southeast Asia	46 - 47
2.5	The A	sian 'Tiger Economies'	48
2.6	2.6.1	ntion, Economic Growth and National Competitiveness National Level of Competitiveness The Organisational Level	48 - 57 48 - 55 55 - 57
2.7	2.7.1 2.7.2 2.7.3	ment in Education Investment in Education and Economic Growth Human Capital and the Wealth of the Nation Education and K-Workers The Benefits of Education	57 - 65 57 - 60 60 - 6 61 - 64 64 - 65
2.8	Multin	national Companies, Foreign Direct Investment and Education	66 - 70
2.9	Realit	y of Implementation of the 60:40 Policy	70 - 74
2.10	Facto	rs Pertaining to Students	74 - 76
2.11	Family and Society		76 - 78
2.12	School Factors		78 - 82
2.13	Environment and Society		82 - 86
2.14	_	ysis for Low Demand of Science and Technology Studies condary Schools	86 - 94
2.15	Conc	lusion	94 – 96

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.0	Introduction	97
3.1	Rationale for choosing a Qualitative Approach	97 - 98
3.2	 The Research Methodology 3.2.1 The development of the conceptual model for the Research Study (Stage 1) 3.2.2 Determination of issues in the model (Stage 2 & Stage 3) 3.2.3 The Six Big Questions (Stage 4) 3.2.4 The Research Design (Stage 5) 3.2.5 The Research Instruments (Stage 6) 3.2.6 Getting the Primary Data (Stage 7) 	98 - 115 100 - 101 101 - 102 102 - 103 103 - 104 105 - 107 107 - 115
3.3	Reliability and Validity in the Qualitative Research 3.3.1 Reliability 3.3.2 Validity 3.3.3 Ensuring Credibility in the Research Study	115 - 118 115 - 116 116 - 117 117 - 118
3.4	Limitation of the Study	118 - 122
3.5	Summary	122 - 123
3.6	Epistemology of Qualitative Research	123 - 126
СНА	APTER 4: FINDINGS	
4.0	Introduction	127
4.1	Analysis of Data from the Questionnaires 4.1.1 The First Research Question 4.1.2 Second Research Question 4.1.3 Third Research Question 4.1.4 Fourth Research Question	127 - 173 127 - 152 152 - 164 164 - 167 167 - 173
4.2	Summary of the Findings	173 - 174
СНА	APTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATIONS	
5.0	Introduction	175
5.1	The Effectiveness of the Research Model	175 – 176
5.2	Summary of the Findings	176 - 179

5.3	Discus	ssion of the Key Findings	179 - 200
		School Factors	180 - 189
	5.3.2	Factor Conditions	189 - 194
	5.3.3	The Support and Related Factors	194 - 196
		Prevailing Demand Conditions	196 - 200
	3.3.1	Tro varing Bonana Conditions	190 200
5.4	-	ations of the Study	200 - 216
	5.4.1	1 J	201
	5.4.2	5 61	201 - 204
	5.4.3	e i	
		and Jean Piaget	204- 205
	5.4.4	Ability to give value to the students in the learning of S/T	205 - 206
	5.4.5	Emphasis of S/T Education at the Secondary Schools	206 - 208
	5.4.6	Policy Planners and Implementers not interacting	208 - 209
	5.4.7	Teachers' Perception of their Students	209
	5.4.8	Supporting Role of the Government to the	
		Secondary Schools	210
	5.4.9		210 - 211
	5.4.10	Structure and Culture	211 - 212
	5.4.11	Leadership	212 - 213
	5.4.12	Incentives for studying S/T in Schools	213
	5.4.13	Economic Growth in the long term	213 - 214
	5.4.14	Students and Family Incomes	214 - 215
	5.4.15	New-Knowledge based Industries	215 - 216
5.5		:40 Policy Implications	216 - 221
		Science and Technology Education	217 - 218
	5.5.2	Economic Growth	218
	5.5.3	Investment in Human Resource	218 - 219
	5.5.4	Knowledge Workers	219 - 220
		Multinational Enterprises in Human Resource Development	
	5.5.6	National Competitiveness	221
5.6	Manag	ement Implications	221 - 225
5.7	Recom	mendations	225 - 233
5.7.1	l Cent	ralization of S/T Schools	225 - 226
5.7.2	2 Supp	oly and Demand for S/T Education	226 - 228
5.7.3	3 A Sy	estems Approach	228 - 230
5.7.4		al Curriculum for S/T Education from Primary to	
	Seco	ondary Schools	230 - 232
5.7.5	5 Reco	ognition of the Teachers	232 - 233
5.8	Conc	elusion	233 - 234

REFERENCES 235 - 244

APPENDICES

Appendix A	Analysis of Questionnaire Data from the Three Secondary Schools	245 – 255
Appendix B	Data from 100 students pursuing Science and Technology Students in Three Secondary Schools	256 - 260
Appendix C	Recordings of Interviews with Teachers in the Three Secondary Schools	261 - 275

LIST OF TABLES

Table	Title	Page
1.1	Human Resource Capital Indicators	2
1.2	Contributions to the study of Implementation of Policy	12
1.3	Number of MOE Secondary Schools	14
1.4	Technical and Vocational Education	15
1.5	Number of Students in the Technical and Vocational Schools (2006-2015)	15
1.6	Enrollment of Science and Technology Students in Form 4 and Form 5 in 1988	17
1.7	Enrollment of Science and Technology Students in Form 4 and Form 5 in 2010 - 2012	18
1.8	Percentage Enrollment of Students in Science and Arts in Public Higher Institutions of Learning in Malaysia 1990 - 1999	19
1.9	Courses studied by Parents	20
1.10	Unemployment rates and GDP (2001 - 2012)	20
1.11	Employment by Major Occupational Groups, 2006 - 2015	21
2.1	Estimation of Development Cost-Benefits of Technological and Vocational Education	42
2.2	Growth Rate of Selected East Asian Economies	54
2.3	Estimated Educational Expenditure by Purpose and Against Total Government Expenditure and Gross National Product (GNP) 1995 – 2006 (summarized from Table 1)	62
2.4	Federal Government Development Allocation and Expenditure by Sector 2001 – 2010	63
2.5	Development Expenditure and Allocation for Education and Training $2001 - 2010$	64
2.6	Countries and Average Years of School	66
2.7	PISA Scores in Reading, Mathematics & Science in 2009 & 2012	67

2.8	Malaysia's Education Expenditure, Percentage of GNP and Percentage of Total Federal Budget	70
2.9	Enrollments of students at the Public Universities and Private Higher Education Institutions 2000-2010	72
2.10	Enrollment of Students for first degree in five instances	72
2.11	Employment by Major Occupational Groups 2006-2015	91
3.1	Characteristics of the Three Secondary Schools	109
3.2	Information about the teachers and their participation in the 60:40 policy	109
3.3	Information about the Participating Students	110
4.1	Six Types of facilities for teaching & learning in critical situation	128
4.2	Thirteen situations relating to students	130
4.3	Factors influencing students to opt for the Science and Technology Stream	131
4.4	Students' satisfaction/dissatisfaction of studying S/T	131
4.5	Students' evaluation of the teaching of S/T in the schools	132
4.6	Pursuing science and technology education at the higher level	132
4.7	Factors encourage students to further their education at higher level	133
4.8	Feasible/not feasible to encourage more students to take up S/T	135
4.9	Teachers' readiness towards the 60:40 policy	139
4.10	Teaching of S/T should or should not be strongly emphasized in secondary schools	142
4.11	Study of S/T is crucial in secondary schools	145
4.12	Confidence of 60:40 policy will come true	147
4.13	The 60:40 policy is for the country to become a developed nation	150
4.14	The School Culture	158
4.15	Transactional or Transformational Leadership Style	159

4.16	Head Teachers' relationship with teachers	160
4.17	Head teachers' share vision with teachers	160
4.18	Head Teachers encouraging trust worthiness among teachers	161
4.19	Head Teachers encourage cross-subject team formation	161
4.20	Providing support and specific forms of professional development for S/T teachers	162
4.21	Magnitude of flexibility among teachers	163
4.22	Team player attitude in the three secondary schools	163
4.23	Problems between policy makers and teachers (implementers)	164
4.24	Parental support	165
4.25	Support from the Ministry of education and the Education Department	166
4.26	Family Incomes	168
4.27	Educational level of Parents	169
4.28	Jobs of the Parents	170
5.1	Teachers' Disposition towards the Implementation of the Policy	185
5.2	Percentage of students studying in the science streams	186
5.3	Employment by Major Occupational Group 2006 - 2105 (from Table 4.31, p. 171)	196
5.4	Family Incomes	214

LIST OF FIGURES

Figure	Title	Page
1.1	Institutional Model	7
1.2	The Group Model	7
1.3	The Elite Model	8
1.4	The Flexible Model	9
1.5	Van Meter and Van Horn's Model of the Policy-Implementation Process	10
1.6	The Research Model	26
1.7	Policy Implementation Chart	28
2.1	Porter's Diamond	49
2.2	Process of Investment in Education and Economic Growth of a Country	60
2.3	Driving Forces of a Globalizing Economy	71
2.4	Factors Relating to Students' Academic Performance	81
2.5	A Model Indicating Factors that Influence Students to take up the Science and Technology Courses	84
2.6	A Model of Factors and Special Influences that Influence Decision for Life Long Involvement in Science and Technology	85
3.1	The Research Methodological Process	99
3.2	Research Model for the implementation of the 60:40 policy	101
3.3	A Collective Case Study	104
3.4	The Perfect Flower	123
5.1	The Research Model for the Implementation of the 60:40 Policy	175
5.2	Factor Conditions Chain Activities	178
5.3	A System Approach for Implementation of 60:40 Policy	229