



Effectiveness of Government Responsibility in Enhancing Academic Performance in Malaysia: A Case Study in Seremban

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Abstract

Education plays a vital role in human capital development and national progress, prompting the Malaysian government to implement various educational programmes and support initiatives aimed at improving students' learning outcomes and reducing educational disparities. Thus, this study aims to examine the effectiveness of government responsibility in enhancing academic performance in Malaysia, with particular reference to a case study in Seremban. This is quantitative research using cross sectional research design with 150 respondents who were selected by convenience sampling. The data was collected by using a structured questionnaire provided via an online tool and analysed by descriptive statistical analysis (frequency, percentage, mean and standard deviation) and reliability analysis (Cronbach's alpha). The results indicated that the questionnaire had an excellent level of reliability (Cronbach's Alpha = 0.948). The overall mean of the respondents was 4.55 (SD = 0.50), which means that government responsibility is effective in improving academic performance in general. The research findings suggest that government education policies and educational support contribute to students' educational achievements and opportunities. The findings can help policy makers and stakeholders to better enhance educational support programmes and improve educational equity in Malaysia.

INTRODUCTION

Education is among one of the most significant aspects in human capital development, and it has a pivotal role in determining future opportunities and quality of life of individuals. Education imparts knowledge, skills, values, competencies and abilities to students that helps them to be a part of the society and nation in a positive manner. Education has remained a high priority in Malaysia and the Government has been committed to enhance the quality and availability of education through policy and programmes over the years. The Malaysia Education

Blueprint 2013-2025 (Ministry of Education Malaysia, 2013) was introduced to ensure equitable access to quality education and to improve the learning outcomes of the Malaysian students.

The academic performance of students has long been accepted as one of the significant measures of success of educational development and the effectiveness of an education system. Nonetheless, academic performance is affected by different factors such as socio-economic differences, parental involvement, learning environment, availability of education materials and mental health (Krishnan et al., 2023). Socio-economic differences constitute one of the most critical problems, as low socio-economic background limits the chances of access to educational opportunities and learning materials and as a result, prevents academic performance. The problem of socio-economic difference is especially relevant for the poor urban population, which indicates the need for efficient government intervention and educational programs that would address the problem of educational inequality and improve academic performance of students. This is why the present research focuses on the effectiveness of government responsibility in enhancing academic performance in Seremban, Negeri Sembilan.

Previous studies have consistently demonstrated that socio-economic factors significantly influence students' academic performance. For instance, Othman et al. (2021) reported that urban poverty adversely affects students' academic achievement due to financial constraints, inadequate school resources, and limited parental support. In the same context, Mat Zain et al. (2021) concluded that environmental conditions of families, lifestyle and participation of parents greatly affect the educational achievements of students. Similarly, Ab Malek et al. (2024) mentioned that students belonging to poor families usually suffer from the lack of learning materials and assistance. The above discussion emphasizes the responsibility of the government in providing equal learning opportunities to improve their academic performance.

Moreover, Ahmad et al. (2024), Shamsuddin et al. (2025) and Talin and Mosin (2025) have emphasized that financial aid alone will not be sufficient to enhance students' performance. Students also need academic support, emotional support, counselling services, technological facilities and a conducive learning environment to attain better educational outcomes. Through their findings, Osman and Yaakob (2021) also proved that government educational initiatives like the Trust School Programme can significantly affect students' academic performance by enhancing teaching effectiveness, school leadership, collaboration amongst stakeholders.

Although numerous studies have examined factors influencing academic performance, limited studies have comprehensively investigated the effectiveness of government responsibility by examining the combined influence of financial, academic, emotional, and environmental support on students' academic performance. In addition, research specifically related to the urban poor in Seremban is still very limited. Hence the objectives of the study is to examine the effectiveness of government responsibility in enhancing academic performance in Malaysia, with particular reference to a case study in Seremban.

LITERATURE REVIEW

The quality of education and academic achievement of students are largely determined by government responsibility for developing, implementing and overseeing educational policies. The Malaysian government has a crucial role in defining the education system by formulating policies, designing the curriculum, funding the schools, teacher training, building necessary infrastructure, and evaluating the performance of the education system. The Malaysia Education Blueprint (MEB) 2013-2025 is a critical document that provides a roadmap for transformation and governance of education in the country. According to Chang et al. (2020), the centralization of the education system in Malaysia assures the standardization of educational practices across the country but there are problems of implementation at the institutional level owing to bureaucracy and lack of autonomy at the school level.

Furthermore, the issue of government responsibility is connected to educational governance frameworks and access to quality education. Hoque (2020) point out that Malaysia has undertaken various decentralisation approaches like cluster schools and school-based management programs to increase the efficiency of the work of schools, keeping central control at the same time. The results show that the partial decentralisation leads to higher responsiveness to local needs, which contributes to positive educational outcomes. The different capacities of institutions might result in the unequal application of the measures and indicate that the government responsibility is not only about efficiency but about fairness in distributing resources and providing equal opportunities for urban and rural schools.

Moreover, the effective strategic leadership in the education system is essential for the conversion of governmental initiatives into academic achievements. According to Zakariah et al. (2023), the strategic leadership promotes the

efficiency of the institution, decision-making, and alignment of practices on the school level with national education goals. Strategic leadership provided through the government responsibility helps schools to implement curriculums and instruction strategies efficiently, resulting in the success of students.

Similarly, Kasim (2022) argues that high-performing schools are closely related to empowered leadership structures enabled by government policies. The greater the autonomy granted to school leaders along with institutional support, the more effective their efforts to enhance the performance of teachers, students, and overall educational results are going to be. It means that government accountability is particularly efficient when it facilitates rather than hinders school-level leadership abilities. In this case, the efficiency of government policies can be assessed by how much freedom they provide in the process of school development.

In addition, Mozihim and Anwar (2025) discuss the development of educational governance in Malaysia and emphasize that the constant policy changes are conducted to increase accountability and performance of institutions. These policy changes consist in curriculum adjustments, management reforms, and governance improvements in order to enhance educational results of students. At the same time, the study mentions the presence of consistent gaps in policy implementation across various states and districts, which shows that policy consistency plays an important role in this area. In relation to Seremban, such differences might affect the effectiveness of governmental policies.

Another example of how government responsibility can be linked to academic performance is instructional leadership. According to Sabi and Ibrahim (2025), instructional leadership is a very important component that positively affects academic achievement in Malaysian secondary schools. Effective instructional leadership implies proper instruction, good learning process organization, and increased classroom engagement. Thus, the development of instructional leadership by means of governmental measures has an indirect influence on academic performance.

Moreover, there are certain questions related to equity and socio-economic disparity that should be considered while evaluating the role of government responsibility in education. As it has been shown by Ramli (2025), inequality in income distribution and gender gaps have a considerable effect on school completion rate in Malaysia. Therefore, it is obvious that governmental intervention is needed for minimizing educational disparities.

From the literature reviewed, it can be argued that government responsibility is likely to have an impact on academic achievement in several ways, including governance arrangements, decentralization, strategic management, teaching, and education equality. While many reforms have been made to improve the education system in Malaysia, there seems to be a discrepancy between the development and the implementation of such policies at school and district levels. Differences in resource availability and institutional capacity in regions like Seremban could affect the effectiveness of such government efforts. This study is intended to assess the effectiveness of government responsibility in improving academic achievement in Seremban, Negeri Sembilan.

METHODOLOGY

The method adopted in this study was quantitative research with cross sectional research design to to examine the effectiveness of government responsibility in enhancing academic performance in Malaysia, with particular reference to a case study in Seremban. The target population consisted of community members residing in Seremban who were aged 18 years and above, including both employed and unemployed individuals. A total of 150 respondents were selected using a convenience sampling technique for this study. Data was gathered by using a structure questionnaire which is sent out online through Google Forms. The respondents' demographic data was collected in Part A of the questionnaire and included age, gender, working status, educational level, while Part B consisted of 15 items that measured the respondents' perception of the effectiveness of the government's role in enhancing students' academic performance. The items of Part B were rated on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The data collected were analysed by descriptive statistical techniques of frequencies, percentages, means and standard deviation for the demographic profile and perceptions of respondents. Moreover, reliability analysis of the measurement items was performed based on Cronbach's alpha to check the internal consistency of the measurement items.

RESULT AND DISCUSSION

Profile of respondents

Table 1.0 shows that the demographic profile of respondents was analyzed based on the age, gender, occupational status, and highest education level. In this study 150 respondents were involved. Most respondents were between

23 and 27 years old (79 respondents (52.7%) and 18 and 22 years old (48 respondents (32.0%). The lowest percentage of respondents came from a group of those aged 28 years old and above (23, 15.3%). The majority of the respondents were female with 91 respondents (60.7%) and male respondents were 59 (39.3%). In terms of occupation, most of the respondents were unemployed (98, 65.3%). The next group was employed respondents who numbered 52 (34.7%). In terms of educational qualification, most of the respondents (83 respondents; 55.3%) had a Bachelor's Degree qualification. The number of respondents holding diploma qualifications was 41 (27.3%) while the number of respondents with SPM/STPM qualification was the lowest at 26 (17.3%). In general, the respondents were mainly female, with an age range of 23 to 27 years, unemployed status and a Bachelor's Degree qualification.

TABLE 1.0
PROFILE OF RESPONDENTS (N=150)

Profile	Category	Frequency	Percentage (%)
Age	18-22	48	32.0
	23-27	79	52.7
	28 above	23	15.3
Gender	Male	59	39.3
	Female	91	60.7
Occupational Status	Employed	52	34.7
	Unemployed	98	65.3
Highest Education Level	SPM/STPM	26	17.3
	Diploma	41	27.3
	Degree	83	55.3

Reliability Analysis of variable “effectiveness of government responsibility in enhancing academic performance in Malaysia” has 15 items in the variable and Cronbach’s Alpha value of 0.948. According to generally accepted standards of reliability, a Cronbach’s Alpha value more than 0.90 is considered to indicate excellent internal consistency of the items. Thus, the instrument used to measure the effectiveness of government responsibility on the improvement of academic performance in Malaysia is very reliable. This suggests that the questionnaire items are consistent in measuring the intended construct and are appropriate for further analysis of data.

TABLE 1.2
RELIABILITY TEST

Variable	Numbers of Items	Cronbach’s Alpha	Reliable Assume
Effectiveness of Government Responsibility in Enhancing Academic Performance in Malaysia: A case study in Seremban	15	0.948	Excellent

Mean and Standard Deviation

These mean score interpretations were made using three scales that include low (1.00-2.33), moderate (2.34-3.67) and high (3.68-5.00). When the mean score is between 1.00-2.33, it is said to be at a low level of respondents' perceptions or agreements on the variables being measured. Scores between 2.34 and 3.67 reflect a moderate level of perceptions or agreements which imply neutral or average perceptions. On the other hand, mean scores between 3.68 and 5.00 reflect a high level of agreements or positive perceptions on the variables under examination. These

mean scores interpretations were used in this study to determine the perceptions of the effectiveness of government responsibilities in improving academic performances in Seremban.

TABLE 1.3
LEVEL OF SCORE MEAN

Mean Store Range	Level
1.00 - 2.33	Low
2.34 - 3.67	Medium
3.68 - 5.00	High

TABLE 1.4
MEAN AND STANDAR DEVIATION

Variable	Mean	Standard Deviation	N
Effectiveness of Government Responsibility in Enhancing Academic Performance in Malaysia: A case study in Seremban	4.55	0.498	150

Table 1.4 shows descriptive statistics for the variable “effectiveness of government responsibility in improving academic performance in Malaysia”. From the results, it shows that the variable mean score is 4.55 and the standard deviation is 0.498, by the responses from 150 respondents. The high mean value shows that respondents strongly agreed that government responsibility has an important role in improving academic performance for the future. At the same time, the low standard deviation indicates that the respondents’ responses were not far away from the mean, which implies a high degree of consistency in their perceptions. Overall, the results suggest that respondents have a positive perception of the effectiveness of government responsibility in improving academic performance, with a high level of agreement among the participants.

CONCLUSION

This study is based on a case study approach in Seremban, Malaysia, to analyse the effects of government responsibility in enhancing academic performance. The findings of the study indicate that overall, the respondents are positive about the role of government initiatives and educational support programmes in enhancing students' academic performance. The result of the descriptive analysis showed a high overall mean score of 4.55 that is the respondents agreed that the role of the government positively contributes in achieving educational outcomes. Moreover, reliability analysis showed that the internal consistency of the measuring items was very good with Cronbach's alpha value of 0.948. The results show that government support in the form of educational assistance programs, financial support and other educational programs is important in enhancing students' academic performance and in ensuring equal educational opportunities. Therefore, the improvement and expansion of the educational support programs, especially for disadvantaged students, should be kept going. Further research could be carried out to get a clearer picture of the effectiveness of the government's responsibility in improving academic performance in Malaysia with more sample size and respondents from other parts of the country.

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