

Multi-Ethnic Students in Malaysia Higher Institutions: Relationship between Racial Integration and Democratic Outcomes

*¹Noraziela Abdul Majid, ²Aminuddin Hassan, ³Norlizah Che Hassan

ABSTRACT--- *This paper is a conceptual paper in which it studies multi-ethnic students in Malaysia higher institutions, in the context of the relationship between racial integration and democratic outcomes. Malaysia is made up from a variety of ethnic groups with their own uniqueness and heritage such as language, traditions and beliefs. So, Malaysians are definitely aware of this fact and therefore all citizens regardless of their background need to unite in order for the country's progress to be achieved without hindrance. Thus, one of the ways to ensure that national security is maintained among the multicultural people is through education. However, the school system in Malaysia that has segregated students since the elementary school or known as primary school level has caused students of different ethnic backgrounds to be a part of each other, leading to very limited interactions among them and added to the issue of democratic outcomes of the students as well. Henceforth, this study aimed to determine racial integration with democratic outcomes among students of various ethnicities in Malaysian Institutions of Higher Learning. In addition, this research also wanted to study the effect social interaction as a mediating factor between these students. To obtain the best results for this study, quantitative methods supported by several open-ended questions will be used. By using convenience sampling techniques, a total of 400 questionnaires will be distributed to respondents. Then through descriptive and inferential statistics, all data collected will be analyzed using the Statistical Package for Social Science (SPSS) latest version program. Then, for the purpose of answering the research questions of this research, Pearson Coefficient (r) and Structural Equation Modeling (SEM) will be applied.*

Keywords--- *Racial Integration, Democratic Outcomes, Social Interactions, Multi-Ethnic.*

I. INTRODUCTION

Malaysia is widely known as a multi-ethnic and multi-cultural democratic country. The main ethnic groups in Malaysia are Malays, Chinese and Indians and diverse groups of indigenous people such as Iban, Bidayuh, Kadazan, Bajau, Melanau and others where language, religion, history, way of life and so on are different from one another (Kanamaru, 2014). To *date*, the population of Malaysia is 32.6 million (Department of Statistics Malaysia, 2019), with the Malays are the largest ethnic group (69.3%). Based on law, all ethnic Malays are Muslim, and they along with the natives of Sabah, Sarawak and aboriginal groups from peninsular Malaysia, officially categorized as Bumiputera or landowners and indirectly granted various rights and specialty or privileges (Mustapha et al., 2009). The Chinese are the second largest ethnic group (22.8%) is Buddhists who

¹* Sociology, Universiti Putra Malaysia, noraziela11@yahoo.coma.

² Foundation Studies, Universiti Putra Malaysia.

³ Sociology, Universiti Putra Malaysia.

came through the British to Malaya voluntarily or coercion in the 20th century, played an important role in business since before even going on up until today. The Indians are Hindu and came from South India also brought by the British to Malaya to work as estate workers have formed the third largest ethnic group (6.9%). Then, other ethnic groups are also common in Malaysia categorized as "other" (1%).

The situation of Malaysians from different ethnicities who have different languages, religions and cultures but who can live together in harmony and peace is acknowledged as something that is not easy to achieve. As such, Malaysians are well aware of the fact that unity among the people is very important, so it must be maintained and nurtured for the sake of mutual success and one of them is through education or specifically multicultural education. Even efforts to promote unity through education has stepped up to the tertiary level, and not confined to the school alone is a clear sign that the process of multiculturalism in the education system in Malaysia has evolved into a new phase (Ibrahim et al., 2011). In conjunction with that, The Ministry of Higher Education of Malaysia (MOHE) has introduced and obligated Ethnic Relations as core subject at all Malaysian universities. These subjects are taught with the help of modules built on ethnic relations in Malaysia to meet the needs of various ethnic in this country.

II. PROBLEM STATEMENT

Malaysia is made up of people of various races in which the three largest ethnic groups are the Malays, Chinese and Indians. Then, the three ethnic groups mentioned had different native languages and school systems. For example, majority Malay students attending national schools that use the Malay language as a spoken language, likewise Chinese and Indian students who prefer to learn in national (type) schools that use their mother tongue in daily speech. Indirectly, this has led to the isolation of students based on their native language and the worst is yet to have an impact on a very limited interaction with each other since the early stages of schooling or known as primary school. Formerly, the arrival of the Chinese to Malaya in the 19th century, apart from seeking for fortunes also not forget the responsibility to provide education to their children in order to ensure that the Chinese language and culture continue to blossom. Due to that fact, the establishment of the Chinese vernacular school is a necessity for them. However, such an educational system will create a sense of prejudice among students towards other ethnicities as expressed by (Zainal & Mohamad Salleh, 2010), with this feeling of prejudice students will face difficulties in interacting with other ethnic groups especially when they speak their native language.

Undeniably, prejudice and stereotyping is a consequence resulting from the vernacular education system since the early stages of schooling where since primary school students were separated and denied the right to socialize with each other. That totally means for 6 years of schooling they have not been given the opportunity to mix and get acquainted with peers of different ethnic groups. Thereafter, upon entering high school they are required to mix or come under the same education system. Unfortunately, at this point some of these students experience culture shock and lead to violent behavior such as fighting gangs, rude attitude towards teachers and students who come from different ethnic background. From there, it clearly shows the vernacular schools have created gaps and boundaries between students since the beginning of their schooling. This is obviously a

negative effect of the vernacular school where we expect the gap between students of different ethnicities to be bridged through the education system itself (Zainal et al., 2010).

Furthermore, previous studies had mentioned about the ethnic relations in Malaysia at this point only at a satisfactory level (Mutang et al., 2014). Studies on youth students are at a cautious level regarding inter-ethnic relations. Youth according to this study are still students, so they should be more aware of the importance of ethnic relations in Malaysia (Mutang et al., 2014). Malaysia's education system is always emphasized on the issue of unity among ethnic diversity, however after examining previous studies, students who represent youth showed a little prejudice toward other ethnic groups. When an ethnic group has a negative view of another ethnic group, it is called ethnic prejudice. In a survey conducted, at least 80% of respondents agreed that they still had feelings of prejudice against other ethnic groups. Although on the outside the relationship between different ethnic students is good, they are actually difficult to do social activities like eating together, studying as a group and most importantly they are not ready to share a room or house with peers from different ethnic groups (Mutang et al., 2014). Reports from studies conducted by Helen (2012) showed serious ethnic polarization among Malaysian students. For example, a study from Fatimah showed that respondents refused to share hostel rooms with students of different ethnicities. Meanwhile, from Helen's observation it is clear that ethnic polarization has occurred in the country since the establishment of Malaysia's oldest university, the University of Malaya.

According to the theory underlying the study, students who have a lot of experienced with the various ethnic students while at the university will be highly motivated and competitive among large groups in the outside world (Hamdan et al., 2010). In order to be competitive, students need to understand and refine the different perspectives as individuals of different ethnicities communicate, appreciate unity and see diversity as an opportunity for positive change and also embrace the cultural differences that exist in multicultural societies. Even though there was a study conducted in portraying the advantages of being knowledgeable in diverse fields, it is admittedly that multicultural education is a new area of educational research, thus it should be strengthened in many ways (Denson et al., 2011).

Indeed, the future of a country depends on leaders having a broad exposure to dynamic ideas and that ideas do comes from friendship of diverse background and cultures (Gurin & Nagda, 2006). The success of the country to be independent and competitive in terms of the economy is dependent on consolidation and integration among the people in the country, and it can only be achieved through social harmony and political stability (Aziz et al., 2010). Thus, this is the time to change. After 13th general election which took place on May 9, 2018 Malaysia has been led by the new government, better known as the new Malaysia. Therefore, also have to change citizen's thinking by always united and love one another regardless of race and religion. Prejudice must be erased and disposed within themselves. After all it is indeed the main goal of the establishment of schools and education in Malaysia where racial integration among ethnic groups is not only focused on physical integration but it is also intended to go beyond that to eliminate discrimination and prejudice among them. The most important things are diversity creates colorful social relationships that make the social environment and learning richer, conducive and complex. In addition, cross-ethnic relations enable students to use these advantages as a source of mutual understanding and unity (Gurin & Nagda, 2006).

After review many previous studies emphasized the issue of student retention and their achievement, however little attention was paid to the students' experiences and their perceptions of the concept of integration. Not only that but there have also been some previous studies focusing on the advantages or disadvantages of the multi-racial curriculum, racial prejudice and the unification of ethnic diversity (Chang, 2005); students' attitudes toward campus that have a variety of ethnic and racial backgrounds; critical thinking skills, cognitive and affective development (Astin, 1993) but lack attention and discussion given to area of racial integration or racial/ethnic diversity towards democracy outcomes. Despite the substantive literature suggesting that students' experiences with diversity impact positively on their learning and educational outcomes, little is known about the effect of race-related diversity or their democracy outcomes on undergraduates in Malaysian universities (Tamam, 2012). Zainal et al. (2010) suggested a study needs to be done to identify the situation of university students in Malaysia and whether they show a negative attitude towards ethnic diversity, it is important because higher education is one of the ways to strengthen ethnic relations in the country (Ibrahim et al., 2011).

Thus, in order to address this knowledge gap, a comprehensive research is needed. The main purpose of this study is to point out the relationship between racial integration among multi-ethnic students in Malaysia higher institutions with democracy outcomes and also to examine their viewpoints on "integration" concepts itself. Elements included in democracy outcomes such as perspective-taking, citizenship engagement, racial/cultural understanding and judgment of the compatibility among different groups in a democracy. In short, the researcher will bridge the gap between the ideal levels of racial integration among multi-ethnic students in Malaysia with the existing one and offers solutions towards bridging the gap as the relationships of these variables will give a huge impact on the country harmony, national security and further progress as well.

III. PURPOSES OF STUDY

This study aims to figure out the level of racial integration among multi-ethnic students in Malaysia higher institutions and its relationship with democratic outcomes. Not only that, this study also intends to identify either social interaction is the crucial factor and can be regards as mediator in ensuring positive integration between them. The main objectives of this study are:

1. To identify level of racial integration among multi-ethnic students in Malaysia higher institutions.
2. To examine the students' views and feedback towards racial integration process from inside and outside the classroom.
3. To determine level of democratic outcomes between multi-ethnic students in Malaysia higher institutions.
4. To identify level of social interactions between multi-ethnic students in Malaysia higher institutions.
5. To examine the relationship of racial integration with democratic outcomes among undergraduate students in Malaysia higher institutions.
6. To examine the role of social interaction as mediator on the relationship between racial integration and democratic outcomes among multi-ethnic students in Malaysia higher institutions.

IV. SIGNIFICANCE OF STUDY

1) Theoretical Significance

As Malaysia is preparing to move towards a developed nation starting by year 2020, with the hope that youth regardless of race and religion at the forefront, more researches needed pertaining to racial integration among multi-ethnic students as to review the success or failure of many programs conducted in education industry. To identify the successes or failure of the programs and activities conducted, there is a need to study about relationship between multi-ethnic students in Malaysia higher institutions. Besides, the aims of all the initiatives were to develop and equip the youth to be competent, especially in term of unity or integration and also to ensure social interaction among them at excellent level. Hence, in response to such a need, this study is aiming to identify the relationship between racial integration with democracy outcomes practiced by multi-ethnic students in institution of higher learning in Malaysia. Such result would be good indication and important data for the nation on the effectiveness of all the initiatives combined.

Furthermore, the results of this study can contribute to the new dimension and hence the existing body of knowledge is further developed by providing valuable results about multi-ethnic learning styles at higher education institutions. From there, teaching providers may plan their learning style, approach, method and technique of teaching complementing multi-ethnic students in the class room. In fact, all information gathered in this study can help future researcher to understand the various multi-ethnic students at the Malaysian Higher Learning Institution before conducting a more in-depth study. Not only that, there are many advantages in terms of democracy outcomes. The young generations who are the pillars of the country's progress are urgently concerned about the unity of racial diversity. This is because the success and progress of a nation depends on the harmony among residents. How a country can make progress, if internal upheavals often occur. The country cannot focus on the progress of the country such as finding investors, promoting the beauty and uniqueness of the country and so on since it is busy thinking about the solution to the problems in the cause by the feud between multiracial citizens. The effect of turbulence that occurs in the foreign country such as Middle East countries should serve as a lesson by our country so that we do not receive a similar fate.

Same things applied to social interaction between multi-ethnic. Good relations between individuals of different ethnic groups will lead to a reduction behavior prejudicial otherwise improve identity consolidation and also bridge the individuals themselves (Ahmad et al., 2018). All negative views on ethnics can be rectified after recognizing them personally by means of friendship like Malay proverb says "do not know then do not love". Plenty advantages will be gained by the students when they associate themselves with peers who came totally from different backgrounds and cultures. Students who always get along, communicate being close friends of different race, they can see the world from the other side. They are not only confined within the narrow box but thought they would be more mature and always think outside the box. Absolutely, this kind of thinking is needed by our country from the younger generation in order to stand out in the eyes of the world. The responsibility of the younger generation is too big for the nation, religion, race and family, therefore they need to have critical and innovative thinking skills.

With respect to that, socializing and interacting with people of different backgrounds have an impact on their thinking, intellectual engagement and reveal the fact that one day these students will become leaders in diverse

groups. As one of the fundamental theories used in this study had stated active thinking is important for new ideas to be generated and it also affects the way of processing information. In essence, when a person speaks or communicate with an individual from different backgrounds, beliefs and thought, it is indirectly had activated the conscious mode of thinking through the complex social structure itself. As a result of the new social differences and uncertainty it has generated student's intellectual involvement and their cognitive growth (Langer, 1978).

2) Practical Significance

In term of practical aspect, this study aimed to contribute to multi-ethnic players, NGOs, schools and government agencies in planning and taking suitable actions for positive multi-ethnic development. We are approaching the year 2020, but did all the vision and mission especially on racial unity have been achieved? As indicated in the nine challenges of vision 2020, the first thing is featured in the challenge is to make Malaysia as a country that is united in solidarity and towards the same mission. Thus, it must become a peaceful nation by itself, unite in ethnicity, live in harmony with a full and equitable partnership then become a "Bangsa Malaysia" with political loyalty and dedication to the nation (Mahathir, 1991).

As Malaysia has a multi-ethnic people, two important things are emphasized by the head of state is the unity and integration of the people. Thus, former 6th Malaysian Prime Minister which is Datuk Seri Najib Tun Razak has introduced the concept of "1 Malaysia" as the basis for the nation's development and progress during his reign. The main mission of the concept is to unite Malaysians who are, ironically, culturally and religiously different (Ramli & Jusoh, 2011). Then, the former prime minister in full force has been promoting multiracial society living in harmony and united regardless of culture and language differences. Therefore, it is hoped that the results of this study will provide accurate data to answer the question of how universities in Malaysia can be the catalyst for unity and closeness among students of various races and how they respond to ethnic diversity in the country.

Henceforth, this study targets teenagers or youth among university students as their attitude and thinking will determine the direction of the country in the future. According to Bastedo et al. (2009), one of the primary functions of higher education institutions is to ensure that graduates are ready to live, work and become part of a diverse and global society. The young generation in a country is a valuable asset, and the university plays a key role in providing educated teens an effective and capable citizen abroad (Dusi et al., 2012). The results of this study can be used to evaluate interactions among students of various races for improvement purposes as needed later.

After all, hopefully the potential findings of this study could have positive implications for public policy makers, particularly in respect of patriotism, tolerance and integration among the races since the findings of previous studies have found levels of all three elements of this are still at an alarming rate. A program designer or learning provider may use the information gained from this study in their work to plan on better learning programs especially for three largest ethnic groups which are Malays, Chinese and Indian students in higher learning institutions in Malaysia. The result of the study will help them to develop programs that would be able to foster and facilitate better learning outcomes among multi-ethnic students in Malaysia.

Moreover, with the presence of more students of all races and cultures in institutions of higher learning, it is an important discovery point in shaping the nation's vision and mission. To enhance the education and experience of the students, initiatives such as introducing diversity courses and classrooms as well as opportunities for interaction with multicultural students within the university environment. Therefore, the results of this study not only support curriculum initiatives that introduce diversity within the university courses, but also suggest specific attention to the experiences gained by multiracial students in and outside the classroom. The theory and results of the study suggest that students who interact with different ethnic groups will be benefited, so students who have the opportunity to associate with peers from different ethnic groups should take advantage of this situation as such opportunities are not provided in the outside community. Helping faculty revitalize pedagogy in which students of different backgrounds in one classroom can activate thinking, intellectual engagement and democratic attitude. In addition, higher education institutions should provide a supportive environment in which disequilibrium and experimentation can occur by increasing interaction among diverse peers and help faculty and students manage conflict when individuals share different points of views. In short, it is the wish of the researcher that this study will make modest contribution in understanding racial diversity among multi-ethnic citizen in Malaysia and lastly to achieve the desired democracy outcomes among them.

V. LITERATURE REVIEW

A considerable number of studies highlight the issues on racial integration or unity among multi-ethnic students in Malaysia. Tamam (2012), in his study regarding race-related diversity experiences in lifelong learning found that results of the cultural sensitivity and interracial bridging are also influenced by their level of involvement in community-related activities while on campus. Therefore, he proposes a policy on the involvement of all university students in a variety of racial-related activities and such policies should be implemented strictly to increase student engagement and thus bridge the gap between them. Furthermore, Dusi et al. (2012) has come out with an article paper called "citizenship education in multicultural society: Teachers' practices" in order to ensure the involvement of teachers and the institution itself in education based on democratic citizenship from the perspective of cultural diversity. Then, the results of earlier studies have found among the educators themselves were still skeptical of tasks assigned to them, which in other words, they still do not have accurate knowledge in the context of cultural diversity among students. On the other hand, Shamsuddin et al. (2015) mentioned in their study on ethnic-based politics is the cause of the separation between ethnic groups. Unscrupulous political leaders who become selfish leaders who do not care and think about feelings and impact on society have played and politicized sensitive issues in order to seek popularity indirectly can cause tension among multiracial people. Ethnic-based politics can lead to discomfort and even racism if it is not taken seriously by those responsible. Sensitive issues such as language, culture, education, religion, nationality and economy if used for political purposes, of course, it will not contribute to a cohesive society.

However, recent study regarding social interaction among multiethnic pupils in Malaysian vision schools by Vellymalay and Murugaiah (2017), has found that effective communication between students of the same ethnic group is an important factor in providing emotional and social support to others as it empowers students to feel a sense of belonging within their own ethnicity. To strengthen this statement similar study by Vellymalay (2014)

verified students are more comfortable interacting with peers of the same ethnic group as it enhances their understanding of each other and further strengthens intra-ethnic friendships than inter-ethnic friendships. This study consists of three core variables which are racial integration (independent), democracy outcomes (dependent) and social interactions (mediator). Each of the variables has its own basis theory in order to deeply explain the relationship with each other. Allport's contact theory (1954) used for racial integration, Theory of Astin's Input Output Framework (I-E-O Model) (1993) used for democracy outcomes and Langer's concept of conscious mode of thought (1978) used for social interactions. However, as this study is intended to study multi-ethnic students in Malaysia higher institutions, then Schlossberg's Theory of Transition, (1984) is used to explain the transition or sequence of their relationship. Thus, Theory of Transition (1984) was selected by the researcher as the core theory for this study as it is able to explain ethnic relations between the students in the country before and after university life.

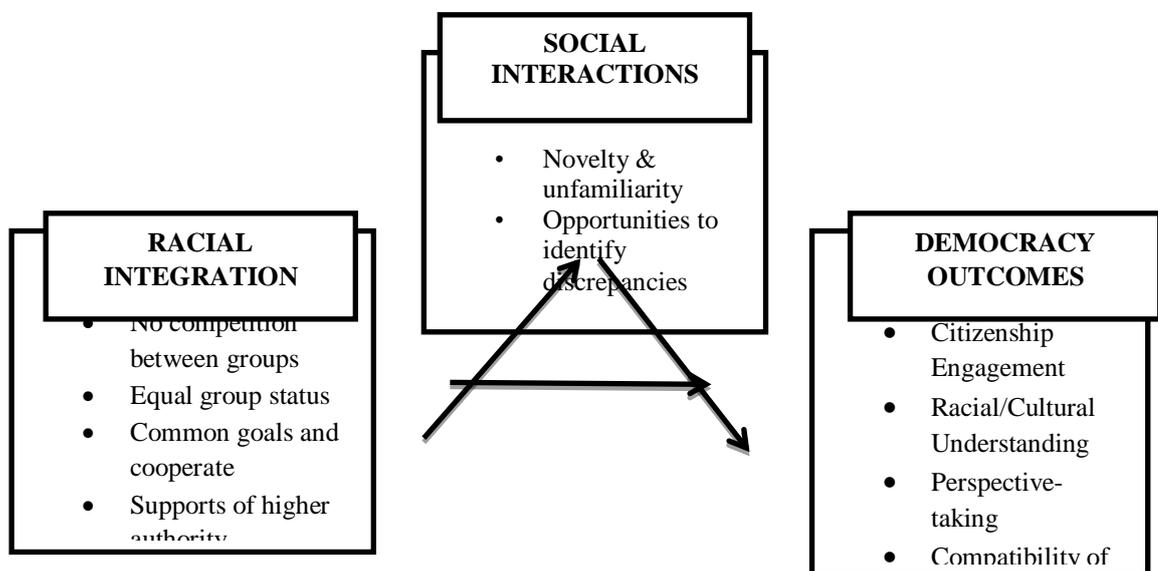


Figure 2: Conceptual Framework

VI. METHODOLOGY

1) Research Design

Research design is a framework for driving a thing / project from one place to another. The framework should contain questions that will be immediately recognized by researchers and finally be able to produce the best conclusion (Babbie, 2001). A descriptive research analysis employing a quantitative approach through cross-sectional study (type of observational study that analyzes data from population or a representative's subset, at a particular point in time) is taken into consideration the most acceptable method to use. Descriptive studies that relate to functional relationships are non-experimental and have links between variables, hypothesis tests and even generalizations, principles or predictions (Best & Kahn, 1993). In addition, descriptive studies allow researchers to compile, summarize and interpret the data reviewed (Ary et al., 2002). This form of study implies that researchers have no control over variables under any circumstances.

Descriptive study most frequently used by the researchers is using surveys. Surveys allow researchers to gauge their attitudes and opinions on issues and can also formulate conclusions about different groups' characteristics (Wiersma, 2000). In other words, the method of the survey allows researchers to collect

information from a large number of samples, fast and does not result in high costs (Ary et al., 2002). Therefore, this method will be used specifically by the researchers for the process of collecting data in this study. According to Creswell (2012), quantitative method is one in which the researcher primarily uses post-positivist claims for developing knowledge and collecting data on predetermined instruments that yield statistical data with the ability to attain an oversized range of respondents.

The mentioned method above also been applied to the current study because it tries to ensure a significant relationship between the variables studied. The researchers then propose to use correlational design methods. Correlation leads to a level at which two variables change in the same route or a different route (Slavin, 1992). As Cohen and Manion (1980) assert, correlational techniques are often aimed at determining the relationship between two variables. The situation whereby two variables are connected is classified as a correlation coefficient (Cohen & Manion, 1980; Slavin, 1992). However, in the use of correlational studies it is quite difficult to identifying variables which will affect other variables. In such cases, regression analysis can help to overcome the deficiencies and shortcomings of the correlational design. Therefore, the use of correlational techniques is very appropriate because one of the objectives of this study is to determine the relationship as well as the correlation size between racial integration with democracy outcomes.

This study will take a quantitative approach. According to Antonakis et al. (2004), many studies within the leadership domain are quantitative in nature. Data for this research will be collected using a questionnaire as it helping the researcher to get as much data they need in a short time (Gay et al., 2009) and a questionnaire can collect data on respondents' opinion, perception and demographic information (Christensen, Johnson, Turner, 2011). In addition, using questionnaires is more economical and it is easier for respondents to answer as it provides pre-coded answers. However, in a process to enable the researcher to seek a more panoramic view of the research landscape, viewing phenomena from different viewpoints and through diverse research lenses, an open-ended question will be added as well into the instrument. From there, the result will be more meaningful and able to answer the research questions precisely.

2) Research Population

Ary et al. (2002) defining the population as a group of various categories / classes of people, situations and objects. In other words, the population is the sum of all the units or components involved directly or indirectly in a study (Gray, 2004). While, Gay et al. (2009) also defined the population as a research group where the researcher is interested in studying in more detail, he/she also wanted to translate the findings from the analyzes conducted on the group. The first major step is to identify the target population and the population that is easy to access (accessible population). The population targeted for this study is among the multi-ethnic undergraduate students (Malay, Chinese and Indian) who are currently pursuing studies at higher institutions nevertheless Public Institution of Higher Institution (PuIHE) or Private Institutions of Higher Institution (PriHE) located in Malaysia. In short, accessible populations are elements within the target population themselves that are willing to participate and be present during the study. Often accessible populations smaller than the target population due to the probability of potential respondents who chose not to be involved in the research process of the study

(Asiamah et al., 2017). Thus, the accessible populations for this research are undergraduate students from the three main ethnic groups and they are in the second or third year of study.

The three ethnic group students were chosen from year 2 and 3 to ensure that they had spent a sufficient amount of time in the university and have had the opportunity to interact with diverse racial groups during their period of study. The researcher believes students in those categories have almost completed their studies and have gone through all the necessary pieces of training and preparations for them to be fully equipped and are competent to face the challenges in the society especially concerning inter-ethnic relations. This is because these students have been in the final stages of their studies, which means they have spent a lot of time on campus and have socialized and interacted with friends from different ethnic backgrounds either directly or indirectly. In fact, they must frequently participate in activities organized within and outside the campus to meet the needs of the curriculum and co-curriculum itself. Thus, the population for this study is all students of PuIHE and PriHE in Malaysia but the sample will be gathered at the institutions located around Klang Valley. Klang Valley is being chosen as it is known as the metropolitan city of the region. From there, driven factors such as accessibility to reach the potential respondents, economical factors and from an early determination that there are enough respondents available in the district since a lot of PuIHE and PriHE have been developed here as well.

3) Sampling Technique

There are plenty categories of sampling design and among them are random sampling, purposive sampling, cluster sampling, stratified random sampling and systematic sampling (Konting, 2000). To optimize sampling of the targeted population, varieties of sampling techniques may be used by the researcher, however in this study stratified random sampling is the suitable one. Stratified random sampling categorizes a population concerning a characteristic a researcher considers to be crucial and then samples randomly from each category (Frey et al., 2000).

There were various public and private universities in Malaysia and so many fields of studies. Hence, stratified random sampling is applied to select its samples only from public universities that rank as Research Universities and private universities with the status of College University. This because these institutions have been recognized by the ministry of higher education (MOHE) and offers a curriculum that is almost equivalent level. Therefore, the sample to be obtained is comparable in terms of the quality of the students themselves. The universities chosen are Universiti Putra Malaysia (UPM, Serdang), Universiti Malaya (UM, Kuala Lumpur) and Universiti Kebangsaan Malaysia (UKM, Bangi). Same goes for PriHE, out of all top College Universities located around Klang Valley, only three of them are randomly selected. They are UCSI University (Kuala Lumpur), Taylor's University (Subang Jaya), Management and Science University (MSU, Shah Alam).

Once again, stratified random sampling will be used in selecting the subject of this study which are the final year undergraduate students and final semester of second year undergraduate students from each of these universities. Total samples for both universities are 400 with 200 samples divided respectively for each PuIHE and PriHE. A sample size accumulated using Cochran formula (1977) and calculation stated 266 students are required for the sample size for the population of 230,690 students in Klang Valley. According to Salkind (2009), a sample size should be increased by 40%-50% to account for uncooperative subjects. Following

Salkind's (2009) suggestion, the sample size for this research is increased by 50% giving a sample size of 399 which is rounded up to 400.

4) Research Instrument

This study employs a questionnaire as the research instrument because its standardized and highly structured design is compatible with a quantitative approach. Among the advantages of a questionnaire are it enables the researcher to collect large amount of data in a short amount of time (Gay et al., 2009); economical and it collects data on respondents' opinion, perception and demographic information (Christensen et al., 2011). Therefore, a self-completed questionnaire will be designed and divided into several major sections.

The questions contained in the questionnaire form depend on the questions in the research itself. When the research questions are formulated, they are indirectly designed and subsequently used as instruments for obtaining the required information. Closed-ended questions are a series of questions designed with limited answers to information on a particular research topic. Respondents' responses to closed-ended questions can be coded directly and then entered into a computer database for analysis purposes. One of the benefits of closed-ended question formats is to ensure that each subject or participant has the same frame of reference in answering and thus facilitating their feedback on sensitive issues (Ary et al., 2010). The quantitative methods will be used in this study to get feedback or information on issues of racial integration among multi-ethnic students in Malaysia higher institutions. Five points Likert scales ranging from 1 for totally disagree until 5 for totally agree will be used.

The questions are designed with easy-to-understand sentences and are written in simple, concise form. Sentences or words that can cause doubts such as having multiple meanings will be refined and replaced immediately. In fact, questions that explicitly determine the answers of the respondents as well as questions that are stereotypical or that may influence the emotional sensitivity of the individual are also avoided. Highly focused precision of framing the question in order to avoid confusing the respondent or ask a question that is the assumption seems to compel the respondents to provide desired answers by the researchers themselves. The questions will then be re-read and reviewed to avoid situations where the respondents are suspicious of the actual purpose of the study. It will also ensure that the questions in the survey do not overlap by asking repeated or identical questions in the segment for different issues.

Worth to mention here, this research will adopt a questionnaire developed by Azimi et al. (2005) in their study of youth as foundation for unity and solidarity: A study inter-ethnic tolerance to collect data since these established instruments have been reported to have an appropriate level of reliability in many previous studies. In addition, these instruments were developed by experts in the field (Fraenkel et al., 2012) and using established instruments allows for a comparison of results with those of other researchers' (Noordin et al., 2010). As mentioned earlier, this study will also be supported by several open-ended questions to generate panoramic findings in terms of the study concerns.

5) Instruments Development

The second stage of the study is the construction of an instrument for measuring the variables used in this study. With respect to that, starting from the instrument adopted, then validated by 4 experiences validators (3

internal and 1 external). The process continues as the questionnaire will be designed and divided into 6 sections. In section A, questions are asking about demography information of the respondents. Then sections B, there are 16 items/questions to measure the racial integration component with five points Likert scales ranging from 1 for “refuse to understand” to 5 “try hard to understand”. Section C will ask the respondent regarding some practices related to life in a multiracial society with 17 items ranging from 1 “did not practice” to 5 “always practice”. In addition, there are total of 15 items/questions to measure democracy outcomes in section D, also with five points Likert scale ranging from 1 “strongly disagree” to 5 “strongly agree”. 11 items/questions been adopted to measure social interaction in section E using five points Likert scale ranging from 1 “very uncomfortable” to 5 “very comfortable”. Lastly in section F, few open-ended questions are included to get respondents' views on the issues concerned as allowing respondents to provide more information such as their feelings, attitudes and views on a research topic matters.

VII. DISCUSSION AND CONCLUSION

Malaysia is one country in the world today who are experienced and have an excellent track record in dealing with various ethnic cultures. Taking into account the fact that humans are the creatures of God on this earth, we should always strive to maintain harmony and mutual respect for each other, regardless of origin, background and descent. Therefore, the basic thing to do is to instill the seeds of unity among the young as they are today's youth however tomorrow's leaders. Then, they have to be taught and convinced of the advantages of peaceful co-existence (Abdullah, 2009).

After all, worth to mention here this proposed research is in the wait-list to be presented in front of the examiners before proceeds to the data collection. In essence, this concept paper is written containing the important aspects of this ongoing research project about the relationship between racial integration and democratic outcomes among multi-ethnic students in Malaysia higher institutions. This study will be using a quantitative method with the supports of several open-ended questions to generate more meaningful findings. Henceforth, it will be great when this study able to contribute towards the existing body of knowledge by helping teaching providers plans their learning style, approach, method, and technique of teaching complementing multi-ethnic students in the classroom. In addition, all the initiatives aim to develop and equip the youth to be competent, especially in term of unity or integration and also to ensure social interaction among them at an excellent level. In summary, it is the wish of the researcher this study will make a modest contribution in understanding racial diversity among multi-ethnic citizen in Malaysia and lastly to achieve the desired democracy outcomes among them.

VIII. ACKNOWLEDGEMENT

This research is supported by Research Management Center under the Geran Putra Siswazah 2017

REFERENCES

1. Abdullah, A. C. (2009). Multicultural education in early childhood: Issues and challenges. *Journal of International Cooperation in Education*, 12(1), 159-175.
2. Ahmad, Y., Nor Abd Aziz, M. K., Sulaiman, S., Abdul Mutalib, S., & Rose, N. N. (2018). Cross Ethnic Friendship among Multi-ethnic Students and Teacher's Role in Supporting Cultural Diversity in School. *MATEC Web of Conferences*, 150, 1-5.
3. Astin, A. W. (1993). Diversity and multiculturalism on campus: How are students affected? *Change*, 25(2), 44-49.
4. Ary, D., Jacob, L. C., & Razavieh, A. (2002). *Introduction to research in education*. California: Wadsworth Publishing.
5. Antonakis, J., Chriesheim, C. A., Donovan, J. A., Gopalakrishna-Pillai, K., Pellegrini, E. K., & Rossumme. (2004). *Methods for studying leadership in Antonakis, J., Cianciolo, A. T. & Sternberg, R. J. (Eds.), The Nature of Leadership*. California: Sage Publications, pp. 48-70.
6. Asiamah, N., Mensah, H. K., & Oteng-Abayie, E. (2017). General, Target, and Accessible Population: Demystifying the Concepts for Effective Sampling. *The Qualitative Report*, 22(6), 1607-1621.
7. Azimi, H., Mansor, M., Zainal Abidin, M., Ezhar, T., Wong, S. L., & Moltan, J. (2005). Youth as foundation for unity and solidarity: A study inter-ethnic tolerance. IRPA Report.
8. Aziz, Z., Salleh, A., & Ribu, H. E. (2010). A Study of National Integration: Impact of Multicultural Values. *Procedia Social and Behavioral Sciences*, 7, 691-700.
9. Best, J. W., & Kahn, J.V. (1993). *Research in education*. Boston: Allyn and Bacon.
10. Babbie, E. (2001). *The practice of social research*. California: Wadsworth.
11. Bastedo, M., Batjargal, B., Eufrazio, P., & Yaraslav, P. (2009). Educational policies for integrating college competencies and workforce needs: Cases from Brazil, Mongolia, Ukraine and the United States. <https://files.eric.ed.gov/fulltext/ED508089.pdf>.
12. Creswell, J. W. (2012). *Planning, conducting and evaluating quantitative and qualitative research*. New Jersey: Pearson Education.
13. Cohen, L., & Manion, L. (1980). *Research methods in education*. London: Croom Helm
14. Chang, M. J. (2005). Reconsidering the diversity rationale. *Liberal Education*, 91(1), 6-13.
15. Christensen, B. L., Johnson, R. B., & Turner, L. A. (2011). *Research Methods, Design and Analysis*. Boston: Pearson.
16. Cochran, W. G. (1977). *Sampling techniques*. New York: John Wiley & Sons.
17. Denson, T. F., Pedersen, W. C., Friese, M., Hahm, A., & Roberts, L. (2011). Understanding impulsive aggression: Angry rumination and reduced self-control capacity are mechanisms underlying the provocation-aggression relationship. *Personality and Social Psychology Bulletin*, 37, 850-862.
18. Department of Statistics Malaysia. (2019). <https://www.dosm.gov.my/v1/>.
19. Dusi, P., Steinbach, M., & Messetti, G. (2012). Citizenship education in multicultural society: Teachers' practices. *Procedia - Social and Behavioral Sciences*, 69, 1410-1419.
20. Frey, L. R., Botan, C. H., & Kreps, G. L. (2000). *Investigating Communication: An Introduction to Research Methods*. Boston: Pearson.

21. Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. New York: McGraw-Hill.
22. Gray, D. (2004). *Doing research in the real world*. California: Sage Publications.
23. Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). *Educational research: Competencies for analysis and applications*. New Jersey: Prentice Hall.
24. Gurin, P., & Nagda, B. A. (2006). Getting to the what, how, and why of diversity on campus. *Educational Researcher*, 35(1), 20-24.
25. Helen, T. (2012). Interethnic Relation in Malaysian Campuses: A Historical Review. *Malaysian Journal of Chinese Studies*, 1, 60-84.
26. Hamdan, A. R., Ghafar, M. N., & Che Ghani, A.A. (2010). Fostering Inter Group Contacts Among Multiracial Students in Higher Education. http://eprints.utm.my/id/eprint/37815/2/hamdan_ghafar_ghani.pdf
27. Ibrahim, R., Muslim, N., & Buang, A. H. (2011). Multiculturalism and higher education in Malaysia. *Procedia Social and Behavioral Sciences*, 15, 1003-1009.
28. Kanamaru, Y. (2014). Ethnic accommodation and democracy in multiethnic countries: Comparative study of Malaysia and Singapore. 23rd World Congress of International Political Science Association, pp. 1-23.
29. Langer, J. A. (1978). A socio-cognitive perspective on literacy. In J. Langer (Ed.), *Language, Literacy, and Culture: Issues of Society and Schooling*. New Jersey: Ablex, pp. 1-39.
30. Mutang, J. A., Seok, C. B., Madlan, L., Lastar, A. I., Baharuddin, S. A., & Joseph, A. (2014). A Multiethnic Perception through the Eyes of Students. *International Journal of Information and Education Technology*, 4(3), 249-253.
31. Mahathir, M. (1991). *The Way Forward-Vision 2020*. Working paper presented at the Malaysian Business Council. <http://www.wawasan2020.com/vision/>.
32. Konting, M. M. (2000). *Kaedah Penyelidikan Pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
33. Mustapha, R., Azman, N., Karim, F., Ahmad, A. R., & Aqsha Lubis, M. (2009). Social integration among multi-ethnic students at selected Malaysian universities in Peninsular Malaysia: A survey of campus social climate. *ASEAN Journal of Teaching and Learning in Higher Education*, 1(1), 35-44.
34. Noordin, F., Rashid, R. M., Ghani, R., Aripin, R., & Darus, Z. (2010). Teacher Professionalisation and Organisational Commitment: Evidence from Malaysia. *International Business & Economics Research Journal*, 9(2), 49-58.
35. Ramli, Y. M., & Jusoh, T. G. T. (2011). Najib Razak's 1Malaysia and charter of Medina's one ummah: Comparative perspective. *International Journal of Business and Social Science*, 3(2), 95-101.
36. Salkind, N. J. (2009). *Exploring research*. New Jersey: Pearson.
37. Shamsuddin, K. A., Ong, H. L. J., & Ridzuan, A. A. (2015). Malaysia: Ethnic issues and national security. *International Journal of Humanities and Social Science*, 5(1), 136-143.
38. Schlossberg, N. K. (1984). *Counselling adults in transition: Linking Practice with Theory*. New York: Springer Publishing Company, Inc.
39. Slavin, R. E. (1992). *Research methods in education*. Boston: Allyn and Bacon.

40. Tamam, E. (2012). Race-related diversity experiences in lifelong learning: Impacts on undergraduates' intercultural sensitivity and interracial bridging social capital. *Procedia - Social and Behavioral Sciences*, 46, 1756-1760.
41. Vellymalay, S. K. (2014). Ethnicity-based social interaction amongst multi-ethnic students in a classroom. *Journal of Human Capital Development*, 7(2), 47-62.
42. Vellymalay, S. K., & Murugaiah, P. (2017). Social Interaction Among Multiethnic Pupils in Malaysian Vision Schools. *School of Distance Education*, 10(2), 37-48.
43. Wiersma, W. (2000). *Research methods in education: An introduction*. Boston: Ally and Bacon.
44. Zainal, K., & Mohamad Salleh, N. (2010). Ethnic Relation among the Youth in Malaysia: Toward Fulfilling the Concept of One Malaysia. *Procedia Social and Behavioral Sciences*, 9, 855–858.