

FACULTY ENTERPRENURSHIP AND BUSINESS

**THE IMPACT OF COVID-19 ON EDUCATION LOAN
REPAYMENT PATTERNS IN MALAYSIA**

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The Impact of Covid-19 on Education Loan Repayment
Patterns in Malaysia

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ABSTRACT

3 February 2020 is a sacred date for Malaysia, for the existence of the first Covid-19 cases involving Malaysians. Since then, various issues and assistance have been created. Among the big issues is the repayment of education loan. Since the total amount of loans provided to students depends on loan repayment, non-repayment of student loans after graduation becomes a serious issue for the government. According to National Higher Education Fund Corporation (PTPTN), a total of 200,213 diploma and degree students graduated in 2020. Of that number, there are a large number who are facing problems in repayment due to economic restrictions implemented by the government in an effort to contain the Covid-19 epidemic. This study developed a quantitative method and run the online survey to collect data. A total 385 of university graduates participated in this research. Four variables of focus are the cost of living, attitude, integrity, and government incentives were the most important predictor of education loan repayment patterns. After finalizing the answer, the majority agreed that these four variables are the main factors that influence education loan repayment patterns in Malaysia. At the end of discussions, this research can assist policymakers to understand better specific strategies, approaches, and other relevant matters in making sure that borrowers comply with the repayment conditions while not being a burden to both government and the public.

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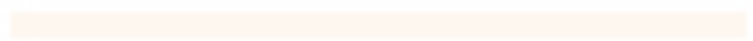
ABSTRAK

3 Februari 2020 merupakan tarikh keramat bagi Malaysia, kerana wujudnya kes pertama Covid-19 yang melibatkan rakyat Malaysia. Sejak itu, pelbagai isu dan bantuan telah diwujudkan. Antara isu besar ialah pembayaran balik pinjaman pendidikan. Memandangkan jumlah pinjaman yang diberikan kepada pelajar bergantung kepada pembayaran balik pinjaman, tidak membayar balik pinjaman pelajar selepas tamat pengajian menjadi isu serius bagi kerajaan. Menurut Perbadanan Tabung Pendidikan Tinggi Nasional (PTPTN), seramai 200,213 pelajar diploma dan ijazah telah menamatkan pengajian pada tahun 2020. Daripada jumlah itu, terdapat sebilangan besar yang menghadapi masalah pembayaran balik berikutan sekatan ekonomi yang dilaksanakan kerajaan dalam usaha untuk mengandungi wabak Covid-19. Kajian ini membangunkan kaedah kuantitatif dan menjalankan tinjauan dalam talian untuk mengumpul data. Seramai 385 graduan universiti telah mengambil bahagian dalam penyelidikan ini. Empat pembolehubah tumpuan ialah kos sara hidup, sikap, integriti, dan insentif kerajaan merupakan peramal terpenting bagi corak pembayaran balik pinjaman pendidikan. Selepas memuktamadkan jawapan, majoriti bersetuju bahawa empat pembolehubah ini merupakan faktor utama yang mempengaruhi corak pembayaran balik pinjaman pendidikan di Malaysia. Pada akhir perbincangan, penyelidikan ini dapat membantu penggubal dasar untuk memahami strategi khusus, pendekatan dan perkara lain yang berkaitan dengan lebih baik dalam memastikan peminjam mematuhi syarat pembayaran balik dan tidak membebankan kerajaan dan orang ramai.

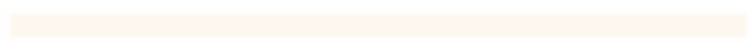
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CHAPTER 1: INTRODUCTION

1.1 BACKGROUND OF THE STUDY

According to EXIM, the repayment period is determined from the beginning to the maturity of a transaction. Typically, repayment systems are implemented through credit cards to facilitate credit and repayment transactions. The demand for credit cards is increasing as many people begin to realize the benefits and advantages of using credit cards. Huebner, Fuchs, and Ilic (2018) strongly support the repayment system using credit cards to show the progress of society. Income levels and attitudes toward credit and debt are factors that differentiate repayment patterns for everyone (McHugh and Ranyard, 2012). However, although consumers are offered various types of benefits from the use of credit cards, they are more likely to misuse the card. Some consumers also often spend more than they should, and the main purpose of such credit card loans. Yet, while this repayment issue has always been a hot topic, those who are disciplined and continue to carry out their responsibilities by repaying debts should be commended. They are the successors to the development of PTPTN agencies. This financing or loan assistance is very helpful to Malaysians in their efforts to continue their studies at a higher level. Without education, the standard of living of the people in Malaysia, cannot be developed in line with developed countries abroad (Wan Saiful, 2020).

This study is designed to look at the dependent variable on the education financing agency, PTPTN. PTPTN was established under the National Higher Education Fund Corporation Act 1997 which came into effect on 1 July 1997 (Kian-Ming et al., 2016). There are three functions of PTPTN stated in the act. First, to manage withdrawal and repayment transactions for higher education level loans. Second, managing higher education savings schemes and third, following government instructions in performing other functions (Wan Saiful, 2020). PTPTN not only offers loans but scholarships to students who successfully graduate with class 1 honors. In 2000, a total of 88,372 loan applications were approved and this number increased to 193,922 in 2015 (Ong et.al, 2016).

The Covid-19 epidemic not only endangers human health and lives, but also affects the world economic sector. The banking sector is no exception. Borrowers began to face problems in making repayments when some of the restrictions taken by the state continued for a relatively long period of time. Worse is the situation when these borrowers lose their source of income.

Among the two causes of the economic downturn were the impact of knocking abroad from the epidemic and the impact of the implementation of movement control order in curbing the epidemic (Calvin Cheng,2020). Personal consumption, investment as well as total exports decreased, while the unemployment rate increased (Croatian National Bank, 2021). However, in helping the financial issues faced by borrowers, banks or the majority of loan agencies also loosen the collection of loan repayments (Reza Nuruk Ichsan et.al, 2021). However, bank performance will also be affected due to non -current financing (Fauzi, 2018).

1.2 PROBLEM STATEMENT

The issue of education debt repayment is often a hot topic. The first issue that arises is the overdue debt. According to PTPTN, the source of funds for the agency's survival in continuing to finance education loans is through repayment by previous borrowers. According to Noraini Ahmad 2021, a total of 539,284 PTPTN borrowers have yet to make repayments. These comprise 22.24% of borrowers who have graduated and should have started making repayments totaling RM24.6 billion. According to her, a total of 427,861 borrowers have made payments consistently. However, 705,648 other borrowers have not made repayments consistently. From the data provided, we can see a clear point of view on the financial position of PTPTN. Some of the borrowers give less emphasis and sense of responsibility in the matter of loan repayment and this issue is always controversial in society (Wan Saiful Wan Jan, 2021). This first issue is not only faced by the PTPTN, but also the borrowers.

The second issue is the lack of future savings. As the Malaysian government is aware and concerned about the financial problems faced by the people since the country was hit by the Covid-19 epidemic, the government has allowed the withdrawal of the EPF. This assistance program is known as i-Lestari, i-Sinar and i-Citra. The total production for these three programs has already exceeded RM100 billion (Zulina Jusoh, 2021). However, in an effort to ease the burden of the people at this time, the government is also concerned about the life of the people in old age or after retirement. The Malays and bumiputera are the largest contributors (74%) or 4.4 million with a savings balance of less than RM10,000 (Nurhisham Hussein, 2021)). Therefore, the lack of savings for the future is very worrying, not to mention that the country's unemployment rate has jumped to 4.5% in 2022 (DOSM, 2022).

The third issue is a sustainable fund management system. PTPTN only received a grant of RM5.3 billion from the government until 2002 alone (Mastura Mohd Khalid, 2018). The amount of loans channeled to students was through loans from financial institutions and loan repayments from borrowers (Suzalina Halid, 2018). In addition, PTPTN obtains capital from financial institutions, then distributes it to borrowers and then collects debts from borrowers to repay PTPTN's debts to financial institutions (Mastura Mohd Khalid, 2018). However, as a result of the Covid-19 outbreak, financial institutions were also affected and its position as a capital provider for PTPTN should be a concern.

1.3 RESEARCH QUESTIONS

- a) What is the relationship between cost of living and education loan repayment patterns during pandemic Covid-19?
- b) What is the relationship between attitude and education loan repayment patterns during pandemic Covid-19?
- c) What is the relationship between integrity and education loan repayment patterns during pandemic Covid-19?
- d) What is the relationship between government incentives and education loan repayment patterns during pandemic Covid-19?

1.4 RESEARCH OBJECTIVE

- a) To determine the relationship between cost of living and education loan repayment patterns during pandemic Covid-19.
- b) To determine the relationship between attitude and education loan repayment patterns during pandemic Covid-19.
- c) To determine the relationship between integrity and education loan repayment patterns during pandemic Covid-19.
- d) To determine the relationship between government incentives and education loan repayment patterns during pandemic Covid-19.

1.5 SCOPE OF THE STUDY

This study will be investigating the impact of Covid-19 on education loan repayment patterns in Malaysia. Education funding or loan agencies are a necessity for most students in furthering their studies to a higher level. Agencies such as PTPTN can help students in easing the burden to cover the cost of learning and at the same time the cost of living. However, PTPTN is also responsible for collecting repayments from borrowers who have made their loans with the corporation. The issue arises since the repayment is inconsistent, and the borrower does not pay full attention to the repayment until the letter sent by the lending agency is not received by the borrower (Norhasni Zainal, 2011).

The scope of the study is limited to Malaysian citizens who made loans with PTPTN during study. It implies that everyone is aware of the facts that Malaysian borrowers who use PTPTN loan services are included in this research. The purpose of this study is to ascertain how Covid-19 will affect Malaysia's student loan payback schedule. Application of questionnaires referring to users of Islamic financial goods and services as a survey and reference will be used to finish this research.

Therefore, graduate students are the ideal respondents in meeting the criteria to answer the survey questions that will be created. The population of this study will focus on PTPTN borrowers among university students from various levels of study such as Public Higher Education Institutions (IPTA), Private Higher Education Institutions (IPTS) or Polytechnics who have made loans with the PTPTN. Besides, in this research, researchers will use a quantitative method in the form of a questionnaire in identifying the background of PTPTN borrowers who face repayment problems and analyze the factors and effects of the occurrence of these repayment problems. The theory that will be applied in this study is the Theory of Planned Behavior (TPB). This study is important to reveal the need for an approach to address the problem of repayment.

1.6 SIGNIFICANCE OF THE STUDY

This research will determine the effect of Covid-19 on educational loan repayment patterns that is important for the long term. Most borrowers are unable to repay education loans due to the effects of this Covid-19 condition (Townesley, 2002). Strengthening financial viability through increased enrollment is essential for borrowers to repay education loans (Breneman, 2002; Delbanco, 2009). The outcome of this research will be related to the value that can be possessed by education borrowers to cope with the impact of Covid-19 on the repayment pattern of education loans designed for all majors towards new borrowers. This research also will come out with new output which is a new perspective in approaching the issue of repayment of education loans in Malaysia. Specifically, this research will benefit the following community, academic institutions and administrators, mental health advocates, parents, students and future researchers. Loan repayment patterns are significant with government agency, community and knowledge.

1.6.1 Government Agency

Through this research, academic institutions and administrators can promote programs and advocacy regarding the effects of Covid-19 on borrowers that can help students address their concerns over the repayment of educational loans affected by this Covid-19 condition. The results of this research will provide valuable information to advocates to continue their campaign in spreading awareness on how to address various education loan repayment issues in Malaysia.

1.6.2 Community

This research spread awareness in the community about the effect of Covid-19 which is able to change the repayment patterns of education loans in Malaysia which is able to be a useful approach to reduce it. Next, this research may convince parents to consider programs that involve the repayment of education loans that can help students address their issues of concern. However, students will benefit directly from this research because its findings may encourage them to consider loan repayment as an approach to reduce their level of anxiety. In addition, this study includes information involving educational loan repayment patterns as an approach to reduce anxiety levels. Therefore, the results of this study can be used for future discussions on the repayment patterns of education loans in reducing their concerns due to the impact of the Covid-19 situation that is plaguing across the country.

1.6.3 Knowledge

This research also will spread awareness in the students' knowledge and attitude regarding the loan. Three aspects of focus are knowledge, attitude and perception of students towards the loan and the repayment of the loan. This study also analyzed the legal literacy of students towards the PTPTN agreement. Previous studies collected data using self-administered questionnaires. The findings from previous study revealed that students have good knowledge about PTPTN loan agreement but there was a significant proportion of students with negative attitudes towards the repayment of the loan. Majority of them perceive the loan as a burden to them and it limits many options of their life after graduation.

1.7 DEFINITION OF TERMS

1.7.1 Independent variables

Independent variables are the variables we manipulate or vary in an experimental study to explore its effects. It is called independent because it is not influenced by any other variables in the study (Pritha Bandhari,2022). The independent variable is actively manipulated in research to see how it affects the dependent variable. Common variables are frequently used at multiple levels to see how the results differ. Cost of living, integrity, attitude, and government incentives are all independent variables that will be measured in this study.

a. Cost of living

The cost of living is the amount of money needed to cover basic expenses such as housing, food, taxes, and healthcare in a certain place and time period. The cost of living is often used to compare how expensive it is to live in one city versus another (Caroline,2021)

b. Integrity

Integrity can be defined as aligning one's behavior with things known to be excellent. A person of integrity displays a principled dedication to values and beliefs. They always seek to reflect ethical standards and do the right thing regardless of the circumstances (William,2022)

c. Attitude

Attitude is manner, disposition, feeling and position about a person or thing, tendency or orientation especially in mind. It is an expression of favorable and unfavorable of a person, place or thing or event. Attitudes are the complex combination of things we call personality, beliefs, values, behaviors, and motivations (Sadhin,2022)

d. Government incentives

Government incentive means benefit afforded or available through any economic incentive program sponsored, offered or otherwise provided by any nation or government, any state or political subdivision thereof, any agency (S A, 2008)

1.7.2 Dependent variables

Dependent variables are the variables that change as a result of the independent variable manipulation. It is the outcome we're interested in measuring, and it depends on the independent variable (Pritha Bandhari,2022). We record the dependent variable. We can use statistical analysis to determine whether and how much the independent variable influences the dependent variable.

a. Education loan repayment patterns in Malaysia

Education level is the most important factor on loan repayment performance (Kevin Nelson, 2018). Typically, the returns of funds happen through periodic payments, which include both principal and interest. However, the issues to be raised and studied are related to graduates who certainly have a good level of education, but do not show good performance in loan repayment patterns. The study will be run in detail to find out the extent to which the independent variables mentioned above, affect the loan repayment patterns, specifically in Malaysia. This study also will observe the practice that is being used in recovering the educational loan.

1.8 ORGANIZATION OF THE RESEARCH

In this proposal, it is divided into three chapters. In chapter one, this paper will review the introduction. We will discuss the background of the study and will generally talk about the background of the study, problem statement, research questions, scope of the study, research objectives, significance of the study, definition of terms, and organization of the proposal. In this chapter, we will provide the idea on factors affecting the education loan repayment pattern in Malaysia.

Meanwhile, in the second chapter, it will discuss something deeper. It will discuss the literature review. In literature review, it consists of introduction, underpinning theory, previous study, hypothesis statement, conceptual framework and conclusion. It is a piece of academic writing that demonstrates contextualized knowledge and awareness of academic literature on a given topic. A literature review differs from a literature report in that it includes a critical evaluation of the material.

Last is chapter three that will discuss methodology. It consists of introduction, research design, data, collection method, study population, sample size, sampling technique, research development method, measurement of the variables, procedure for data analysis and conclusion. A research methodology is a framework for how a specific piece of research will be carried out. It defines the techniques or procedures used to identify and analyze data on a specific research topic.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Chapter 2 explains comprehensively about the literature review. The researchers will discuss deeper both dependent and independent variables. The dependent variable for this study is education loan repayment patterns in Malaysia. While the independent variables are cost of living, attitude, integrity, and government incentives. In addition, this chapter will also discuss in detail regarding the dependent and independent variables, while referring to previous study and adding extra values to this research proposal to make it differ.



2.2 UNDERPINNING THEORY

This research plans to develop one theory which is The Theory of Planned Behavior in its attempt to explain the educational loan repayment behavior of university students.

2.2.1 Theory Of Planned Behavior (TPB)

The theory that will be applied in this study is the Theory of Planned Behavior (TPB). The Theory of Planned Behavior (TPB) started as the Theory of Reasoned Action in 1980 to predict an individual's intention to engage in a behavior at a specific time and place. This theory was intended to explain all behaviors over which people have the ability to exert self-control. This key component to this model is a most important element is behavioural intent, which is impacted by attitudes toward the likelihood that a behaviour will result in the desired outcome and a subjective assessment of the risks and advantages of that outcome. The TPB has been successfully used to predict and explain a variety of health behaviours and intentions, including smoking, drinking, using healthcare services, breastfeeding, and substance use, among others. According to the TPB, ability, and motivation (intention) are both necessary for behavioural achievement (behavioral control). It makes a distinction between three categories of beliefs: control, normative, and behavioural.

2.3 PREVIOUS STUDY

2.3.1 Cost of Living

Cost of living is the amount of money needed to cover basic expenses such as housing, food, taxes, and healthcare in a certain place and time period (Caroline,2021). However, it may change due to a few factors such as how they spend their money and how they live. Numbeo (2022) stated consumer prices including rent in Kuala Lumpur are 12.4% higher than in Penang and rent prices in Kuala Lumpur are 46.3% higher than in Penang.

Education loans help a lot of students to pay for their education, however after the graduation day the education loan becomes their commitment as they need to repay. Even worse, we have to pay the education loan repayment with interest. Even after considering scholarships and grants, many students struggle to pay for college without going into debt.

Those who come from underprivileged backgrounds will be persuaded to spend their monthly income on their family rather than on other expenses like debt repayment (Shouxin and Bray, 1992). The necessity of the family's expenses was another factor in this failure. A family's expenditures, including the size of the house, its equipment, and other connected items, may rise as the number of members increases.

2.3.2 Attitude

According to Kendra (2022) attitudes are often the result of experience or upbringing. They can have a powerful influence over behaviour and affect how people act in various situations. While attitudes are enduring, they can also change. Thought process and behaviour are heavily influenced by attitude. An attitude can be positive or negative, but it has a greater influence on our behaviour than we realise. How do we cultivate a helpful rather than a harmful attitude? Maintaining positive attitudes requires effort and dedication, so the most important thing we can do to improve our attitudes is to pay attention to them. By recognising our attitudes, we can begin to recognise how they influence thoughts and actions, allowing to improve the way you act and think.

The best approach to characterize borrowers who default on government-provided school loans is with a negative attitude. Even if the borrower has the means to repay the loan but lacks a sense of responsibility, it could lead to disaster for the loan. Attitude was determined to be the most significant component in the loan payback difficulty (Behrens, 1992). Kajubi (1992) mentioned that it is one's moral obligation to repay any loans they may have made.

2.3.3 Integrity

The third independent variable is integrity. Integrity is an important foundation in the banking world. This factor helps the banking sector to gain consumer trust and grow more rapidly, along with other sectors. Integrity needs to move in tandem with other variables to produce the best results. According to Cowton (2002), the basic principles of ethical banking are integrity, responsibility, and also relationships. To make ethical banking successful, Tilak (1992) stated that banking needs to work from enacting rules and laws to their implementation. This means that creating an ethical banking sector needs to be implemented from the most basic level up to the highest level. The policy in the banking sector itself has already established an element of integrity because it involves the management of money and property of outside individuals. However, this factor needs to be applied by both parties involved, namely borrowers and lenders. In the context of this study, borrowers are important individuals in ensuring that the banking sector can continue to run well.

From the point of view of borrowers and lenders, this element of integrity needs to be applied from the beginning of the transaction, starting from the loan application. At this time, the borrower already needs to have the integrity to follow all the rules and agreements that have been agreed upon. With this, problems that arise at the next stage can be better dealt with. However, as we can see, the banking sector is very flexible and 'gives a chance' to borrowers. According to Behrens (1992), a bank needs to communicate with borrowers before imposing any further action. There are additional thoughts from Clarke and Johnston (1992), they think that it is very important for a bank to visit and follow up on borrowers to identify the issues or problems that borrowers are facing. In this way, the bank can offer an alternative way for borrowers to repay the loan. In addition, borrowers will also not be afraid and be more open to allowing the bank to help them. However, it should be noted that the alternative given by the bank is not a way out for borrowers not to repay the loan or in other words, not to bear their responsibilities as debtors.

2.3.4 Government Incentives

The last independent variable is government incentives. According to the Malay Dictionary, incentive means something (in the form of material or not) that is given or offered as encouragement or encouragement. Referring to this last independent variable, government incentives are aid given by the government to the people to help those in need continue living. Among the large-scale assistance provided by the Malaysian government to the people was during the Covid-19 pandemic era. There are various forms of assistance given including flexibility to pay off education debt. This action was taken by the government to help the people in continuing their lives because the economy could not run as usual during the Covid-19 epidemic. In general, government initiatives help people to lead normal lives. There are people who had to go hungry during Covid-19 because they ran out of savings. The incentives given by the government directly lighten the burden on the people. But, indirectly, according to Bakertilly (2017), the aid that the government provides today will help the government in the future. Economic growth will help the government earn more revenue in the country and further help the government grow.

Between November 1, 2021, and February 28, 2021, a total of 367,433 PTPTN borrowers took advantage of a repayment discount incentive including a total payment of RM755.28 million with a discount of RM112.4 million. In a statement, PTPTN stated that the government had decided to offer an incentive to assist PTPTN debtors beginning on November 1, 2021 and continuing through the presentation of the Budget for 2022 on October 29, 2021. The rewards include discounts of 15% on the outstanding balance for complete repayment of the loan and discounts of 12% for paying off at least 50% of the outstanding debt in a single payment. Additionally, a 10% discount for payments made using direct debits or salary deductions is scheduled. By any measure, student loans are an important source of financing for higher education. Historically, borrowers and the government have guaranteed those loans with a promise to cover any unpaid amounts (and, in some cases, interest payments while students are in school).

2.4 HYPOTHESIS STATEMENT

A hypothesis is a claim that may be verified by empirical study, and it serves to quantify the relationship between the dependent and independent variables. Before beginning the data collection and experiment, the hypothesis statements are crucial components.

H1: There is a relationship between cost of living and education loan repayment patterns in Malaysia.

The cost of living is the sum of money required in a certain location and time frame to meet necessities including housing, food, taxes, and medical care. To compare how expensive, it is to live in one city against another, the cost of living is frequently utilized. Thus, the cost of living indicates the amount that students must pay back to PTPTN.

H2: There is a relationship between attitude and education loan repayment patterns in Malaysia.

A person's attitude is a psychological construct; it is a mental and emotional entity that either exists in or is characteristic of them. The attitudes that people hold about themselves and the outside world are those that are easiest to understand. Gordon Allport, a well-known psychologist, called this latent psychological construct "the most distinctive and significant notion in current social psychology." Therefore, attitudes are a reflection of how students think and feel about a subject theoretically. As a significant factor in human behavior, attitudes have been recognized.

H3: There is a relationship between integrity and education loan repayment patterns in Malaysia.

Integrity is the act of conforming one's conduct to that which is generally acknowledged to be superior. A person with integrity demonstrates a morally upright commitment to their principles and ideas. As a result, regardless of the situation, pupils will always try to act morally and morally. Students that have integrity always act and speak according to their convictions.

H4: There is a relationship between government incentives and education loan repayment patterns in Malaysia.

Benefits offered or accessible through any economic incentive programme sponsored, offered, or otherwise provided by a government authority in connection with construction, redevelopment, or other improvements are referred to as government incentives.

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2.5 CONCEPTUAL FRAMEWORK

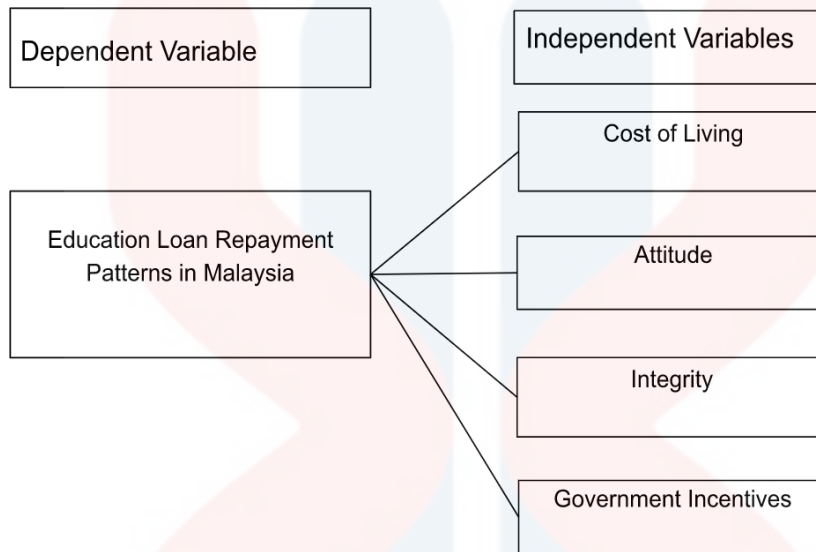


Figure 2.5.1 Conceptual Framework Model

Figure 1 shows the conceptual framework that is proposed by the researchers. Referring to the theory explained in the previous section, this study aims to determine the relationship between the dependent variable which is education loan repayment patterns in Malaysia with the independent variables. This research focuses on four independent variables. The independent variables are cost of living, attitude, integrity, and government incentives.

2.6 SUMMARY

This paper has reviewed the literature on how Covid-19 impacts the education loan repayment patterns in Malaysia. The factors affecting the education loan repayment patterns in Malaysia are cost of living, integrity, attitude, and government incentives. In the above section, theories for understanding the context have been discussed. The previous studies on the relationship between independent variables and dependent variables are reviewed. Last, hypothesis statements and conceptual frameworks have also been presented.



CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research procedures that were employed to collect and analyse the data with the intention of achieving the goals of this study are briefly explained in this chapter. It includes research techniques, frameworks, and designs. study sites, equipment, data collection, data preparation, population, sample sizes, and analytic recommendations. Each component of the section will be highlighted in this chapter, including the location of the design, the study design, sampling and sample size, the type of data, the data collection method, and management itself.

3.2 RESEARCH DESIGN

The research technique and market method framework that a researcher chooses is referred to as research design. Furthermore, a research design can be quantitative or qualitative. The goal of this study is to make sure that the researchers' design will allow them to use appropriate approaches based on previous research. Quantitative research will be applied in this study because it is more objective, explores, and understands the relationship between the independent variable (cost of living, attitude, integrity and government incentives) and the dependent variable (education loan repayment patterns in Malaysia). This study will also gather information from primary sources.

According to previous researchers, there are several advantages of using this method, among which are allowing researchers to use philanthropic literature studies and survey methods through questionnaires as the main procedure in the process of collecting study data. This method results in the collection of data accurately, avoids bias elements, and also improves the quality of the data collected. This study will focus on the graduate students in Malaysia, estimated those 20 years old and above. Before the questioning survey is distributed to respondents, the researchers plan to apply the reverse translation method that will be used in translating prepared Questionnaires into Bahasa Melayu and English to make it easier for respondents. The findings will be analyzed on the education loan repayment patterns in Malaysia.

3.3 DATA COLLECTION METHOD

There are two types of methods in collecting data, namely primary and secondary, but this study will develop the primary method. The exploratory research will be conducted in collecting data. This type of research is suitable with this study since the researcher intends to clarify ambiguous problems which is the repayment pattern in the endemic phase. The election of respondents will be using simple random sampling. Simple random sampling gives the same percentage for each person in the population to be selected. Besides, the researcher may also analyze the data using SPSS since the researcher is using simple random sampling.

The method that will be used in collecting data is survey. The survey will be developed in the form of an online questionnaire and will be distributed to the respective population. Questionnaire is one of the research instruments that consists of a set of questions used by researchers to collect information from respondents (Krosnick,2017). The questionnaire will be developed by referring to previous studies with some improvements to relate more with this study. The questionnaire will be assessed using the Likert scale and will be divided into five sections. Section A will focus on collection of respondents' demographic data. In section B until section E, each section will focus on each independent variable. While section F is focus on the dependent variable.

3.4 STUDY POPULATION

Populations can be identified where a group of organisms of the same species live in a particular area (Sherbinin etc, 2014). In this research, the target population are university graduates who borrow from PTPTN while pursuing their studies in Malaysia. This study focuses on this group since the researchers focus on the repayment patterns of education agencies (PTPTN) in Malaysia. There are several levels of study funded by PTPTN. Among them, diploma, bachelor's degree, master, and Ph.D. However, in this study, researchers will focus on two main levels namely diploma and bachelor's degree. In addition, there are several HEIs categories that accept applications, namely public universities, IPTS, polytechnics, and community colleges. According to data taken from Higher Education Statistics 2020: Ministry of Higher Education, a total of 200,213 students graduated in 2020. The number of populations is suitable for this study to investigate the repayment patterns of Malaysians.

No	Level of Studies	HEIs Category	Output		
			Male	Female	Total
1	Bachelor's degree	UA Public Universities	23,201	45,405	68,606
		IPTS Private HEIs	19,677	21,994	41,671
		Polytechnics	118	103	221
2	Diploma	UA Public Universities	10,684	17,731	28,415
		IPTS Private HEIs	13,749	18,905	32,654
		Polytechnics	14,255	14,355	28,610
		Community Colleges	19	17	36

Table 3.4.1 Number of Students by Level of Studies in HEIs for the Year 2020

3.5 SAMPLE SIZE

Sample size can be defined as the number of participants involved in a study (Israel,1992). This study will be run onto 200,213 students. From this amount, this research requires 382 respondents to answer the questionnaire. This number of respondents is obtained from Krejcie & Morgan,1970 table. The respondents will be chosen to determine the independent variables which are cost of living, attitude, integrity, and government incentives towards the education loan repayment patterns since Covid-19 in Malaysia.

Table 3.1
Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Table 3.5.1 The number of respondents allocated based on the population

Krejcie & Morgan (1971) had come up with the table shown above in determining the sample size for a certain number of populations. They had come up with the numbers by using the formula shown below.

Formula for determining sample size

$$s = X^2 NP(1 - P) + d^2(N - 1) + X^2 P(1 - P)$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Source: Krejcie & Morgan, 1970

Figure 3.5.1 The formula for determining the sample size by Krejcie & Morgan

3.6 SAMPLING TECHNIQUES

Simple random sampling, a type of probability sampling used in this study, involves selecting a subset of participants at random from a population. This strategy is the most straightforward probability sampling technique because it just calls for a single random selection and little prior population knowledge. Any research conducted on this sample must have a high level of internal and external validity due to the randomization used in this technique. Therefore, every PTPTN user has an equal chance of being chosen as a response when utilising simple random sampling.

3.6.1 Pilot Test

According to Doody & Doody, a pilot test is a scaled-down version of a planned study that is conducted with a small number of participants who are comparable to those who would be recruited later in the larger-scale study (2015). (p. 1074). By assessing the viability of the procedures for participant recruitment and retention, testing the questions' face and content validity, and assessing the usability of the technology used to administer the questionnaire, the pilot study sought to increase the likelihood that the main study would be successful. The main goal of this pilot test is to assess the feasibility of successfully recruiting participants for the study, and to evaluate the technical and navigational aspects of the online survey process and the instrument itself. The pilot provided an opportunity to improve our research processes as a precursor to the main investigation.

For the pilot test, thirty (30) sets of questionnaires will be distributed to the intended respondents. Following data collections, the data will be included in the Statistical Package for the Social Sciences (SPSS) software and will be tested for reliability. Finally, if any problems are discovered, the questionnaire survey will be readjusted based on the result of the pilot test and re-distributed for the real time.

3.7 RESEARCH INSTRUMENT DEVELOPMENT

An instrument for conducting research is one that is used to gather, quantify, and examine data. In order to evaluate patients, clients, students, teachers, staff, etc., these tools are most frequently used in the social sciences, health sciences, and education. A research tool may be an interview guide, an exam, a poll, or a checklist.

Quantitative data will be gathered through questionnaires as part of the research methodology. The demographic profiles and the variables influencing student loan repayment habits since Malaysia's epidemic are included in the questionnaire. Regression analysis will be used by the researcher to examine the data gathered.

3.7.1 Questionnaire Design

In this study, the researchers will use questionnaires in collecting data. The questionnaire consists of a network of questions and other indicators for the purpose of gathering information from the community respondents of the use of education loans in Malaysia. This study area consists of sections A, section B, section C, section D, and section E. The questionnaire is planned to consist of a section regarding the demographic profile of respondents, and other sections focus on the independent variables that are related to the impact of Covid-19 on the education loan repayment patterns in Malaysia. The demographic questions in section A are about gender, age, race, education level, income level and religion of each respondent i.e., whether Muslim or Non-Muslim.

The questions in section B until section E relate to independent variables which have the impact on the education loan repayment patterns since pandemic in Malaysia. These sections will use 4 points of Likert scales to measure respondents and how much they agree or disagree with the statement.

PART	VARIABLES	ADOPTED FROM AUTHORS	QUESTIONNAIRE	ADOPTED QUESTIONNAIRE FOR THIS RESEARCH
A	Demographic	Drivers and inhibitors for loan repayment adoption using the cashless society readiness-adoption model in Malaysia (Balakrishnan & Mohd Shuib,2021)	<ol style="list-style-type: none"> 1. Age 2. Gender 3. Race 4. Marital Status 5. Level of education 6. Occupation 	<ol style="list-style-type: none"> 1. Age <ul style="list-style-type: none"> • < 20 year • 21-25 year • 26-30 year • 31-35 year • 36-40 year • > 41 year 2. Gender <ul style="list-style-type: none"> • Male • Female 3. Race <ul style="list-style-type: none"> • Malay • Chinese • Indian • Others 4. Marital Status <ul style="list-style-type: none"> • Single • Married • Others 5. Level of Education <ul style="list-style-type: none"> • Diploma/ anycertificate • Degree • Master • PHD • Others 6. Occupation <ul style="list-style-type: none"> • Government • Non- Government • Self-employed • Others

<p>B</p>	<p>Cost of Living</p>	<p>The cost of living is often used to compare how expensive it is to live in one city versus another (Caroline,2021)</p>		<ul style="list-style-type: none"> • I had to defer debt repayment to ensure survival. • I feel burdened by my student loan payments. • I need to set aside some money to make sure the debt is paid off consistently. • My monthly student loan payments are not a significant part of my monthly expenditure. • Since leaving school, my education loans have not caused more financial hardship than I had anticipated at the time I took out the loans.
<p>C</p>	<p>Attitude</p>	<p>Attitudes are the complex combination of things we call personality, beliefs, values, behaviors and motivations (Sadhin,2022)</p>		<ul style="list-style-type: none"> • Repayment is my obligation. • The repayment can help other students. • I like getting advice on debt management. • I am not happy with those who deliberately postpone debt repayment. • I would recommend loans while studies to outsiders.

D	Integrity	They always seek to reflect ethical standards and do the right thing regardless of the circumstances (William,2022)		<ul style="list-style-type: none"> • I intend to settle my debt consistently. • I do financial planning for the future. • I made a direct deduction from my monthly salary to pay off debts. • I feel guilty if I miss making debt payments consistently. • I knew that my debt would increase if I was late making repayments.
E	Government Incentives	Government incentive means benefit afforded or available through any economic incentive program sponsored, offered or otherwise provided by any nation or government, any state or political subdivision thereof, any agency (SA, 2008)		<ul style="list-style-type: none"> • Governments and educational agencies offer various incentive to ease the burden of borrowers during Covid-19. • Moratorium or deferred loan repayment really helped me during Covid-19. • The assistance in the form of cash provided by the government has helped me a lot in easing my debt burden.

				<ul style="list-style-type: none"> • The assistance channeled by the government on an ongoing basis has greatly helped me in ensuring my survival. • The government provides assistance to all groups of people.
--	--	--	--	--

Table 3.7.1 The questionnaires' draft refers to previous study

3.8 MEASUREMENT OF THE VARIABLES

An unknown characteristic that measures a specific thing and can have one or more values is called a measurement variable. It is frequently employed for academic research. Unlike in mathematics, measurement variables can not only take quantitative values but can also take qualitative values in statistics.

A Likert scale is a type of scale that asks respondents to agree on a set of claims about the stimulus items. It will be divided into four answer categories, starting with 1-Strongly Disagree, 2- Disagree, 3- Agree, and 4- Strongly Agree on a four-point scale.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Table 3.8.1 Four-Point Likert Scale

The four different scale types are nominal, ordinal, interval, and ratio scales. The survey questionnaire will be used as the research tool for this study, and it will use the nominal, interval, and ratio measurement scales. As a result, this study will not employ ordinal scale measuring. The targeted respondents' demographic profile will be questioned in Section A, which will use nominal and ratio scales. Contrarily, Sections B through F employed an interval scale for both dependent and independent variables based on the methodology employed in earlier studies. Additionally, to get precise data in these parts, 4-point Likert scales are employed. Because the data obtained will be analyzed, this questionnaire will aid researchers in examining each variable of scales involved.

3.8.1 Nominal Scale

A categorized variable whose values cannot be graded is referred to as nominal. This scale is frequently employed to evaluate qualitative elements. It will help researchers classify and organize their subjects. Our questions use nominal scales for gender (male or female), age (20 years old to over 40 years old), race (Malay, Chinese, Indian, or others), degree of education (SPM to Ph.D.), and income level. All of these inquiries will be combined to create the demographic profile of each targeted respondent.

3.8.2 Interval Scale

The interval scale is the variable's values that may be sorted, and the disparities between them reflect the distances between them. Intervals are made up of equidistant points on a continuum. This scale was based on numerical qualities. The education loan repayment patterns in Malaysia are represented by the number of responses on a Likert scale ranging from 1 to 4. There is no actual 0-point on this scale. It categorizes and ranks-orders categories in some meaningful way to signify differences. In this study, the central tendency was measured using the mean, mode, median, and standard deviation.

3.8.3 Ratio scale

The ratio of values, if defined as the variable having a genuine zero point, is the difference of the values showing the distances between the values. As a result, even numbers of zero will have significance. For the age and income level of respondents, researchers employed a ratio scale in Section A of surveys.

3.9 PROCEDURE FOR DATA ANALYSIS

3.9.1 Data processing and data analysis

Data processing in research is the collection and translation of a data set into valuable and usable information. In planning, the data that is collected will be analyzed according to the research objectives in chapter one section 1.4. The statistical data analysis in this study will be carried out utilizing the SPSS version that will be developed by the researchers. In order to enter and analyze data, researchers can build figures and graphs using the SPSS statistical software package.

The process to obtain the accurate data started by distributing questionnaires, collecting the responses, and finally analyzing the answers. The questionnaire will be conducted quantitatively to study the impact of loan repayment patterns in Malaysia. For this questionnaire, we want to observe the positions of 200,213 respondents. The questionnaire question is constructed based on the education loan repayment patterns in Malaysia according to cost of living, integrity, attitude and government incentives. The questionnaire will be constructed by the Google Form link. Then, respondents need to fulfill all the questions in the form. After gathering 382 respondents, we will analyze the data collected through the pie chart Google form. The study will continue analyzing the data and providing scientific answers on whether the data can support the hypothesis or not.

3.9.2 Descriptive Analysis

In order for patterns to emerge that satisfy all of the requirements of the data, descriptive analysis is a sort of data analysis that aids in explaining, illuminating, or summarizing data points in a useful way. The researchers will apply descriptive analysis to describe the level of agreement between the participants in each section.

3.9.3 Reliability Test

Reliability analysis may be used to examine the measuring scale's accuracy and the scale's constituent parts. Numerous commonly used scale reliability measures are computed through reliability analysis techniques, together with data on correlations between particular scale components. In reliability testing, Cronbach's alpha approaches one as consistency of dependability increases. The constancy of dependability increases as Alpha to one increase.

3.9.4 Pearson Correlation Analysis

It is a statistical approach for determining the strength of a link between two quantitative variables, and it is used to do so. A high correlation in statistics shows a significant association between two or more variables; a low correlation, on the other hand, suggests that the variables are hardly related. According to this research, we plan to use Pearson Correlation formula to see the linear relationship between the variables. The formula is as follows:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

N	=	number of pairs of scores
$\sum xy$	=	sum of the products of paired scores
$\sum x$	=	sum of x scores
$\sum y$	=	sum of y scores
$\sum x^2$	=	sum of squared x scores
$\sum y^2$	=	sum of squared y scores

Figure 3.9.1 The formula of Pearson Correlation

3.10 SUMMARY

The basis of a study is the objective and purpose. This study aims to observe “The impact of Covid-19 on education loan repayment patterns in Malaysia”, on four variables: cost of living, attitude, integrity, government incentives. These variables significantly give impacts to the loan borrower due to post covid-19. After assessing the current situation, we chose to complete this study by observing the current issue, locating relevant articles that parallel to our study objectives, conducting research on the actions taken by the Perbadanan Tabung Pendidikan Tinggi Nasional during this pandemic, and determining what our basic objectives are. This study will also lead to measuring what is the main factor that affected the borrower to repay the education loan.

CHAPTER 4: DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

Chapter four reveals the findings and results from the data taken. There are several processes carried out in chapter four. Among them are preliminary analysis, descriptive analysis, validity and reliability analysis, normality test, and finally hypothesis testing. This chapter answers the questions posed in chapter 2 and reinforces the objective statements listed in chapter 1.

4.2 PRELIMINARY TEST

Preliminary tests are carried out to refine all aspects of feasibility, acceptability, and cost, for the distribution of research materials. In this study, the researcher distributed questions in the form of a survey or questionnaire consisting of six sections. A section was built for the dependent variable which is education loan repayment patterns and also a section for the demographic profile. The next four sections consist of four independent variables, namely, cost of living, attitude, integrity, and government incentives. Through 385 responses received, 30 responses were taken to carry out the preliminary study. Using the SPSS application, a reliability test was conducted to see the Cronbach alpha value for all dependent and independent variables. Below is the value obtained.

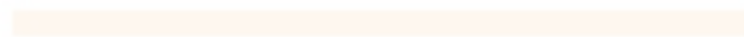
Table 4.2.1 Reliability Statistic

Variables	Number of Items	Cronbach's Alpha
Cost of Living	5	0.783
Attitude	5	0.889
Integrity	5	0.871
Government Incentives	5	0.851
Education Loan Repayment Patterns	5	0.894
Overall variables	25	0.909

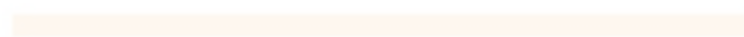
Based on the Rules of Thumb Cronbach's Alpha coefficient size, the coefficient value of 0.909 is at an excellent level. This means that the questions developed are suitable for the study and can be continued for the next stage.



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4.3 DEMOGRAPHIC PROFILE OF RESPONDENTS

The survey was distributed to determine the impact of Covid-19 on education loan repayment patterns in Malaysia. The total number of respondents that was collected were 382. The survey was conducted through Google Forms. There are 32 questions that were created in the survey. In part A, there are seven questions namely age, gender, race, marital status, level of education, occupation and do you have experience using the education loan agency in Malaysia.

4.3.1 Number of Respondents Based on Age.

Table 4.3.1 Age of the Respondents

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<20 years old	33	8.6	8.6	8.6
	22-25 years old	124	32.2	32.2	40.8
	26-30 years old	108	28.1	28.1	68.8
	31-35 years old	43	11.2	11.2	80.0
	36-40 years old	50	13.0	13.0	93.0
	>41 years old	27	1.0	7.0	100.0
	Total	385	100.0	100.0	

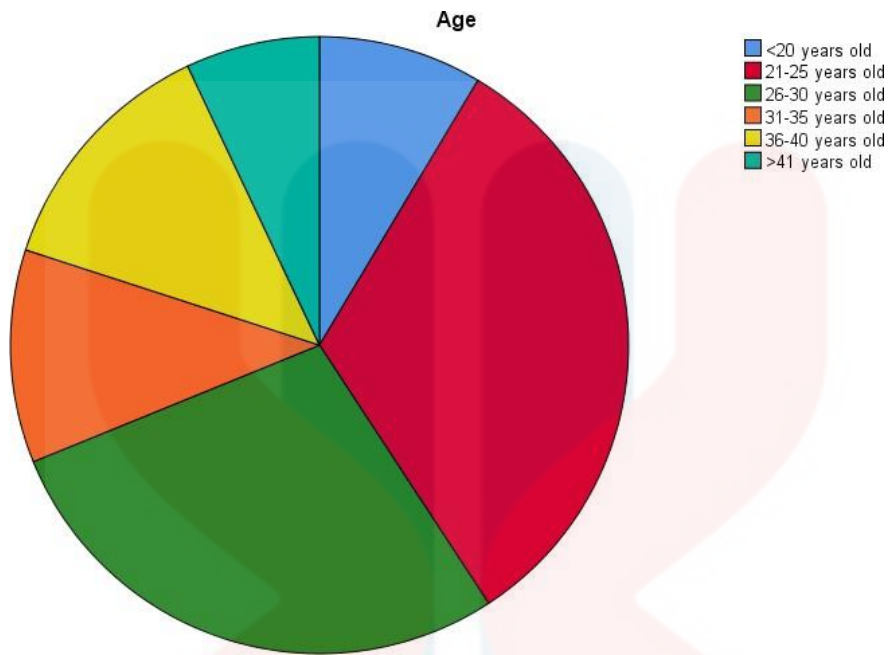


Figure 4.3.1 Percentage of Respondents' Age

Table 4.2 and Figure 4.1 above shows the number of respondents involved according to the age group that has been listed. Based on the analysis, the highest age group that gave responses was 22-25 years old, with a total of 124 people representing 32.2 percent. Second, the second highest age group that gives responses is 26-30 years old, with a total of 108 people, which represents 28.1 percent. Third, the age group of 36-40 years old responded to 50 people which represent 13 percent. Fourth, the age group of 31-35 years old, with 43 people responding, representing 11.2 percent. The last two age groups are <20 and >41 years old, of which 33 and 27 people gave responses. The age group <20 years old represents 8.6 percent while the age group >41 years old represents 1 percent.

4.3.2 Number of Respondents Based on Gender

Table 4.3.2 Gender of the Respondents

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	182	47.3	47.3	47.3
	Female	203	52.7	52.7	100.0
	Total	385	100.0	100.0	

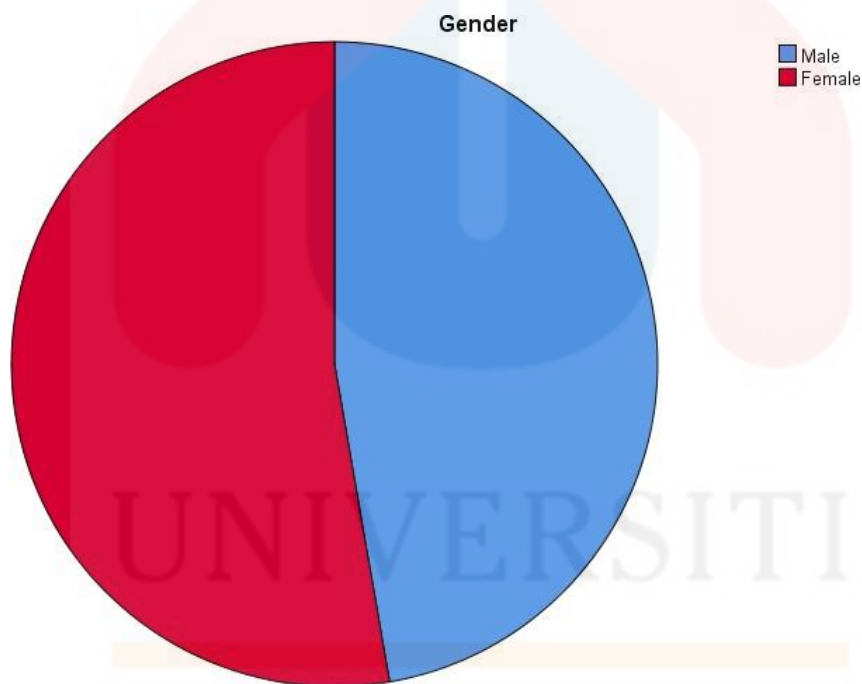


Figure 4.3.2 Percentage of Respondents' Gender

Based on table 4.3 and figure 4.2, there are two types of gender listed, namely male and female. A total of 182 men were involved in giving responses to the distributed questionnaire. This group represents 47.3 percent. The rest are women with a total of 203 people, i.e., 52.7 percent.

4.3.3 Number of Respondents Based on Race

Table 4.3.3 Race of the Respondents

Race					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Malay	314	81.6	81.6	81.6
	Chinese	45	11.7	11.7	93.2
	Indian	24	6.2	6.2	99.5
	Others	2	0.5	0.5	100.0
	Total	385	100.0	100.0	

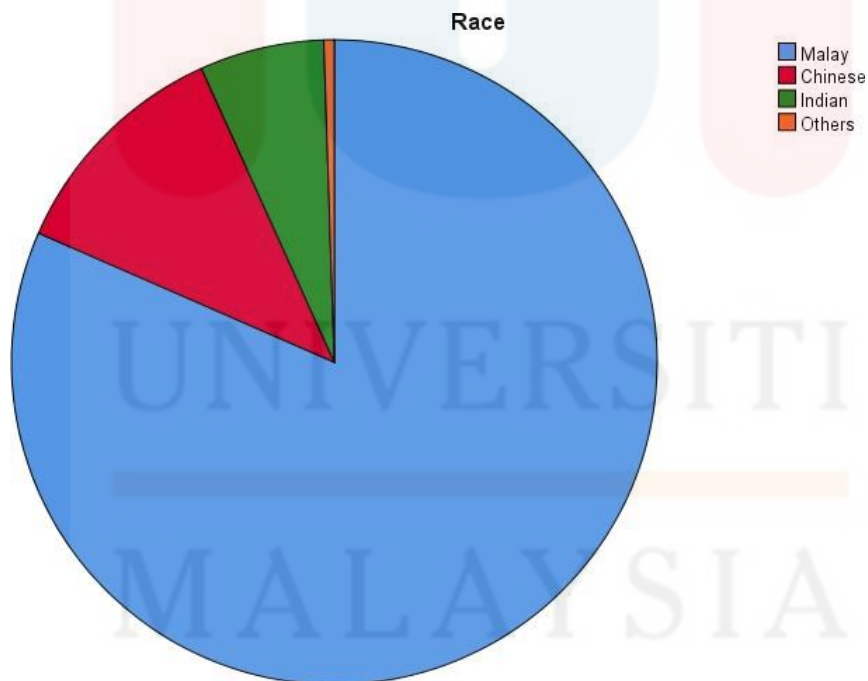


Figure 4.3.3 Percentage of Respondents' Race

Based on table 4.4 and figure 4.3, there are 4 nationalities listed, namely Malay, Chinese, Indian, and others. The race that dominates the percentage of answers is Malay, which is 314 people, which is 81.6 percent. This is followed by the Chinese, which is a total of 45 people, and represents 11.7 percent. Next is the Indian race, which is a total of 24 people which represents 6.2 percent. Last but not least are others with the number of 2 people and representing 0.5 percent.

4.3.4 Number of Respondents Based on Marital Status

Table 4.3.4 Marital Status of the Respondents

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	228	59.2	59.2	59.2
	Married	152	39.5	39.5	98.7
	Others	5	1.3	1.3	100.0
	Total	385	100.0	100.0	

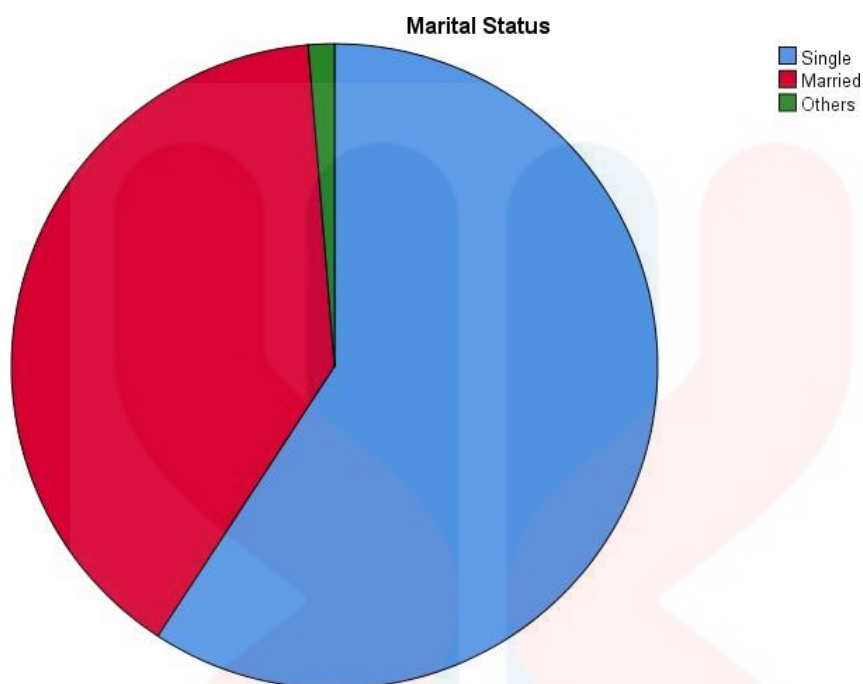


Figure 4.3.4 Percentage of Respondents' Marital Status

Based on table 4.5 and figure 4.4, there are 3 marital statuses of the respondents. First, single. Respondents who hold this status are a total of 228 people with the highest number among the three statuses, representing only 59.2 percent. Second, married status. 152 respondents hold this status and represent 39.5 percent. Finally, others with a total of 5 people representing only 1.3 percent.

4.3.5 Number of Respondents Based on Level of Education

Table 4.3.5 Level of Education of the Respondents

Level of Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma/ Any certificate	102	26.5	26.5	26.5
	Degree	222	57.7	27.7	84.2
	Master	51	13.2	13.2	97.4
	PhD	7	1.8	1.8	99.2
	Others	3	0.8	0.8	100.0
	Total	385	100.0	100.0	

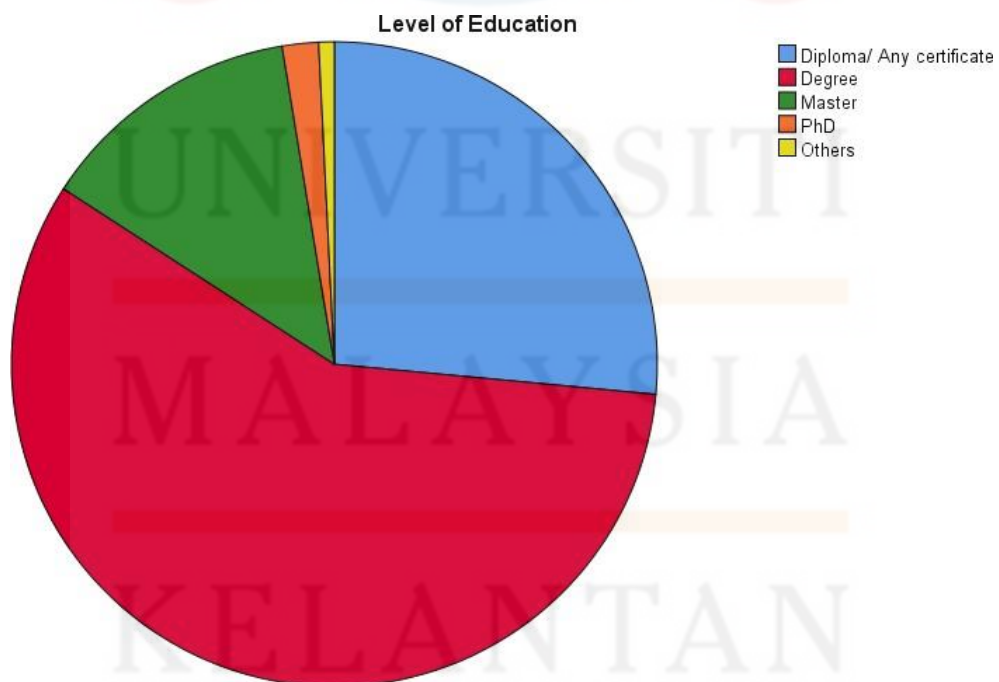


Figure 4.3.5 Percentage of Respondents' Level of Education

Table 4.6 and figure 4.5 show the respondents' level of education. There are five levels listed, namely diploma/any certificate, degree, master, PhD, and others. The highest level filled by respondents is degree with a total of 222 people and 57.7 percent. Second, diploma/any certificate. This level was filled by 102 respondents with a total percentage of 26.5. The third is the master with a total of 51 respondents representing 13.2 percent. The fourth is PhD with a total of 7 respondents and represents 1.8 percent. Lastly are others with the smallest number of 3 respondents and only 0.8 percent.

4.3.6 Number of Respondents Based on Occupation

Table 4.3.6 Occupation of the Respondents

Occupation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Government	118	30.6	30.6	30.6
	Non-government	100	26.3	26.3	56.6
	Self-employed	38	9.9	9.9	66.5
	Others	129	33.5	33.5	100.0
	Total	385	100.0	100.0	

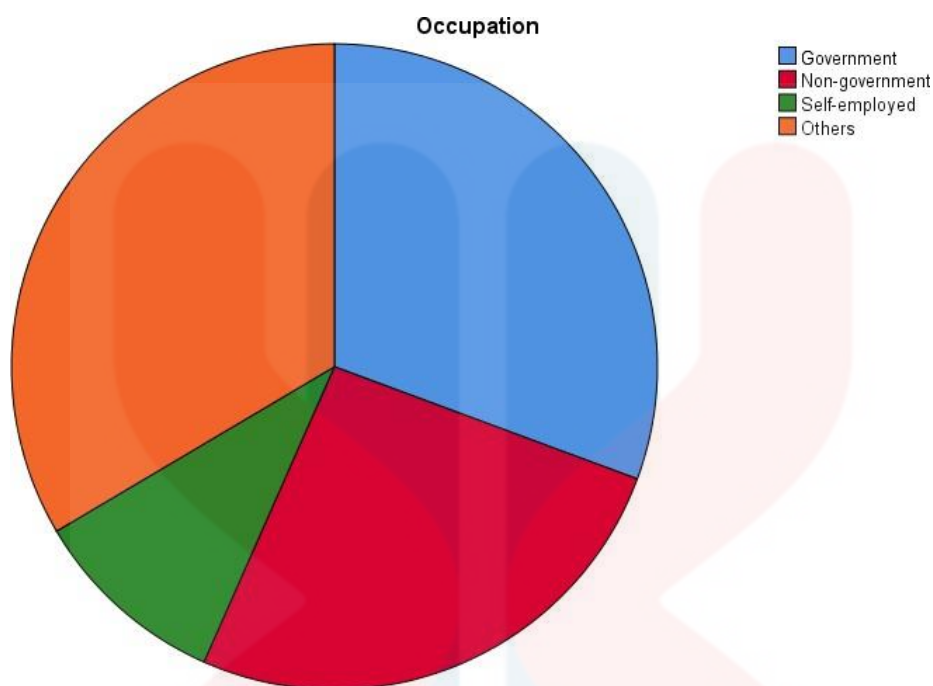


Figure 4.3.6 Percentage of Respondents' Occupation

Table 4.7 and figure 4.6 show the jobs filled by the respondents. There are four branches of employment listed, namely government, non-government, self-employed, and others. Others are the highest occupation branch filled by respondents with a total of 129 people which represents 33.5 percent. Next is the government with a total of 118 respondents, which is 30.6 percent. This is followed by non-government with several 100 respondents which are 26.3 percent. Lastly is self-employed, with a total of 38 respondents, which represents only 9.9 percent.

4.3.7 Number of Respondents Based on the Experience using the Education Loan

Table 4.3.7 Experience using the Education Loan for the Respondents

Do you have experience using the education loan agency in Malaysia					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	385	100.0	100.0	100.0

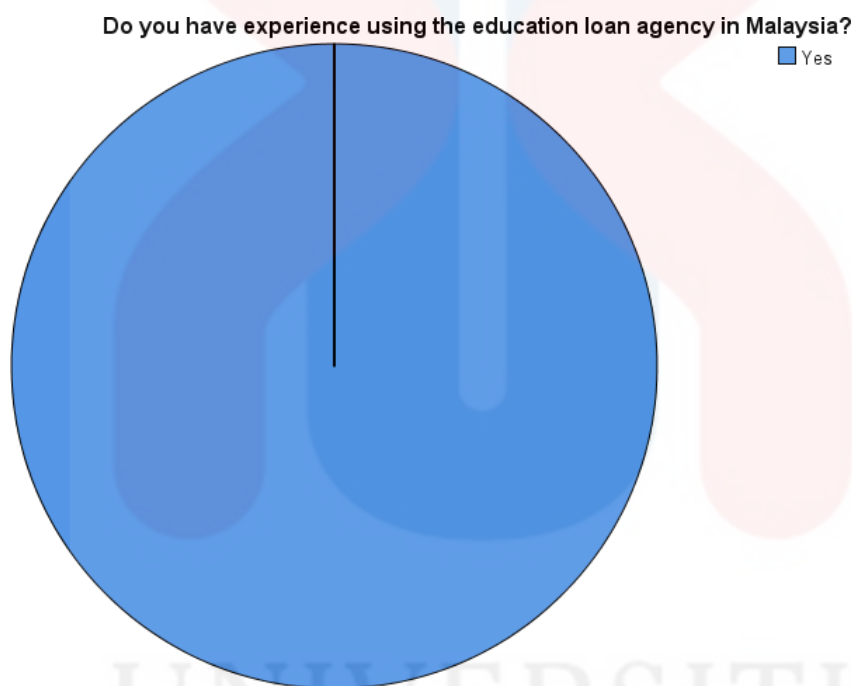


Figure 4.3.7 Percentage of Respondents' Experience using the Education Loan Agency

Table 4.8 and figure 4.7 show the number of respondents who have experience in using education loan agencies in Malaysia. Out of 385 people, all respondents gave a yes answer, which means they have used education loan agencies in Malaysia. The researcher has set the search for respondents who are borrowed or experienced only from the beginning of the distribution of the questionnaire.

4.4 DESCRIPTIVE ANALYSIS

Table 4.4.1 Descriptive statistics

Variables	N	Means	Std. Deviation
Cost of Living	5	3.29	0.875
Attitude	5	2.68	1.067
Integrity	5	2.63	1.080
Government Incentives	5	3.45	0.705
Education Loan Repayment Patterns	5	2.56	1.058

Based on the table above, all five variables show mean values ranging from 2.56 to 3.29. Three of the variables show the mean value of the respondents' answer choices on a scale of 2. While the remaining two variables show the mean value of the respondents' answer choices on a scale of 3.

Table 4.4.2 Cost of Living

		I had to defer debt repayment to ensure survival during the Covid-19 pandemic.	I am finding it extremely difficult to repay my student loans on time.	I have to put a sidesome wants to make sure the debt is paid off consistently.	The education loan payment is one of my major financial commitments.	My education loan has put me in a much more difficult financial situation than I expected.
N	Valid	385	385	385	385	385
	Missing	0	0	0	0	0
Mean		3.22	3.18	3.42	3.47	3.16
Median		3.00	3.00	4.00	4.00	4.00
Std. Deviation		0.880	0.914	0.803	0.781	0.998

The table above shows the mean, median, and standard deviation values for the first independent variable, which is the cost of living. All five questions show the mean value in scale 3. Based on the answer choices given, scale 3 shows respondents agree with the question or statement provided. The fourth question for the first independent variable (IV1) got the highest mean value of 3.47. While the fifth or last question in IV1 shows the lowest mean value which is 3.16.

Table 4.4.3 Attitude

		I still make loan repayments despite being hit by Covid-19.	I felt guilty if I missed making debt payments during Covid-19 pandemic.	I felt satisfied if I was able to repay the loan during the Covid-19 pandemic.	I would not be happy if I deliberately delayed debt repayment even during hit by the Covid-19 pandemic.	I managed to overcome difficulties in making loan repayments during Covid-19.
N	Valid	385	385	385	385	385
	Missing	0	0	0	0	0
Mean		2.63	2.71	2.77	2.72	2.55
Median		3.00	3.00	3.00	3.00	3.00
Std. Deviation		1.058	1.067	1.092	1.069	1.050

Table 4.11 shows the mean, median, and standard deviation values for IV2. All five answers chosen by the respondents show the mean value in scale 2. Scale 2 means disagree. This means that the majority of respondents do not agree or do not deal with the statements and questions given. The third question from IV2 shows the highest mean value which is 2.77 while the last question shows the lowest mean value which is 2.55.

Table 4.4.4 Integrity

		I intend to settle my debt consistently despite being hit by Covid-19 pandemic.	I have never failed to make loan repayments every month during Covid-19.	Despite being hit by Covid-19, I still make direct deductions from my monthly salary to pay off debt.	I am aware that making loan repayments is my duty even during Covid-19.	I can manage my education debt despite being hit by Covid-19.
N	Valid	385	385	385	385	385
	Missing	0	0	0	0	0
Mean		2.76	2.49	2.52	2.78	2.58
Median		3.00	2.00	3.00	3.00	3.00
Std. Deviation		1.090	1.073	1.080	1.084	1.072

Table 4.12 shows the mean, median, and standard deviation values for IV3. All five answers chosen by the respondents show the mean value in scale 2. Scale 2 means disagree. This means that the majority of respondents do not agree or do not deal with the statements and questions given. The fourth question from IV3 shows the highest mean value which is 2.78 while the second question shows the lowest mean value which is 2.49.

Table 4.4.5 Government Incentives

		I think that the incentives offered by the government and education agencies are very helpful in easing the burden of borrowers during Covid-19.	Moratorium or deferred loan repayment really helped meduring Covid-19.	The assistance in the form of cash provided by the government t during the Covid-19 pandemic has helped me a lot in easing my debt burden.	The assistance channeled by the government on anongoing basis during theCovid-19 pandemic has greatlyhelped mein ensuring my survival.	During Covid-19, I think thatthe government has Provided assistance to all groups of people.
N	Valid	385	385	385	385	385
	Missing	0	0	0	0	0
Mean		3.48	3.47	3.45	3.48	3.39
Median		4.00	4.00	4.00	4.00	4.00
Std. Deviation		0.689	0.703	0.698	0.681	0.753

Table 4.13 shows the mean, median, and standard deviation values for IV4. All five answers chosen by the respondents show a mean value in scale 3. Scale 3 means agree. This means that the majority of the respondents agree or have been and are dealing with the statements and questions given. The first and fourth questions from IV4 show the highest mean value which is 3.48 while the fifth question shows the lowest mean value which is 3.39.

Table 4.4.6 Education Loan Repayment Patterns

		I have no problem in repaying the education loan during Covid-19.	There is no deferred payment in my loan education during Covid-19.	Education loan repayment is one of my commitments during Covid-19.	I have no financial problems that affect my loan repayment during Covid-19.	I believe making education loan repayment is my responsibility even during Covid-19.
N	Valid	385	385	385	385	385
	Missing	0	0	0	0	0
Mean		2.50	2.47	2.64	2.46	2.74
Median		2.00	2.00	3.00	2.00	3.00
Std. Deviation		1.039	1.062	1.065	1.050	1.072

Table 4.14 shows the mean, median, and standard deviation values for the dependent variable (DV). All five answers chosen by the respondents show the mean value in scale 2. Scale 2 means disagree. This means that the majority of respondents do not agree or do not deal with the statements and questions given. The last question from this DV shows the highest mean value which is while the fourth question shows the lowest mean value which is 2.46.

4.5 VALIDITY AND RELIABILITY TEST

This analysis is done to determine if the questionnaire is reliable, to do so the Cronbach Alpha value is used to test which the value needs to be 0.7 and above for the questionnaire to be reliable. The tool is used to check if there is consistency in the content of the questionnaire (Gharaibeh, 2018).

Table 4.5.1 Rules of Thumb Cronbach's Alpha coefficient size

Alpha Coefficient Range	Strength of Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
0.9	Excellent

Sources: Hair et al. (2007)

Table 4.5.2 The Result of Reliability Coefficient Alpha for the Independent Variable and Dependent Variable

Variables	Number of Items	Cronbach's Alpha	Moderate
Reliability Analysis for Cost of Living on Education Loan Repayment Patterns	5	0.783	Good
Reliability Analysis for Attitude on Education Loan Repayment Patterns	5	0.889	Very Good
Reliability Analysis for Integrity on Education Loan Repayment Patterns	5	0.871	Very Good
Reliability Analysis for Government Incentives on Education Loan Repayment Patterns	5	0.851	Very Good
Education Loan Repayment Patterns	5	0.894	Very Good
Overall variables	25	0.909	Excellent

Table 4.5.2 in the SPSS result showed the value for both dependent and independent variables in this study. The Cronbach's alpha coefficient shows a value of 0.909 for all variables. Thus, the questionnaire is reliable and can be used for the study.

The reliability analysis for Cost of Living on Education Loan Repayment Patterns. Cronbach's alpha coefficient shows a value of 0.783. Thus, the questionnaire is reliable and can be used for the study.

The reliability analysis for Attitude on Education Loan Repayment Patterns. Cronbach's alpha coefficient shows the value of 0.889. Thus, the questionnaire is reliable and can be used for the study.

The reliability analysis for Integrity on Education Loan Repayment Patterns. Cronbach's alpha coefficient shows the value of 0.871. Thus, the questionnaire is reliable and can be used for the study.

The reliability analysis for Government Incentives on Education Loan Repayment Patterns. Cronbach's alpha coefficient shows the value of 0.851. Thus, the questionnaire is reliable and can be used for the study.

The reliability analysis for Education Loan Repayment Patterns. Cronbach's alpha coefficient shows the value of 0.894. Thus, the questionnaire is reliable and can be used for the study.

4.6 NORMALITY TEST

In this study, the test is used in observing the degree to which the distribution of the information corresponds to the normal distribution in a bell-shaped curve (Betsch & Ebner, 2019). The purpose of the normality test is to determine if the data is normally distributed, the two statistic models Kolmogorov-Smirnov and Shapiro-wilk help to determine if the data is indeed normally distributed and for that to be the p-value needs to be more than 0.05 (Kuranga, Ayinde & Solomon, 2020).

4.6.1 Cost of Living

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
COST OF LIVING	385	100.0%	0	0.0%	385	100.0%

Descriptive

		Statistic	Std. Error
COST OF LIVING	Mean	3.2826	.03816
	95% Confidence Interval for Mean	Lower Bound	3.2076
		Upper Bound	3.3576
	5% Trimmed Mean	3.3515	

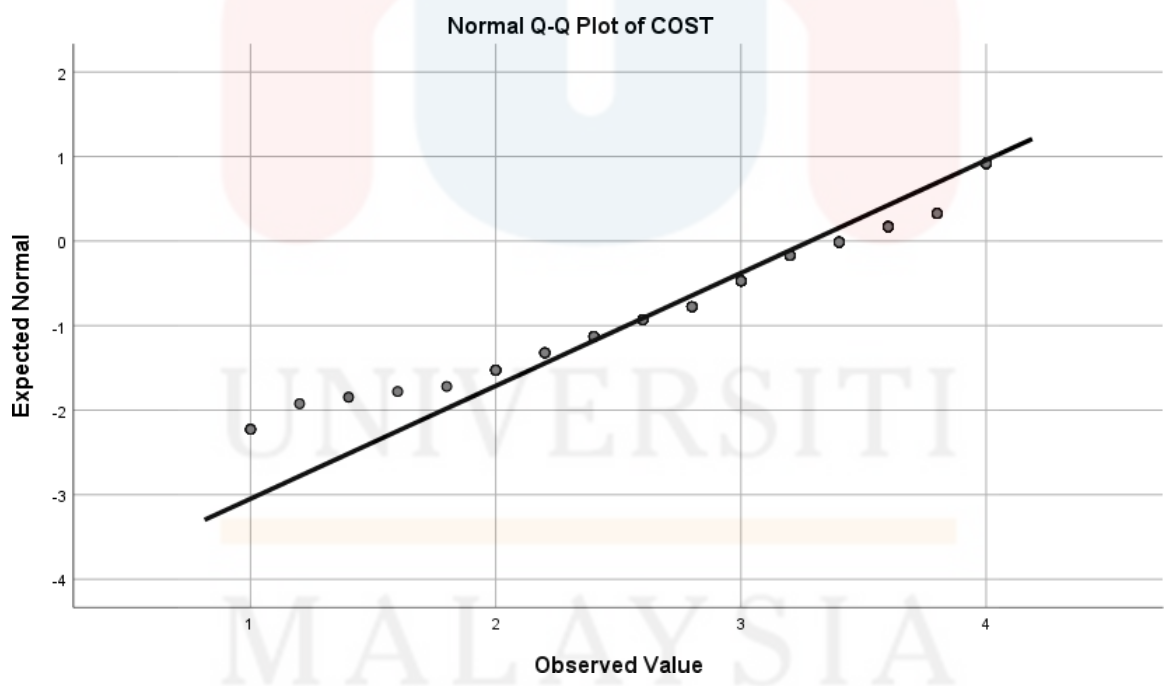
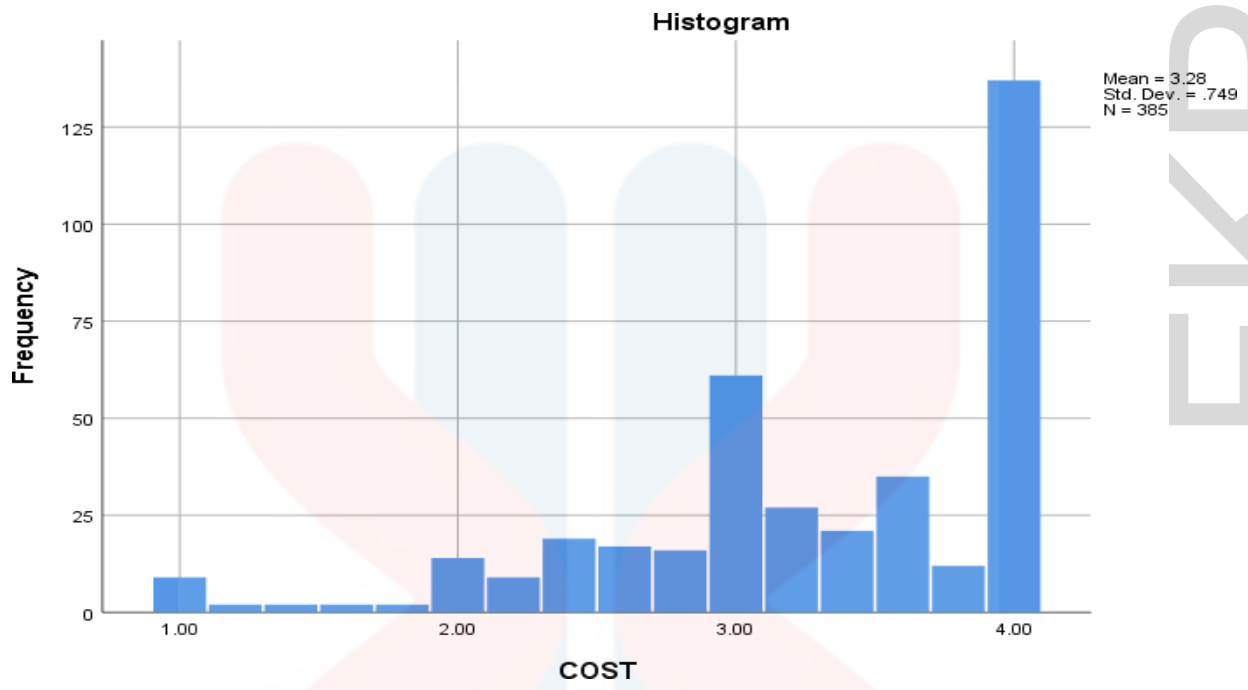
Median	3.4000	
Variance	.561	
Std. Deviation	.74884	
Minimum	1.00	
Maximum	4.00	
Range	3.00	
Interquartile Range	1.00	
Skewness	-1.021	.124
Kurtosis	.652	.248

Table 4.6.1 Normality test of Cost of Living

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
COST OF LIVING	.187	385	.000	.858	385	.000

a. Lilliefors Significance Correction



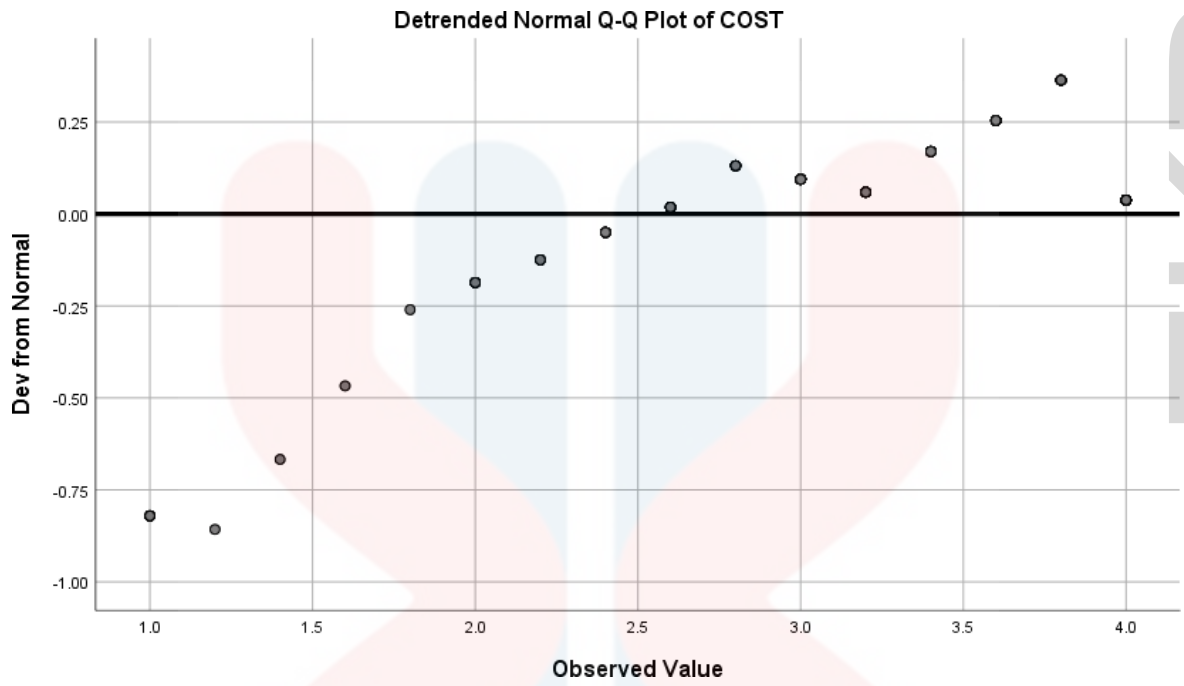


Figure 4.6.1 Normality test of Cost of Living

4.6.2 Attitude

Case Processing Summary

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
	ATTITUDE	385	100.0%	0	0.0%	385

Descriptive

			Statistic	Std. Error
ATTITUDE	Mean		2.6738	.05084
	95% Confidence Interval for Mean	Lower Bound	2.5738	
		Upper Bound	2.7737	
	5% Trimmed Mean		2.6931	
	Median		3.0000	
	Variance		.995	
	Std. Deviation		.99748	
	Minimum		1.00	

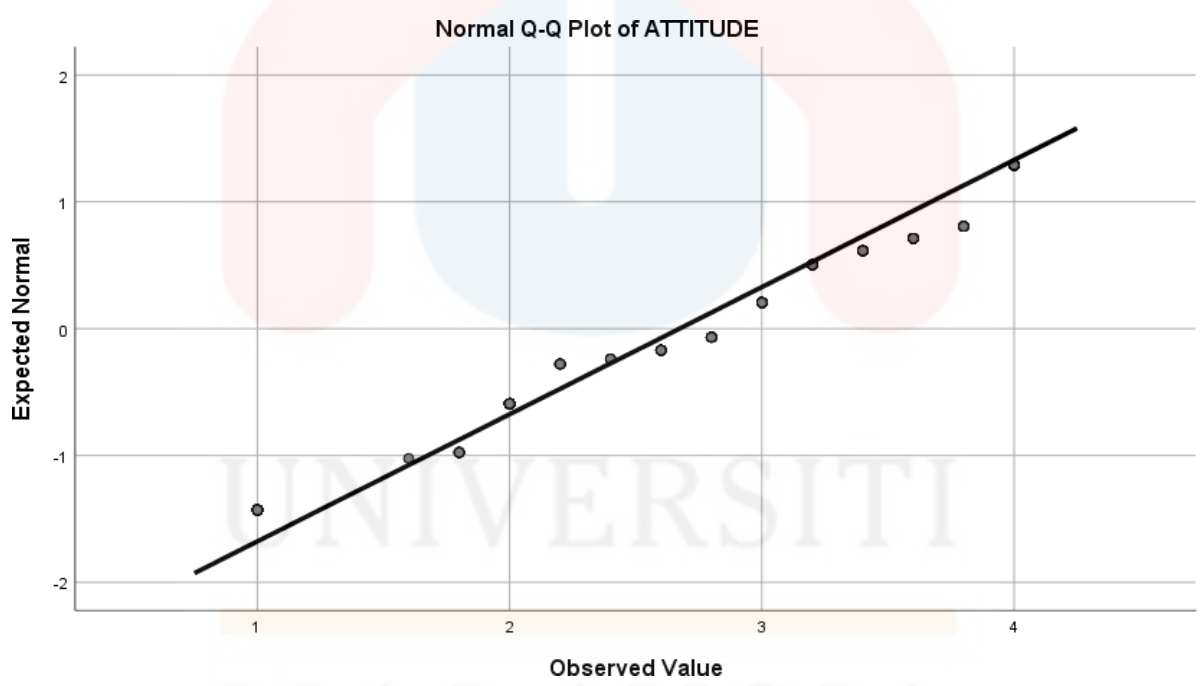
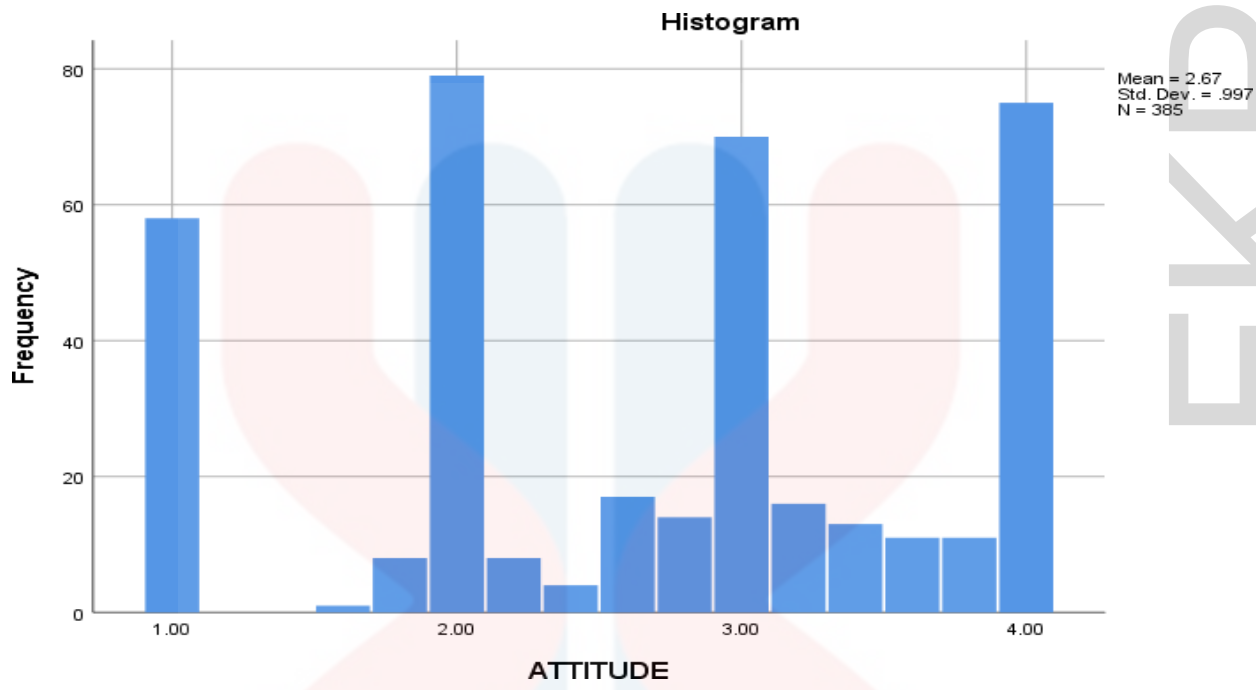
Maximum	4.00	
Range	3.00	
Interquartile Range	1.60	
Skewness	-.249	.124
Kurtosis	-1.043	.248

Table 4.6.2 Normality test of Attitude

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ATTITUDE	.137	385	.000	.905	385	.000

a. Lilliefors Significance Correction

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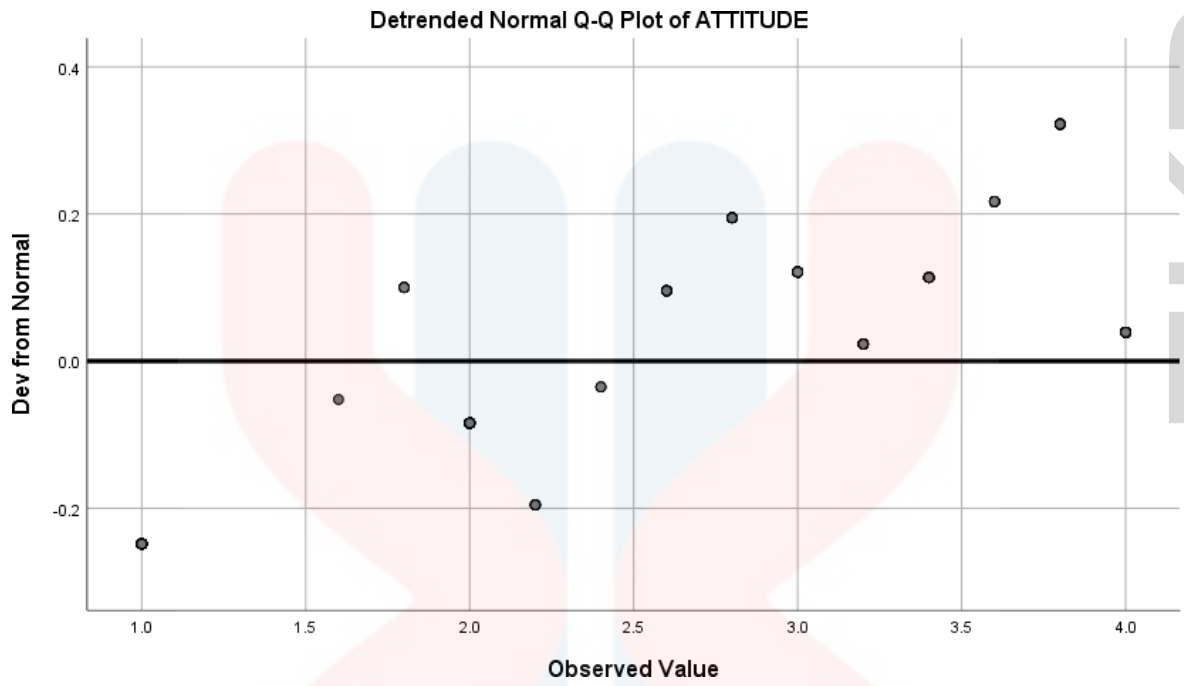


Figure 4.6.2 Normality test of Attitude

4.6.3 Integrity

Case Processing Summary

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
	INTEGRITY	385	100.0%	0	0.0%	385

Descriptive

		Statistic	Std. Error
INTEGRITY	Mean	2.6281	.05098
	95% Confidence Interval for Mean		
		Lower Bound	2.5278
		Upper Bound	2.7283
	5% Trimmed Mean	2.6423	
	Median	2.8000	
	Variance	1.000	
	Std. Deviation	1.00023	
	Minimum	1.00	
	Maximum	4.00	

Range	3.00	
Interquartile Range	1.40	
Skewness	-.144	.124
Kurtosis	-1.064	.248

EKPR

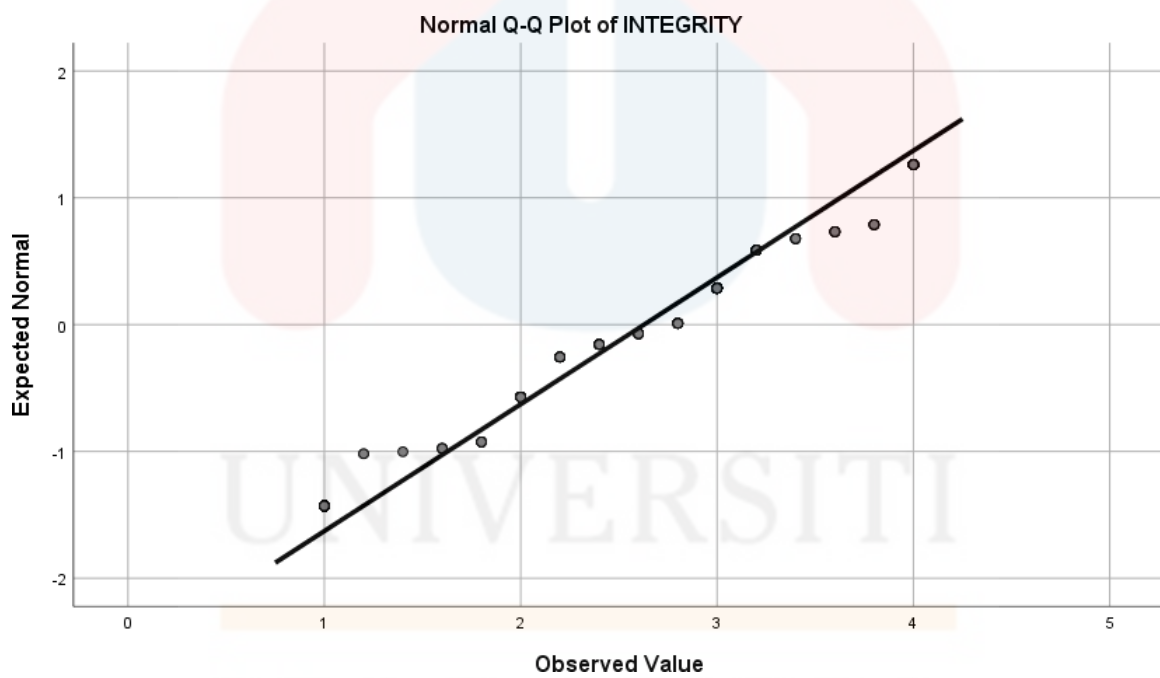
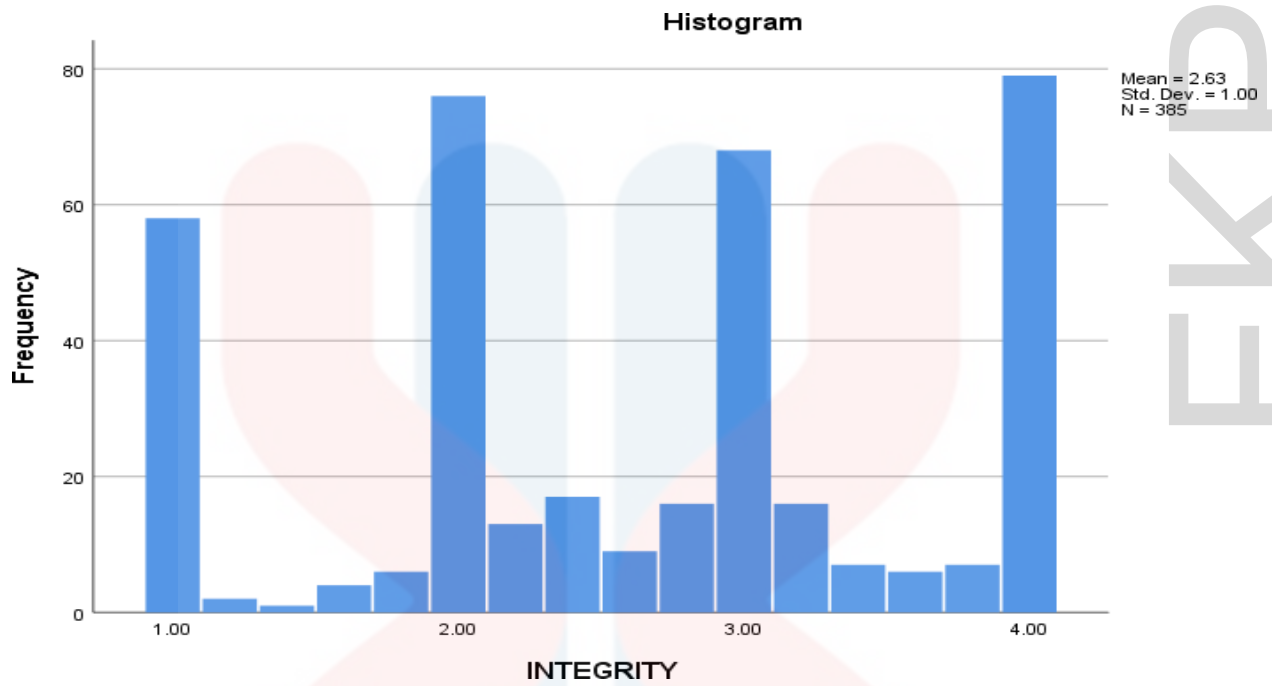
Table 4.6.3 Normality test of Integrity

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
INTEGRITY	.120	385	.000	.908	385	.000

a. Lilliefors Significance Correction

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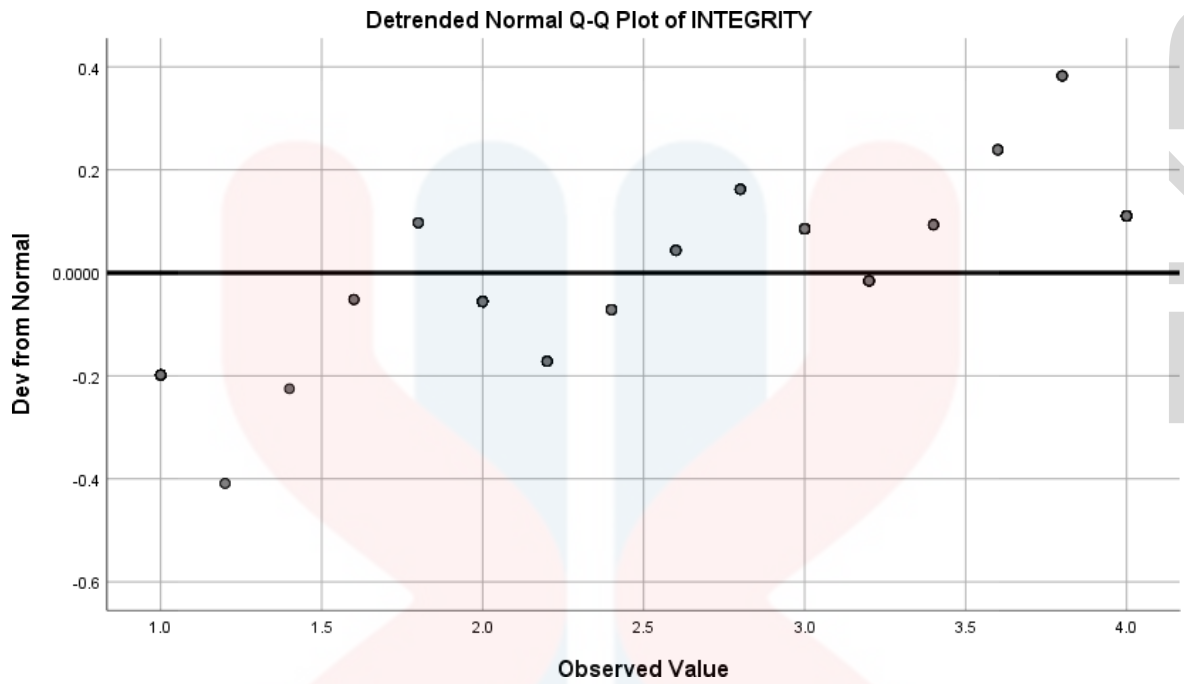


Figure 4.6.3 Normality test of Integrity

4.6.4 Government Incentives

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
GOVERNMENT INCENTIVES	385	100.0%	0	0.0%	385	100.0%

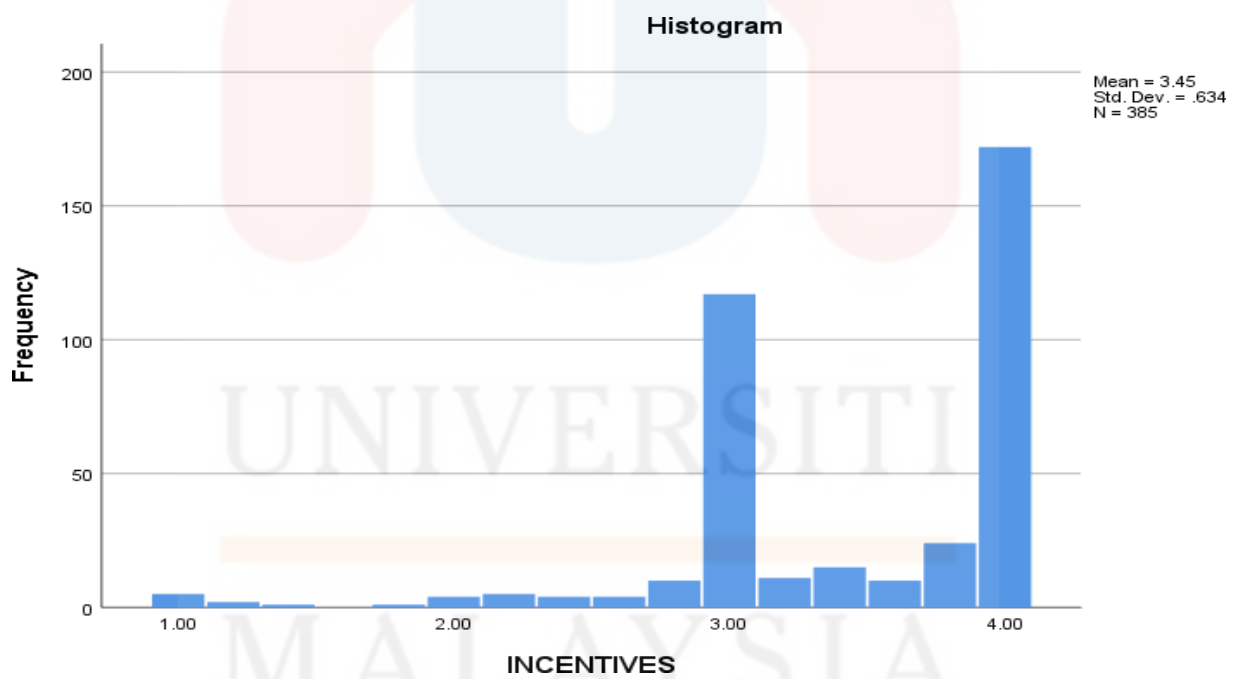
Descriptive

			Statistic	Std. Error
GOVERNMENT INCENTIVES	Mean		3.4545	.03232
	95% Confidence Interval for Mean	Lower Bound	3.3910	
		Upper Bound	3.5181	
	5% Trimmed Mean		3.5221	
	Median		3.8000	
	Variance		.402	
	Std. Deviation		.63413	
	Minimum		1.00	
	Maximum		4.00	
	Range		3.00	
	Interquartile Range		1.00	
	Skewness		-1.278	.124
	Kurtosis		2.183	.248

Table 4.6.4 Normality test of Incentives

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
GOVERNMENT INCENTIVES	.252	385	.000	.775	385	.000

a. Lilliefors Significance Correction



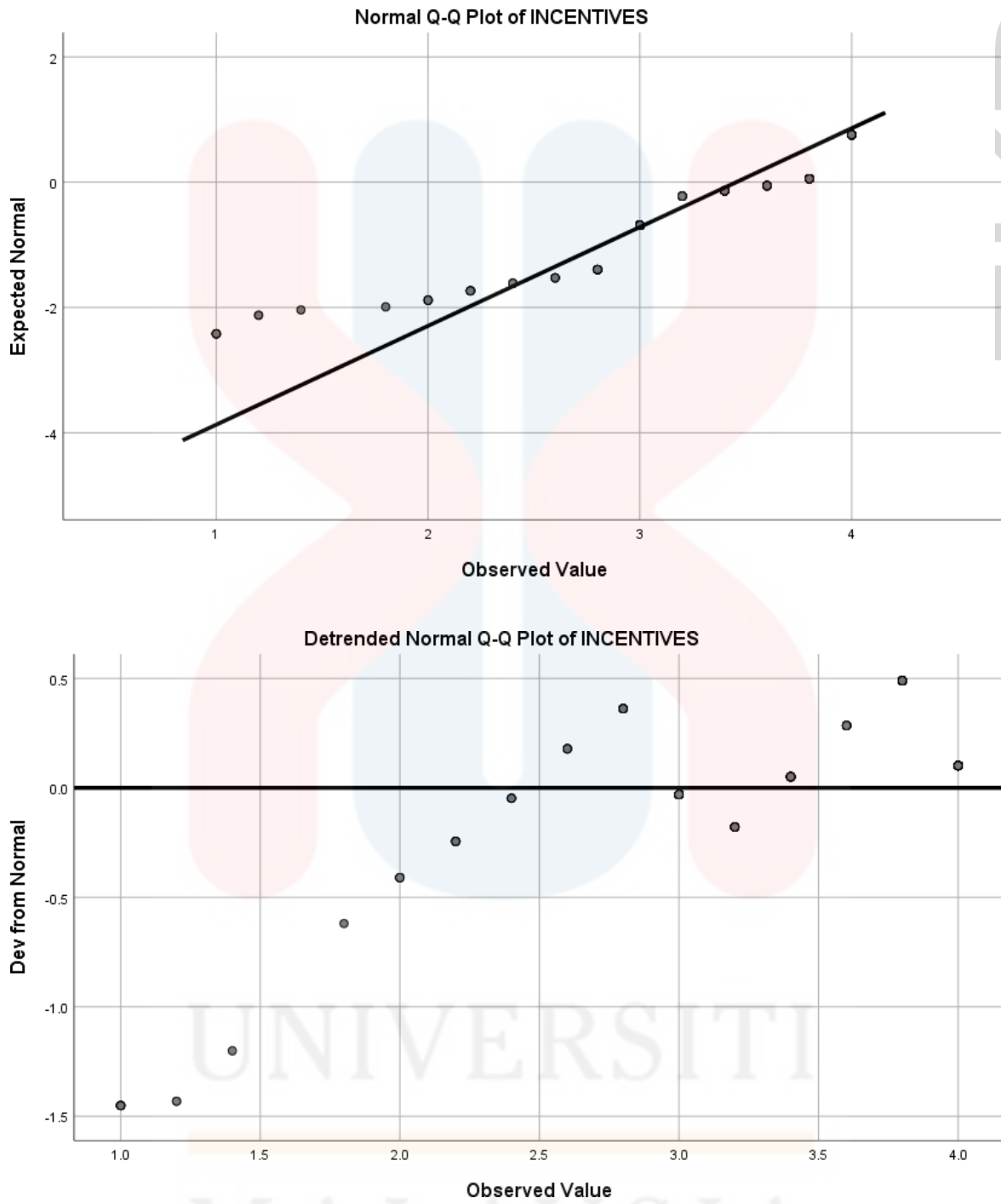


Figure 4.6.4 Normality test of Government Incentives

4.6.5 Education Loan Repayment Patterns

Case Processing Summary

	Cases				Total	
	Valid		Missing		N	Percent
	N	Percent	N	Percent		
EDUCATION LOAN REPAYMENT PATTERNS	385	100.0%	0	0.0%	385	100.0%

Descriptive

		Statistic	Std. Error
EDUCATION LOAN REPAYMENT PATTERNS	Mean	2.5642	.05049
	95% Confidence Interval for Mean	Lower Bound	2.4649
		Upper Bound	2.6634
	5% Trimmed Mean	2.5713	
	Median	2.6000	
	Variance	.981	
	Std. Deviation	.99061	

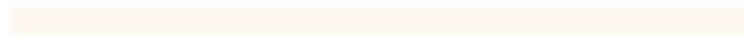
Minimum

1.00

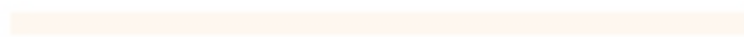
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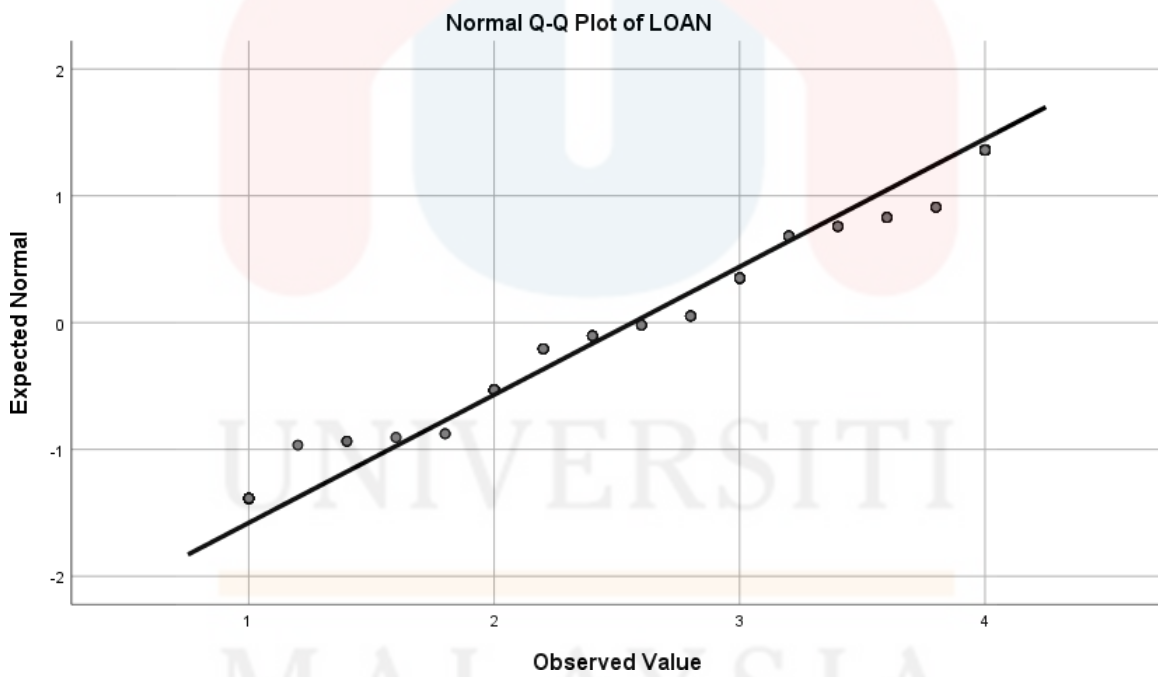
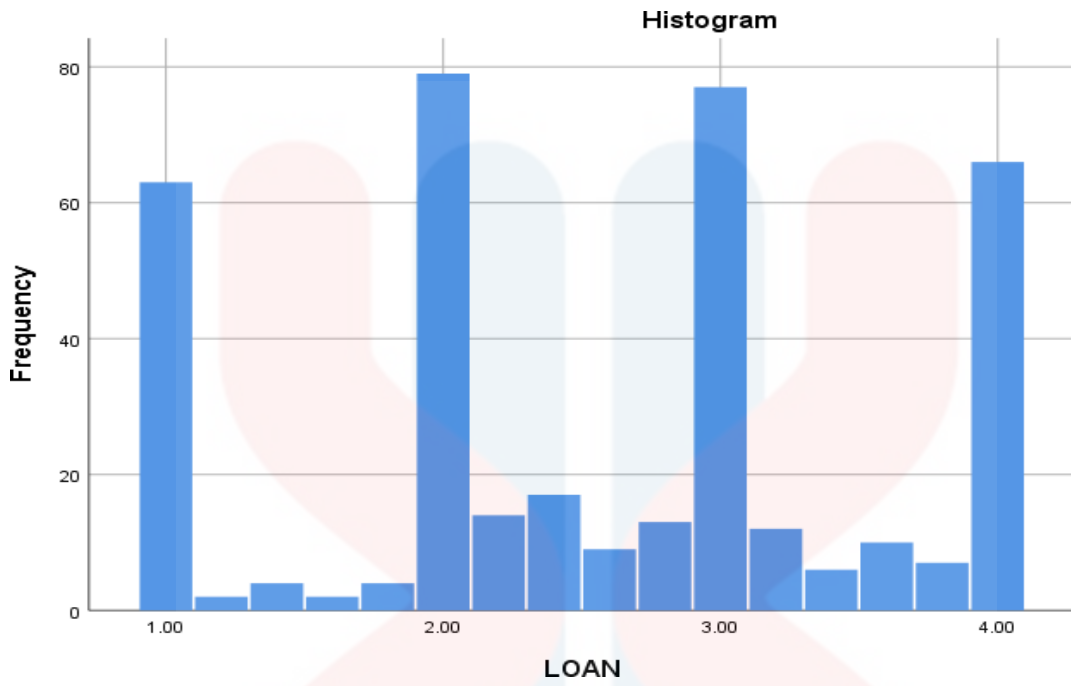
Maximum	4.00	
Range	3.00	
Interquartile Range	1.20	
Skewness	-.103	.124
Kurtosis	-1.049	.248

Table 4.6.5 Normality test of Education Loan Repayment Patterns

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		Sig.
	Statistic	df	Si g.	Statistic	df	
EDUCATION LOAN REPAYMENT PATTERNS	.132	385	.000	.912	385	.000

a. Lilliefors Significance Correction



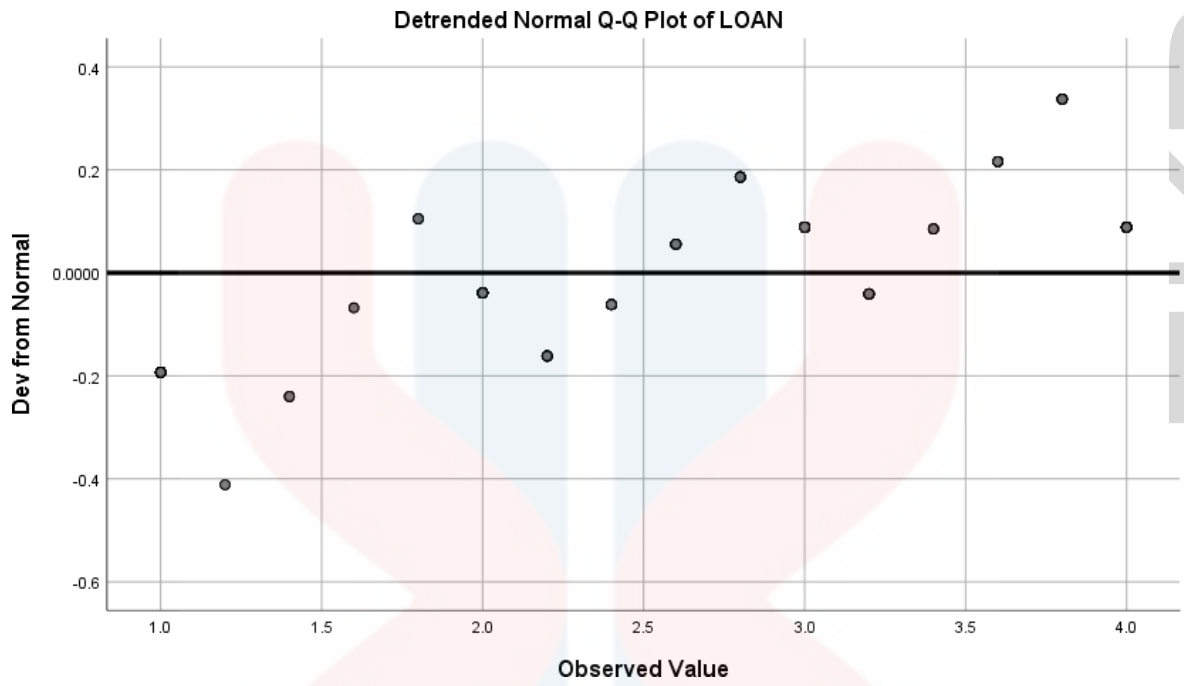


Figure 4.6.5 Normality test of Education Loan Repayment Patterns

4.7 HYPOTHESES TESTING

Pearson Correlation

Pearson's correlation coefficient is a test statistic that determines the statistical link, or association, between two continuous variables. In this study, the researchers performed correlation analysis to determine the link between the dependent and independent variables. As a result, education loan repayment patterns are the dependent variable in this study. The independent variables, on the other hand, cost of living, attitude, integrity and government incentives. Pearson correlation analysis was utilised in this study to examine the link between independent factors and dependent variables. The correlation coefficient r , according to Deborah et al. (2016), assesses the degree and direction of a linear link between two variables on a scatter plot. r always has a value between +1 and -1. A perfect uphill (positive) linear connection has an R-value of precisely +1, whereas a perfect downhill (negative) linear relationship has an R-value of exactly -1.

Table 4.7.1 Table Pearson Correlation

Coefficient Range (r)	Strength of Association
0.90 to 1.0 / -0.90 to -1.0	Very high positive / negative correlation
0.70 to 0.90 / -0.70 to -0.90	High positive / negative correlation
0.50 to 0.70 / -0.50 to -0.70	Moderate positive / negative correlation
0.30 to 0.50 / -0.30 to -0.50	Low positive / negative correlation
0.00 to 0.30 / -0.00 to -0.30	Little if any correlation

		COST OF LIVING	ATTITUDE	INTEGRITY	GOVERNMENT INCENTIVES	EDUCATION LOAN REPAYMENT PATTERNS
COST OF LIVING	Pearson Correlation	1	-.345**	-.369**	.160**	-.374**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	385	385	385	385	385
ATTITUDE	Pearson Correlation	-.346**	1	.932**	.104*	.890**
	Sig. (2-tailed)	.000		.000	.041	.000
	N	385	385	385	385	385
INTEGRITY	Pearson Correlation	-.369**	.932**	1	.142**	.923**
	Sig. (2-tailed)	.000	.000		.005	.000
	N	385	385	385	385	385
GOVERNMENT INCENTIVES	Pearson Correlation	.160**	.104*	.142**	1	.159**
	Sig. (2-tailed)	.002	.041	.005		
	N	385	385	385	385	385
EDUCATION LOAN REPAYMENT PATTERNS	Pearson Correlation	-.374**	.890**	.923**	.159**	1
	Sig. (2-tailed)	.000	.000	.000	.002	
	N	385	385	385	385	385

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.7.2 Pearson Correlation Result

4.7.1 Hypothesis 1

H1: There is a negative and significant relationship between cost of living and education loan repayment patterns in Malaysia

According to table 5.1, the relationship between cost of living and education loan repayment patterns in Malaysia is a moderately negative correlation with a score of -0.374. Meaning to say that the cost of living among education loan repayment patterns users was still moderate which also affected they are in using and believing the systems provided by education loan repayment patterns. As a result, cost of living reflects student's cost to repay PTPTN.

4.7.2 Hypothesis 2

H2: There is a positive and significant relationship between attitude and education loan repayment patterns in Malaysia.

According to table 5.1, the relationship between attitude and education loan repayment patterns in Malaysia is a high positive (negative) correlation with a score of 0.890. Meaning to say that the attitude among education loan repayment patterns users was still shown in negative growth which also affected they are in using and believing the systems provided by education loan repayment patterns. As a result, attitudes reflect student theoretical feelings and thoughts about something. Attitudes have been identified as an important element in human behavior.

4.7.3 Hypothesis 3

H3: There is a positive and significant relationship between integrity and education loan repayment patterns in Malaysia.

According to table 5.1, the relationship between integrity and education loan repayment patterns in Malaysia is a high positive (negative) correlation with a score of 0.923. Meaning to say that the integrity among education loan repayment patterns users was still shown in negative growth which also affected in use and belief of the systems provided by education loan repayment patterns. As a result, students will always seek to reflect ethical standards and do the right thing regardless of the circumstances.

4.7.4 Hypothesis 4

H4: There is a positive and significant relationship between government incentives and education loan repayment patterns in Malaysia.

Table 5.1 shows a strong positive (negative) association with a score of 0.159 between government incentives and student loan repayment patterns in Malaysia. To put it another way, the government incentives among those who utilise college loan payback patterns were still showing a negative increase, which also influenced their usage of and faith in the systems offered by these patterns.

4.8 SUMMARY / CONCLUSION

In conclusion, the pilot test has been done in which the questionnaire was found to be reliable, the descriptive analysis of the demographic information was done also, and the reliability analysis of each variable was all found to be reliable. The normality test conducted found that the data were normally distributed, and the linearity test conducted found that all the independent variables had positive relationships with the dependent variable. The Pearson correlation used determined there to be a correlation among the variables, the multiple regression analysis determined that there is a significant relationship between the independent variables and the dependent variable, and the hypothesis was formulated illustrating the results.

CHAPTER 5 : DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

In this chapter 5, the findings of the research are analysed further, the ramifications of the findings are discussed, and recommendations are made. This chapter explains in detail all of the previous chapter's statistical analysis of descriptive, Pearson Correlation and Multiple Regression. Researchers also explain and expand on their findings to back up the research purpose and hypotheses that they had set out to investigate. In addition, the researcher will discuss the challenges they faced while conducting their study. Researchers will next go into further depth about their findings and conclude with a short conclusion.

5.2 KEY FINDINGS

5.2.1 Results of Factor Analysis and Cronbach Alpha

All respondents were required to answer the statements stated in the questionnaire using a 5-point Likert Scale. The use of this scale requires respondents to answer the question by marking a 5-point scale where from 1= strongly disagree, 2= disagree, 3= neutral, 4=agree and 5= strongly disagree according to their perspective and opinions. The following table shows the statistics briefly related to the response that have been successfully collected. On average, respondents have shown higher agreement on statements related to cost of living, attitudes, integrity and government incentive.

Based on the summary of data made in the table shows that the average scale for all items is between 2.50 to 3.48. In addition, the table below shows a summary of the Cronbach's Alpha value for each variable used in the research. According to Khairul et al. (2018), Cronbach's Alpha coefficient values ranging between 0.6 to 0.8 were considered moderate and acceptable. In addition, Khairul et al. (2018) cite a Cronbach's Alpha coefficient value in excess of 0.80 indicating a particular set of items is reliable. According to the description, it can be understood that the Cronbach's Alpha value obtained for the variables for this study ranged from 0.783 to 0.894 which shows that the measurement for the variables attitude, integrity, government incentives and education loan repayment pattern are reliable meanwhile cost of living is moderate and acceptable.

Table 5.2.1 Factor Analysis and Cronbach Alpha

Factor Analysis and Cronbach Alpha				
Variables	Item	Mean	Standard Deviation	Cronbach Alpha
Cost of living	COL 1	3.22	0.880	0.783
	COL 2	3.18	0.914	
	COL 3	3.42	0.803	
	COL 4	3.47	0.781	
	COL 5	3.16	0.998	
Attitude	A 1	2.63	1.058	0.889
	A 2	2.71	1.067	
	A 3	2.77	1.092	
	A 4	2.72	1.069	
	A 5	2.55	1.050	
Integrity	I 1	2.76	1.090	0.871
	I 2	2.49	1.073	
	I 3	2.52	1.080	
	I 4	2.78	1.084	
	I 5	2.58	1.072	
	GI 1	3.48	0.689	
	GI 2	3.47	0.703	

Government incentives	GI 3	3.45	0.698	0.851
	GI 4	3.48	0.681	
	GI 5	3.39	0.753	
Education Loan Repayment Pattern	ELRP 1	2.50	1.039	0.894
	ELRP 2	2.47	1.062	
	ELRP 3	2.64	1.065	
	ELRP 4	2.46	1.050	
	ELRP 5	2.74	1.072	

5.2.2 Normality Test

Chakravart, Laha, and Roy, (1967) cite, Kolmogorov-Smirnova is used to decide if a sample comes from a population with a specific distribution. In addition, this normality test was also performed on all dependent and independent variables. In summary, the results of the analysis that have been done show that the normality test for all dependent variables and independent variables for this study is significant.

According to George & Mallery 2010, the values for asymmetry and kurtosis between -2 and +2 are considered acceptable in order to prove normal univariate distribution. Hair et al. and Bryne (2010) argued that data is considered to be normal if skewness is between -2 to +2 and kurtosis is between -7 to +7. The table below shows that the result of the analysis using skewness and kurtosis normality tests for all variables involved produced skewness values ranging between -0.144 and -1.278 while kurtosis values ranged between -1.064 and 2.183. This proves that the dependent and independent variables for this study are significant.

Table 5.2.2 Normality Analysis

Normality Analysis			
Variable	Skewness	Kurtosis	Result
Education Loan Repayment Pattern	-0.103	-1.049	Normal Distributed
Cost of living	-1.021	0.652	Normal Distributed
Attitude	-0.249	-1.043	Normal Distributed
Integrity	-0.144	-1.064	Normal Distributed
Government Incentives	-1.278	2.183	Normal Distributed

5.2.3 Pearson correlation coefficient analysis

To determine the relationship between two continuous variables, researchers have used Pearson correlation coefficient analysis by using the education loan repayment pattern in Malaysia as a dependent variable along with other 4 independent variables attitude, integrity, cost of living and government incentives. The table below shows a summary of the results of each variable with different final results.

The results of this analysis can be interpreted as having a very high positive correlation between the value between Education Loan Repayment Pattern and Integrity which is 0.923 and high positive correlation is value between Education Loan Repayment Pattern with Attitude which is 0.890. This high positive correlation results means that both Integrity and Attitude variables have a significant relationship effect on the Education Loan Repayment Pattern variable. However, there are values that show a little correlation between Education Loan Repayment Pattern and Government Incentives which is 0.159 and negative correlation between Education Loan Repayment Pattern and Cost which is -0.374. This means that these two variables do not have a significant effect on the Education Loan Repayment Pattern variable. In short, Attitude and Integrity are more likely to help attract education loan borrowers to repay the loan. While the value between Cost of living and Government Incentives give a relatively low effect on Education Loan Repayment Pattern.

Table 5.2.3 Results of Pearson Correlation Analysis

		COST OF LIVING	ATTITUDE	INTEGRITY	GOVERNMENT INCENTIVES	EDUCATION LOAN REPAYMENT PATTERNS
COST OF LIVING	Pearson Correlation	1	-.345**	-.369**	.160**	-.374**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	385	385	385	385	385
ATTITUDE	Pearson Correlation	-.346**	1	.932**	.104*	.890**
	Sig. (2-tailed)	.000		.000	.041	.000
	N	385	385	385	385	385
INTEGRITY	Pearson Correlation	-.369**	.932**	1	.142**	.923**
	Sig. (2-tailed)	.000	.000		.005	.000
	N	385	385	385	385	385
GOVERNMENT INCENTIVES	Pearson Correlation	.160**	.104*	.142**	1	.159**
	Sig. (2-tailed)	.002	.041	.005		
	N	385	385	385	385	385
EDUCATION LOAN REPAYMENT PATTERNS	Pearson Correlation	-.374**	.890**	.923**	.159**	1
	Sig. (2-tailed)	.000	.000	.000	.002	
	N	385	385	385	385	385

** . Correlation is significant at the 0.01 level (2-tailed).

5.3 DISCUSSION

5.3.1 Hypothesis 1: Cost of Living

H1: There is a negative and significant relationship between cost of living towards education loan repayment patterns in Malaysia.

In this study, the results shows that cost of living has a moderately negative correlation with education loan repayment patterns where $r=-0.374$ at $p<0.05$. According to (Shouxin and Bray, 1992), for those who have poor families, they will be influenced to spend their monthly salary to support their family rather than paying for other things such as loan repayment.

5.3.2 Hypothesis 2 : Attitude

H2: There is a positive and significant relationship between attitude towards education loan repayment patterns in Malaysia.

Secondly, it shows that the attitude towards education loan repayment patterns in Malaysia has high positive(negative) correlation here $r=0.890$ and $p<0.05$. The research demonstrates a strong positive relationship between Malaysian loan repayment behaviours and attitudes. Even though the borrower has the ability to repay the loan, (Behrens, 1992) found that attitude was the most crucial factor in the issue. If the borrower lacks a sense of responsibility, the loan could end disastrously. As a result, the findings are consistent with earlier research by Kajubi (1992), who found that it is morally required to repay any loans.

5.3.3 Hypothesis 3 : Integrity

H3: There is a positive and significant relationship between integrity towards the education loan repayment patterns in Malaysia.

Thirdly, it shows that the integrity and education loan repayment patterns has a high positive(negative) correlation where $r=0.923$ and $p<0.05$. According to the data, there is a strong correlation between Malaysia's loan repayment trends and its commitment to integrity. (Tilak, 1992) asserts that in order to be effective, regulations and legislation governing integrity loan recovery must be carefully drafted. Consequently, the outcomes are consistent with earlier research. According to Behrens (1992), when a loan is in default, it is crucial for the bank to get in touch with the borrower and get as much relevant data as they can.

5.3.4 Hypothesis 4 : Government Incentives

H4: There is a positive and significant relationship between government incentives and education loan repayment patterns in Malaysia

Finally, there is a high positive(negative) correlation between incentives towards loan repayment patterns in Malaysia. According to the data, there is a strong positive association between government incentives and Malaysia's student loan repayment patterns ($r=0.159$, $p0.05$).

5.4 IMPLICATIONS OF THE STUDY

The findings of our study mainly highlight the cost of living of borrowers to make education loan repayment patterns in Malaysia. As a result, it may provide assistance to cost of living, attitude, integrity and government incentives, and researchers or scholars who wish to conduct additional future research on this topic.

Firstly, the implication that will happen is the borrower don't have enough savings. Some borrowers did not have enough savings before covid-19. This means that if covid-19 continues for a long time with the economic situation still not stable, it will affect them to make the loan repayment. As a result, many borrowers have problems repaying loans during covid-19. Therefore, it is important to have savings to use during emergencies. For example, we should have saved money to use during covid-19 because there is a lot of probability will happen such as loss of work.

The second implication of education loan repayment during Covid-19 is government had given borrower time to make their repayment. Due to the impact of covid-19, the government has agreed to postpone the repayment of PTPTN loans for 3 months following the spread of the covid-19 epidemic and the current movement control order which has seen the national economy also affected. This can ease the burden on borrowers to repay loans during covid-19. From that, borrowers can use the available money to cover their living needs during the covid-19 pandemic such as food, baby milk, diapers and many more.

5.5 LIMITATIONS OF THE STUDY

Firstly, the limitations that exist involve the background of the respondents. Since the respondents for this study are among loan borrowers from various backgrounds of education loan lending institutions, the possibility of different response results will also be higher. For example, differences may occur due to different levels of awareness or lack of exposure from the money lending institution. This situation makes it difficult for respondents to give an opinion that there should be a question posed by the researcher.

In addition, time constraints also become the limitation of this study. As the researchers are students, the researchers had to manage their time preferably between this researcher and online classes, quizzes, presentations, assignments and final assessments. The researcher also found it hard to collect all the data from questionnaires, which were distributed using Google form within a short time.

Ultimately, the results of this study have border because the conclusions are made only based on the opinions given by some education loan lending institutions which cannot represent all the education loan lending institutions that have different backgrounds.

5.6 RECOMMENDATIONS / SUGGESTION FOR FUTURE RESEARCH

More studies and research are required to be done to determine other potential variables that would influence the education loan repayment pattern. As Malaysia is a multiracial country and enjoys a diverse culture, studies dealing with the influences of other demographic factors such as religion and location are needed. However, the suggestion can be divided into 2 types.

5.6.1 Theoretical

This research uses descriptive, reliability and Pearson correlation analysis which had a significant and positive relationship between cost of living (IV1), attitude (IV2), integrity (IV3) and government incentives (IV4) with education loan repayment pattern in Malaysia (DV). There many ways that can be used by future research to influence graduated students to make education loan repayment, such as using the role of National Education Fund Corporation (PTPTN) with educational institution should educate and instill the necessary values in the students with an emphasis that repaying the loan is their responsibility, a demand to change their attitude towards such debt.

5.6.2 Methodological

A quantitative method was chosen for this study's data collection from respondents. During data collection, it was more convenient and quicker. With this method, the respondent can use social media to reach a sizable number of respondents. The individual who has previous or current experience with repaying education loans will be the targeted respondent and will be able to assist in answering the questionnaire. The researcher can test their hypotheses and determine how the variables are related using quantitative methods. Future researchers are advised to use this methodology for their research papers in the future. However, depending on the study's research purpose, future researchers should have chosen the targeted respondents earlier. It is recommended that future studies identify their respondents to make the process easier.

5.7 OVERALL CONCLUSION OF THE STUDY

To wrap things up, the study's goal is to investigate the relationship between cost of living, attitude, integrity and government incentives towards the education loan repayment patterns during Covid-19. In chapter 3 has mentioned the total numbers of 382 respondents is required to answer the questionnaire. The population of respondents focused on university graduate students. Several tests were performed on the data collected from the survey in order to examine this thesis. The findings indicate that cost of living, attitude, integrity, and government incentives as independent variables in this study have a significant relationship with the education loan repayment pattern during pandemic Covid-19 in Malaysia. Furthermore, the Pearson Correlation test results show that all those independent variables, cost of living, attitude, integrity and government incentives have relationships with education loan repayment patterns. Besides, in chapter 4 are the data analysis and findings of the results from questionnaires survey that was analysed using preliminary, descriptive, Pearson correlation, normality test, validity and reliability test. The data obtained from the questionnaire has been evaluated by a software program using Statistical Package for the Social Science (SPSS). Lastly in chapter 5 is about the summarization of the results based on data analysis. Thus, all the hypotheses such as H1, H2 and H3 are accepted. According to the results, all independent variables which are cost of living, attitude, integrity and government incentives significantly and positively influence the education loan repayment patterns during pandemic Covid-19. Last but not least, the research objective of this study is to examine the relationship between cost of living, attitude, integrity and government incentives towards the education loan repayment patterns during Covid-19 is answered.

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APPENDIX A:

1. QUESTIONNAIRE



EKBP

**TITLE: THE IMPACT OF COVID-19 ON EDUCATION LOAN REPAYMENT
PATTERNS IN MALAYSIA**

Dear Respondents,

We are students from the Faculty of Entrepreneurship and Business and are conducting a study to observe the impact of Covid-19 on education loan repayment patterns in Malaysia. The following questionnaire is created for the purpose of study. Your assistance in completing this study by answering the following questions as honestly as possible would be highly appreciated. Please do not sign your name because all replies are confidential. Each answer given will be used for research purposes only. Thank you for your participations.

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A) PERSONAL INFORMATION

1) AGE

- < 20 YEAR
- 21-25 YEAR
- 26-30 YEAR
- 31-35 YEAR
- 36-40 YEAR
- > 50 YEAR

2) GENDER:

- MALE
- FEMALE

3) RACE:

- MALAY
- CHINESE
- INDIAN
- OTHERS

4) MARITAL STATUS:

- SINGLE
- MARRIED
- OTHERS

5) LEVEL OF EDUCATION:

- DIPLOMA/ANY CERTIFICATE
- DEGREE
- MASTER
- PHD
- OTHERS

6) OCCUPATION:

- PROFESSIONAL
- GOVERNMENT
- NON-GOVERNMENT
- SELF-EMPLOYED
- OTHERS

7) DO YOU HAVE EXPERIENCE USING THE EDUCATION LOAN AGENCY IN MALAYSIA?

- YES
 NO

B) COST OF LIVING

QUESTION	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
I had to defer debt repayment to ensure survival during the Covid-19 pandemic.				
I am finding it extremely difficult to repay my student loans on time.				
I have to put aside some wants to make sure the debt is paid off consistently.				
The education loan payment is one of my major financial commitments.				
My education loan has put me in a much more difficult financial situation than I expected.				

C) ATTITUDE

QUESTION	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
I still make loan repayments despite being hit by Covid19.				
I felt guilty if I missed making debt payments during Covid-19 pandemic.				
I felt satisfied if I was able to repay the loan during the Covid-19 pandemic.				
I would not be happy if I deliberately delayed debt repayment even during hit by the Covid-19 pandemic.				
I managed to overcome difficulties in making loan repayments during Covid-19.				

D INTEGRITY

QUESTION	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
I intend to settle my debt consistently despite being hit by Covid-19 pandemic.				
I have never failed to make loan repayments every month during Covid-19.				
Despite being hit by Covid19, I still make direct deductions from my monthly salary to pay off debt.				
I am aware that making loan repayments is my duty even during Covid-19.				
I can manage my education debt despite being hit by Covid-19.				

E) GOVERNMENT INCENTIVES

QUESTION	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
I think that the incentives offered by the government and education agencies are very helpful in easing the burden of borrowers during Covid-19.				
Moratorium or deferred loan repayment really helped me during Covid-19				
The assistance in the form of cash provided by the government has helped me a lot in easing my debt burden				
The assistance channeled by the government on an ongoing basis has greatly helped me in ensuring my survival				
During Covid-19, I think that the government has provided assistance to all groups of people.				

E) EDUCATION LOAN REPAYMENT PATTERNS

QUESTION	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
I have no problem in repaying the education loan during Covid-19.				
There is no deferred payment in my loan education during Covid-19.				
Education loan repayment is one of my commitments during Covid-19.				
I have no financial problems that affect my loan repayment during Covid-19.				
I believe making education loan repayment is my responsibility even during Covid-19.				

APPENDIX B: GANTT CHART

TASK	OCT 2022			NOV 2022			DEC 2022			JAN 2022			FEB 2022
	W1 16 – 22	W2 23 – 29	W3 30 – 5	W4 6 – 12	W5 13 – 19	W6 & 7 20 – 3	W8 & 9 11 – 24	W10 25 - 31	W11 & 12 1 – 14	W13 15 – 21	W14 22 - 28	W15 29 – 4	
Group division, supervisors, and examiners													
Group, supervisor, and examiner distribution													
Student and supervisor meetings (ongoing)													
Data collection													
Data analysis													

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Chapter 4 & chapter 5 submission												
First correction for chapter 4 & chapter 5												
Turnitin check												
Submission full for final year project												
Presentation final year project												



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