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ACKNOWLEDGEMENT

THE PREPARATION NEEDS OF FEDERAL INSPECTORS OF SCHOOLS, PENINSULAR MALAYSIA

by

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Abstract

In the Malaysian education system, the Federal Inspector of Schools occupies a key position in educational leadership. This study sought to determine the professional preparation needed in order to perform competently the many tasks of the Inspectorate.

The discovery of the preparation needs of Inspectors was conceived in terms of two inter-related problems: (1) identifying the significance of tasks of Inspectors of Schools, and (2) determining the adequacy of their preparation for the Inspectoral role. Through the use of structured questionnaires and non-parametric statistical methods, the opinions of Federal Inspectors of School, Headmasters/Headmistresses of secondary schools, Peninsular Malaysia and selected Ministry of Education Officials were obtained on a number of topics related to the problem.

Summary of Major Findings.

1. Major Tasks of Inspectors of Schools.

While the three respondent groups were in general agreement on the importance and unimportance of tasks in each responsibility

area, the opinions of Inspectors and other respondents showed a significant disagreement on some tasks of the Advisory and Assessment functions. This could lead to role conflicts in these tasks.

2. Relative Importance of Task Areas.

The relative importance of the six task areas assigned by each respondent group showed remarkably high agreement.

3. Adequacy of Preparation.

There is a clear need to develop, pilot and evaluate training materials and programmes and other experiences for Inspectors in the light of this study's findings.

(i) Pre-Service preparation.

The evidence showed that Federal Inspectors of Schools had received training for the teaching profession rather than specialized training for the Inspectorate. The task areas in which Inspectors felt most incompetent and their opinions on the adequacy of their pre-service preparation supported the general conclusions of inadequate preparation.

(ii) In-service education.

The total evidence concerning the adequacy of the in-service training programme suggested that it was not as effective as it might be and not too successful in compensating for the pre-service preparation deficiencies.

Recommendations.

The major recommendations arising out of this study are summarized in the following statements:

1. Recruitment and Selection.

(i) Recruitment and selection procedures for the Federal Inspectorate of Schools in Peninsular Malaysia should be carefully reviewed. Particular attention should be paid in future to securing a better balance of recruits of the right calibre with experience in primary and secondary education and to the need to have within the Inspectorate some Inspectors with special knowledge of social developments affecting education.

(ii) There is an urgent need to expand the Inspectorate of Schools to include more regional/state Inspectors. This would reduce the number of teachers in each Inspector's district to give the Inspector more time for professional leadership.

(iii) In a job so dependent on high personal worth, personal quality should, when necessary, outweigh direct teaching/administrative experience, and such persons should be actively sought.

Pre-service preparation.

(i) Specialised training for the competent performance of significant tasks together with a successful internship should be a pre-requisite for future employment.

(ii) There seems little doubt that a more systematic and effective induction procedures are desirable and necessary.

In-service Preparation.

(i) The present in-service training programme should be carefully evaluated - if need be, by faculty of education staff members of a local university, Ministry of Education officials and by Inspectors themselves.

(ii) Considerable responsibility rests on the administration to provide conditions and opportunities that will assist and encourage Inspectors of Schools.

(iii) There ought to be a special reading scheme and Inspectors encouraged to spend a reasonable amount of time each year in keeping up to date rather than performing regular duties.

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1. See Appendix F, page 463 for enumeration of duties and powers of Federal Inspectors of Schools.

CHAPTER I

INTRODUCTION

I. INTRODUCTORY STATEMENT

The Federal Inspector of Schools in Peninsular Malaysia occupies a position of responsibility and influence and performs duties as laid down under Sections 92-96 of the Education Ordinance 1957.¹ The primary purpose of all supervisory and administrative activities must surely be the improvement of instruction at the level of individual pupil-teacher contacts. By virtue of his key position and through the exercise of his leadership, the Inspector of Schools determines to a large degree the educational effectiveness of schools he inspects and has a vital job in inspiring growth and change. It might be appropriate to say that the quality of a School depended heavily on the quality of the teaching and equipment available. These, in turn, depended on the quality of the school Inspectorate to ensure that standards of the educational output did not fall; and the way in which the Inspectorate served to correct the system was through inspection and reporting. The

1. See Appendix F, page 443 for enumeration of duties and powers of Federal Inspectors of Schools.

significance of his role in shaping the development of schools can hardly be overemphasized.

In the educational field, educational administration, supervision and leadership are passing through a period of transition, moving away from the conception of arbitrary authority to one of functional unity.¹ The process of education itself has come to be regarded as something very much more complex. There is now a body of knowledge about the process of education drawn from the disciplines of psychology and sociology, from systems analysis and curriculum evaluation, as much from history and philosophy. Educational requirements are changing as society changes; new psychological understanding necessitate modification of teaching methods, as do technological developments which result in new types of instructional materials. Public interest in educational issues and in the nature and quality of education provided is becoming keener and more sophisticated. The fundamental concern of this study is whether, in the light of these new developments, the Federal Inspector of Schools, who has been entrusted with the important task of "the maintainance of the qualitative line in respect of standards in the educational output,"² has been prepared to perform competently the many complex task of the Inspectorate.

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1. Ball, D.G., Cunningham, K.S. and Radford, W.C. Supervision and Inspection of Primary Schools. Melbourne: Australian Council for Educational Research, 1961. p. 186.
 2. Wong, Ruth, "The Problems of Education in a Multilingual Society", Final Report of Conference of Inspectors of Schools in the Far Eastern and Pacific Areas of the Commonwealth. Commonwealth Foundation, London, August 1969, p. 8.

Whether the position of the school Inspector will be specifically defined for him in terms of leadership is a matter of conjecture. However, the fact is that he does for the most part act on his own initiative.¹ As suggested by Collins,² the role of the educational supervisor has definite implications for his preparation, selection and in-service education.

The usual route to the Federal Inspectorate of Schools in Peninsular Malaysia is through successful teaching experience coupled with perhaps administrative experience as headmaster/principal of school and/or service with a teachers' training college or state education department. In view of new insights into the professional training of school administrators and supervisors, there is reason to doubt whether this combination of teaching and administrative experience constitutes adequate preparation for the role of an Inspector of Schools. This inquiry is a direct outgrowth of such doubt.

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1. Supervision is not even mentioned in the Education Act, 1961.
 2. Collins, C.P., "The Role of the Provincially Appointed Superintendent of Schools in the Larger Units of Administration in Canada". (Unpublished Doctoral dissertation, The University of Alberta, Edmonton, 1958).

II. THE PROBLEM

The Broad Problem. In general, the purpose of this study was to discover the pre-service and in-service preparation needs of Federal Inspectors of Schools. Fundamentally, the study was concerned with (1) the identification of significant tasks performed by Inspectors, and (2) preparation needed for the competent performance of these tasks.

Statement of sub-problems. Specifically, the study sought answers to these relevant questions in relation to educational supervision:

1. Identification of Tasks.

What are the significant tasks of Federal Inspectors of Schools? Are these significant tasks recognised? What is the relative importance of broad task areas?

2. Preparation for Inspectoral Tasks.

- (a) What essential theory, knowledge, skill and ability is necessary for the competent performance of these recognised significant tasks?
- (b) Has the pre-service and in-service preparation of Federal Inspectors provided this essential theory, knowledge, skill and ability?

III. IMPORTANCE OF THE STUDY

The following reasons are brought forth as justification for the study of the problem:

1. It was the general consensus of opinion of the Royal Commission on the Teaching Services, West Malaysia, that

"professional supervision under the present system is rather weak ... head teachers and teachers are largely on their own regarding teaching, treatment of students and even curriculum content within the broad scope of the prescribed syllabuses.

The Organisers of Schools who carry out supervisory duties (at State level) are, in many cases, not sufficiently equipped professionally to provide the supervision that is required. Furthermore, their manifold duties, which include administrative work, leave them with very little time to follow up the Federal Inspectorate's reports or to attend to their proper implementation.¹

The Commission recommended that the Federal Inspectorate of Schools be reorganised, with only the Chief Inspector and specialist Inspectors retained at Ministry level, to be responsible for the inspection and supervision of educational establishments outside the purview of the State Inspectorate, including Junior Colleges, Teacher-Training institutions and private schools. All general-purpose Federal Inspectors were to be deployed to the various states to be attached to the State Education offices to form a State Inspectorate.

1. Revised Report of the Royal Commission on the Teaching Services, West Malaysia. Chairman, Tan Sri Abdul Aziz b. Mohd. Zain. Government Printing Press, Kuala Lumpur, June 1971, p. 44.

It would be helpful to discover current inspectoral practices behind these weaknesses and understand these practices which have been found effective elsewhere in order to profit by the successful efforts of others. Also it would be interesting to note whether the recommendations of the Royal Commission on Teaching Services have been taken up and whether this has led to greater effectiveness of school supervision in each state.

2. Peninsular Malaysia has a teacher population of 83,506.¹ In a pluralistic culture like ours, Inspectors of Schools need defined values of educational purposes and their relation to societal needs. Such values form a solid base for giving operational definition to such terms as "excellence" and "quality" in education. This study proposes to determine Inspectors' perceptions of tasks they consider relatively more significant, their considered opinions of their competence in task areas they perform and types of in-service training desired to enhance their effectiveness in different language-media schools in the country.

1. Break-down of figures given by the Hon. Deputy Prime Minister and Minister of Education, Dato Seri Dr. Mahathir Mohamad, in Parliament and reported in New Straits Times, July 27, 1977:

44,781 Malays
30,147 Chinese
7,833 Indians and Pakistanis
695 Others

49,918 teachers in Bahasa
Malaysia Schools
15,722 in English-medium Schools
14,330 in Chinese-medium Schools
3,536 in Tamil Schools.

3. In the past, the establishment of the Federal Inspectorate of Schools had been considered too small to maintain on-going supervision of 5052 schools,¹ as a result of which it did not seem to have achieved the purposes for which it was established. The need to expand the School Inspectorate division and recruit more Inspectors of Schools in 1977 has focussed attention on adequate induction and in-service training of Inspectors. The study proposes to determine the pre-service and in-service training facilities available for Inspectors at present,

4. That there is a great need for better programme in in-service education is rarely contested. The rapidly changing culture in Malaysia and its implication for curriculum change, the continuing increase in pupil enrolments and numbers of teachers (estimated at 3% per annum), the need for improved school leadership, all, in cumulation, mean that professional people like Inspectors of Schools need to keep abreast of what they must know and must be able to do. How do the tasks of Inspectors of Schools relate to educational groups - to headteachers of secondary schools, for example? This study will seek to provide opinions of three

1. of which 4,328 were primary schools and the rest secondary. Figures given are as at end of 1977. (New Straits Times: Thursday January 19, 1978 - page 5).

respondent groups on the relative significance of tasks performed by inspectors - by Inspectors themselves, headteachers and selected Ministry of Education officials.

5. Halpin's paradigm¹ for research on administrator behaviour shows the relationship between the formal preparation of the superintendent of schools and changes in achievement of the organisation. This relationship is shown in Figure 1 on page 9.

In brief, the purpose of this model is to identify the relationships that exist between the behaviour of the administrator, (Panel II in the figure), and changes in the organisation's achievement, (Panel IV). Of course, there are other relationships that must be considered. The task, Panel I, defines the purpose of the organisation and hence the change criteria of the organisation's achievement are measured in respect of this task. The behaviour of the administrator, Panel II, is affected by a number of variables, (Panel III). The administrator variables of which formal preparation for the role is one include intra-organisation variables and extra-organisation variables.

Further examination of Figure 1 shows the importance of adequate preparation. The preparation of Inspectors of Schools is

1. Halpin, Andrew W., "A Paradigm for Research on Administrator Behaviour", Administrator Behaviour in Education, ed. by Roald F. Campbell and Russel T. Gregg. Harper and Brothers, New York, 1957, pp. 189-194.

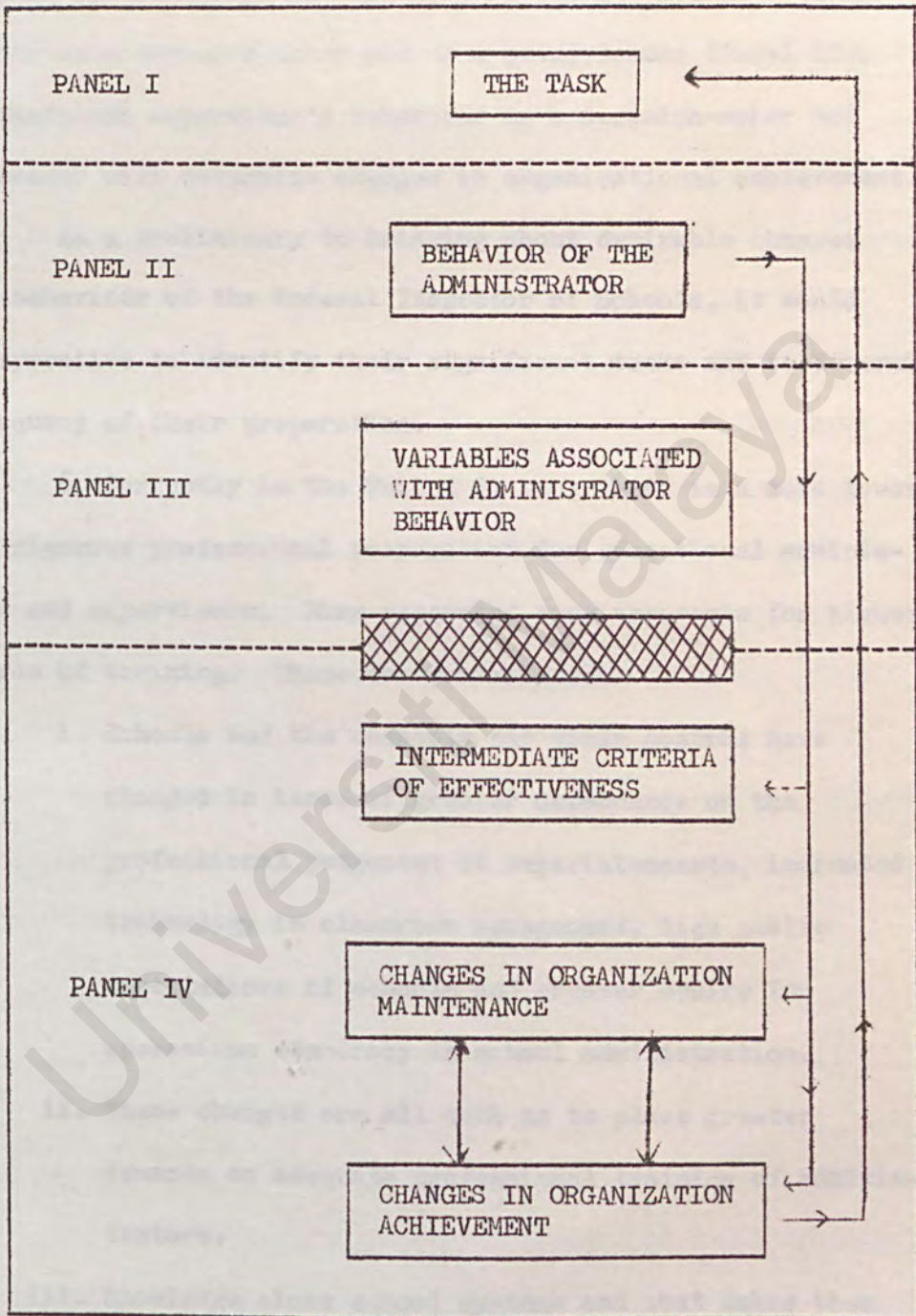


Figure 1. Condensed version of Halpin's paradigm. Note that there is no direct connection between Panels III and IV.

seen as an administrator variable (Panel III), which affects his behaviour as a decision-maker and as a group leader (Panel II). The educational supervisor's behaviour as a decision-maker and group leader will determine changes in organisational achievement.

As a preliminary to bringing about desirable changes in the behaviour of the Federal Inspector of Schools, it would seem imperative to identify their significant tasks and to determine the adequacy of their preparation.

6. Currently in the United States, there is a move towards a more rigorous professional preparation for educational administrators and supervisors. Ross presented some arguments for higher standards of training. These are summarized:

- i. Schools and the channels for their control have changed in terms of greater dependence on the professional judgement of superintendents, increased technology in classroom management, high public expectations of schools and greater desire for operations democracy in school administration.
- ii. These changes are all such as to place greater demands on adequate professional training of administrators.
- iii. Knowledge about school systems and what makes them tick has been added to by serious research.
- iv. The products of this research must be taught if they are to be useful.

v. Therefore, the superintendent's job is one becoming more and more demanding of high-level, specific professional training.¹

7. A study of the preparation needs of Inspectors of Schools in Peninsular Malaysia should be of value since the Inspector's role remains obscure because of lack of research and paucity of information. It is quite obvious that in a rapidly expanding school system, the Inspectorate will find it increasingly difficult to fulfil its many established functions. A re-appraisal of its role is therefore necessary if it is not to suffer from the danger of self-deception. It should be reiterated that changes in the administrative organisation and reallocation of its duties should precede the training effort. Besides, the urgent needs at the moment are to translate into teachable form the supervisory aspect of the educational administrator's role and to develop the mastery of administrative and supervisory techniques.

IV. HYPOTHESES

An examination of two related issues led to the formulation of the hypotheses. The first issue dealt with the "ideal" level of

1. Ross, Donald H., Some Arguments for Requiring a More Rigorous Preparation for Chief School Administrators. (Albany, New York: The Co-operative Development of Public School Administration, Administrative Centre, State Education Department, 1954), p. 32.

preparation of Inspectors of Schools and how academic knowledge, practical experience, in-service training and subject specialisation, and development of school-community relations skills affected competences of Inspectors in carrying out their assigned duties. The second important issue related to the definition of the "ideal" role of Inspectors of Schools and how this role was perceived by Inspectors themselves, Headmasters/Headmistresses of secondary schools and by selected Ministry of Education officials.

The degree to which an Inspector of Schools attempts to conform to a definition of his role that stresses his obligation to provide leadership to his teachers can have important consequences upon the schools. The extent to which the Inspector can provide the educational leadership will depend on the expectations held of the Inspectoral role by teachers, principals, students and others alike. If these groups expected the Inspector of Schools to carry out his role in a manner Inspectors themselves approve of then the Inspector would be confronted with a role congruency which will make his task of providing educational leadership easier. However, non-overlap in expectations of the Inspectoral role by Inspectors themselves and related educational groups can give rise to a role conflict where the Inspector is now confronted with incompatible expectations that makes his role as a change agent in education a difficult one.

The changes now taking place in American preparation programmes for educational administrators and supervisors, under

the influence of findings of the Co-operative Program in Educational Administration, are all in the direction of insisting on more practical experience for all the students in the courses. In-service growth in practical situations is considered a necessary complement of theoretical training. In American literature knowledge in the area of human relations and sociological insights are both necessary to the skilled conduct of educational administration.

In determining the sort of preparation programme which would best satisfy the needs of Inspectors of Schools, both content and process are important. On the side of content, the Inspector should probably possess a degree. In addition, he needs to have a foundation in the philosophy, history, curriculum, psychology and sociology of education. Besides, he needs to be informed in research techniques and processes. Finally, he must be thoroughly aware of the principles and latest thinking with respect to educational administration and supervision. On the side of process, the Inspector must be able to apply approved techniques of individual and group procedures. The content may be approached variously through case study, group investigation, focussed discussion, field project, workshop and lecture.

The literature reveals that increasing attention is being given to the type of pre-service and in-service training most desirable for the School Inspector. There has been a trend towards the recognition of the necessity for having professionally trained

personnel in this position. There are already signs in America that before long the profession and legislators will require a doctorate of all superintendents. Many educational leaders believe that improvement in teaching is closely related to the kind of supervision that teachers value.

The Inspector's most important and most satisfying role and the one to which great emphasis is now given, is that of a guide and adviser. The Inspector has a vital job of inspiring growth and change. This new role emphasises the constructive side of supervision and there is no doubt that Inspectors undoubtedly welcome this opportunity to exercise constructive leadership. The Inspector's visit has steadily become more and more concerned with evaluating the teacher as a professional worker and more lately still, with advising him. It is the teachers' quality and work which most occupy the Inspector.

The Inspector deals with professional people - that makes his job much more complex - and an organisation servicing human needs - and that puts his job in the area of sensitive, delicate human relationships. Part of his job is to show each teacher that his individual qualities and unique abilities are respected and that he is valued as a person.

Ideally, the Inspector will carry authority because of his stature as an educator, not merely because of his status on an educational ladder.

In the statement of the hypotheses, an important consideration was that education in Malaysia is very highly influenced by formidable racial, linguistic, religious, cultural, social and political factors with strong local overtones. Administration as a whole is peculiarly subject to all the difficulties of a developing society. The building up of an Inspectorate of Schools which will work with teachers on their professional problems, survey the extent of wastage especially in rural areas, act as a general support and channel of communication for teachers, proclaim and maintain proper standards and assess the usefulness of methods and techniques employed, is a task of the greatest significance for the Federal Inspectorate of Schools. In Malaysia, the Inspectorate of Schools can remain relatively free of the fetters which impede most administrators, since its work is professional rather than organisational. Only then can the Federal Inspectorate of Schools make an enormous contribution to the development of the educational service as a whole.

The Inspectorate of Schools in Peninsular Malaysia has only a short history. Prior to its establishment,¹ schools were not used to inspection procedures as prevalent now. Recruitment

1. Chapter IV traces the development of the Federal Inspectorate of Schools.

to Inspectoral teams was from the rank and file of teachers, who invariably had inadequate preparation for the job. Under "ideal" conditions, one would expect a complete overlap of expectations and perceptions of the roles of the Inspectorate among the related groups, namely Inspectors themselves, headmasters/headmistresses of secondary schools and selected Ministry of Education officials. Even in advanced countries, a complete overlap is not expected. Therefore, the following hypotheses were advanced:

- I. (a) There is a conflict in expectations on the part of Inspectors of Schools, selected headmasters/headmistresses of secondary schools and Ministry of Education officials of the significance of some tasks performed by Inspectors of Schools.
- (b) There is an imbalance in the perceptions of Inspectors of Schools, headmasters/headmistresses of secondary schools and selected Ministry of Education officials of the innovative role of Inspectors of Schools in bringing about change in education.
- II. The efforts of Inspectors in their performed function seem to be too thinly spread for the desired effect.
- III. (a) The formal pre-service preparation of Inspectors of Schools has been preparation for the teaching profession, rather than specialised training for the Inspectorate.

- (b) The level of pre-service and in-service preparation of Inspectors of Schools was inadequate in preparing Inspectors to perform competently the significant tasks of educational supervision.

V. DEFINITION OF TERMS

As defined below, a number of terms are used in a restricted manner to suit the purposes of the study.

Federal Inspector of Schools - refers to the federally-appointed education official of the School Inspectorate Division of the Ministry of Education, Malaysia. The term 'inspector' and 'administrator' were used synonymously in this study for the Inspector is viewed as an administrator too.

Organiser of Schools. A State Education Department Official entrusted with the specific responsibility of proper management of all secondary or primary schools in the state, including their enrolment, staffing, building, development and equipment.

educational administration. For purpose of this study, 'educational administration' refers to policies, practices and procedures carried out by all administrators or Boards of Governors/Managers of schools

who are responsible for the control of personnel in a school system. 'Educational administration' would also, in this context, refer to the duties of education officials ranging from the Permanent Secretary to the Ministry of Education to principal of a school or head of a department in a school.

educational management. "the process of securing decisions about what activities the organization (or unit of an organization) will undertake and mobilizing the human and material resources to undertake them".¹

supervision - a process of more personal guidance based on inspectoral visit when attention is directed to some aspects of teachers' work and change effected through giving advice.

inspection - that specific occasion when an educational establishment is examined and evaluated as a place of learning in such a way that, if occasion demands, advice may be given for its improvement and that advice embodied in a report rendered to the Director General of Education, Ministry of Education through the Chief Inspector of Schools.

assessment - "the process by which a person's work is considered in relation to a scale of values and judged to be placed at some

1. Glatter, Ron. Management Development for the Education Profession, published for the University of London Institute of Education by George G. Harrap & Co. Ltd., London, 1972. p. 5.

point on the scale; it arises out of the process of inspection but may go beyond it".¹

role. A set of expectations or standards applied to the behaviour of incumbents of a particular office - in this case, the Federal Inspector of Schools.

leadership (in education). A useful definition of leadership is given by Cartwright and Zander:

Leadership is viewed as the performance of those acts which help the group achieve its objectives ... Leadership consists of such actions by group members as those which aid in setting group goals, moving the group towards its goals, improving the quality of the interactions among the members, building the cohesiveness of the group, or making resources available to the group. In principle, leadership may be performed by one or more members of the group.²

behaviour - used here in a broad sense to include an individual's perceptions, feelings, attitudes, thoughts and verbalizations as well as his overt actions.

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1. Ball, D.G., Cunningham, K.S. and Radford, W.C., Supervision and Inspection in Primary Schools. Melbourne: Australian Council for Educational Research, 1961. p. 151.
 2. Cartwright, Dorwin and Zander, Alvin (eds.). Group Dynamics: Research and Theory, First edition, Evanston, Ill., Row, Peterson and Co., 1953. p. 538.

preparation - will connote the education or training of educational administrators in relevant courses towards a professional or academic qualification in a college or university. The definition includes on-the-job training.

role - "How an individual actually performs in a given position, as distinct from how he is supposed to perform, we call his role. The role, then, is the manner in which a person actually carries out the requirements of his position. It is the dynamic aspect of status or office and as such is always influenced by factors other than the stipulations of the position itself".¹

role congruency. "A role congruency is a situation in which an incumbent of a focal position perceives that the same or highly similar expectations are held for him. A school superintendent who perceived that his teachers, principals, students, and school board alike expected him to handle a discipline problem in the same manner would be confronted with a role congruency".²

role conflict. "Any situation in which the incumbent of a focal position perceives that he is confronted with incompatible expectations will be called a role conflict".³

1. Kingsley Davis, Human Society (New York: The Macmillan Company, 1948 and 1949), p. 90.

2, 3. Gross Neal, Mason, Ward S. and McEachern, Alexander W. Explorations in Role Analysis: Studies of the School Superintendency Role. John Wiley and Sons, Inc., New York, 1966. p. 248.

VI. BASIC ASSUMPTIONS

The fundamental assumptions which underlay this study and which have influenced the approach, method and findings were:

1. There is a positive relationship between the appropriate formal training and the subsequent competent performance of tasks in the Inspectorate.
2. The role of the teacher and the role of the Inspector of Schools are essentially different, requiring different preparation.
3. Many of the concepts of the Federal Inspector of School's role and tasks performed as described in American, Canadian, Australian and British literature appear to be applicable to Federal Inspectors of Schools in Peninsular Malaysia.
4. Opinions expressed in this study by the three respondent groups were based on true motives thereby resulting in a reasonably accurate statement of tasks considered to be significant tasks of Federal Inspectors of Schools.
5. The TASK opinionnaires used in this study (Section II) was a reasonably accurate statement of tasks performed by Inspectors of Schools and gleaned from a thorough review of the literature on inspectorial or supervisorial tasks.

6. If education means modification in behaviour and educators need knowledge of persons and of the learning process, an adequate in-service preparation programme for Inspectors is a sin qua non to bringing about the the desired growth and change in the learning-teaching situation. How can the Inspector expect his teachers to grow professionally if he has ceased growing himself?

CHAPTER II

METHODS AND PROCEDURES

I. INTRODUCTION

The conceptual framework for the design of the study is represented in Figure 2, page 24. As shown in Figure 2, the discovery of the preparation needs of Federal Inspectors of Schools was conceived in terms of two related problems:

- (i) identifying their significant tasks
- (ii) determining the adequacy of their preparation for these tasks.

In identifying the significant tasks of Federal Inspectors of Schools, three approaches were visualized:

1. Tasks of educational supervisors/inspectors as defined through a review of the literature in the field.
2. The man-on-the-job definition - tasks as perceived by practising Inspectors of Schools.
3. The socially- and educationally-desired definition - the tasks as perceived by outside observers - i.e. by (a) selected Ministry of Education officials, and (b) a selected group of secondary school heads in Peninsular Malaysia.

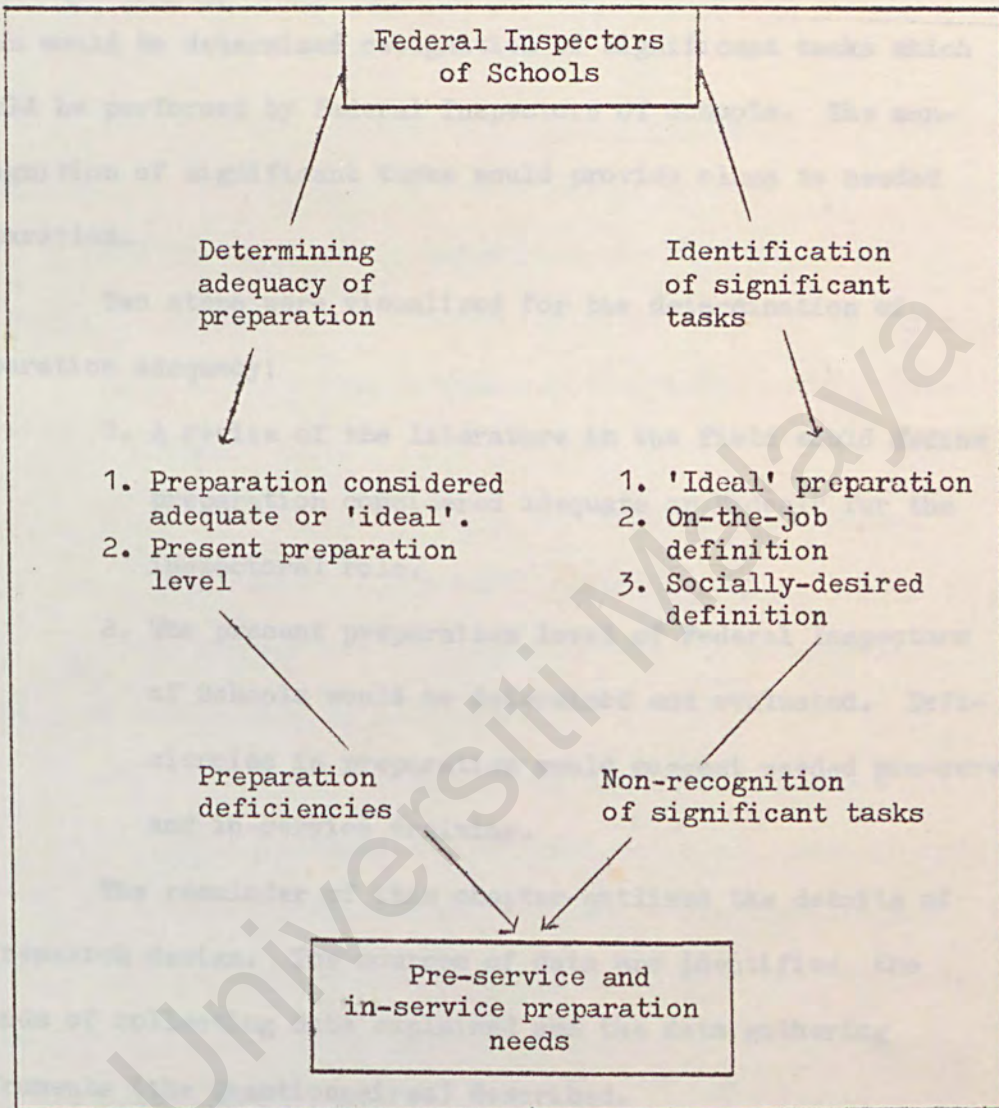


Figure 2. Conceptual design of study.

These three approaches would provide the synthesis from which would be determined recognition of significant tasks which should be performed by Federal Inspectors of Schools. The non-recognition of significant tasks would provide clues to needed preparation.

Two steps were visualized for the determination of preparation adequacy:

1. A review of the literature in the field would define preparation considered adequate or "ideal" for the inspectorial role.
2. The present preparation level of Federal Inspectors of Schools would be determined and evaluated. Deficiencies in preparation would suggest needed pre-service and in-service training.

The remainder of this chapter outlines the details of the research design. The sources of data are identified, the methods of collecting data explained and the data gathering instruments (the Questionnaires) described.

II. DATA COLLECTION

The data used to identify significant tasks of Inspectors of Schools were collected from two principal sources:

- (1) The opinions of three respondent groups - the Inspectors of Schools, selected Ministry of Education officials and secondary school heads in Peninsular Malaysia.
- (2) Literature relating to the tasks of educational supervisors and school inspectors.

Three sources provided the data used in determining adequacy of preparation of Inspectors:

- (1) Educational background of school Inspectors - i.e. their academic and professional qualifications and in-service training received, where applicable,
- (2) Opinions of Inspectors of Schools on their competence in task areas related to the inspectoral role,
- (3) Literature related to preparation considered adequate for the inspectoral role. Library research and a survey of related literature from the United States, Canada, Australia and England provided some data used to identify significant tasks and to determine the adequacy of the preparation received by Federal Inspectors of Schools in Peninsular Malaysia.

III. POPULATION AND SAMPLE

Federal Inspectors of Schools

The present complement of the Federal Inspectorate of Schools is 50, including the Chief Inspector. In completing the Questionnaire, consideration was given to all Federal Inspectors of Schools, based at headquarters in Kuala Lumpur and to others attached to State Education Departments throughout the country. The sample thus comprised all Inspectors for the purpose of obtaining an adequate number of cases for coverage and purposes of analysis. Completed questionnaires were returned by 32 Inspectors, which formed 64% of the population.

Sample of Headteachers of Secondary Schools, Peninsular Malaysia.

The research design for selecting the headteachers sample from the population of headteachers in Peninsular Malaysia required greater planning and consideration. Since the influence and work of Federal Inspectors of Schools is nation-wide, it was thought appropriate to include a selected sample of headmasters/headmistresses from each state in Peninsular Malaysia. A list of all heads of secondary schools registered with the Association of Heads of Secondary Schools, Peninsular Malaysia (Persidangan Kebangsaan Pengetua Sekolah-Sekolah Menengah, Semenanjung Malaysia) in 1977 was obtained from the President, who very kindly cooperated

in all matters relating to the study. The sample size for each state was set at 30% of the population. Headteachers were selected on the basis of a stratified sample based on: (1) type of school by language medium, and (2) state representation. This gave an overall figure of 156 headteachers in the sample size. The distribution of heads of secondary schools completing questionnaires by type of school and language medium appears in Table 1 on page 29. Completed questionnaires were received from 96 headteachers, thus giving a 61.54% return. It was not possible to obtain permission from the Director of Education, Kelantan because of political developments in the State in October/November, 1977 which led to the imposition of Federal rule in the state. A list of headteachers in the sample is given in Appendix D.

Ministry of Education Officials.

The opinions of selected officials from the Ministry of Education, Malaysia supplemented those of Inspectors of Schools and heads of secondary schools. Apart from the Director-General of Education and Deputy Directors I and II, the list of Ministry of Education officials included all heads, and in some cases their deputies, of Divisions in the Ministry of Education. It was felt that the opinions of this group on the significance of tasks performed by Federal Inspectors of Schools were too valuable to be overlooked as at some time or other in their careers, these top Ministry

Table 1

Distribution of Secondary School Heads Completing
Questionnaires by Type of School and
Language Medium.

Number and Percentage of Headteachers
Completing Questionnaires

	Number of Headteachers given Questionnaire	Number of Head- teachers Completing Questionnaire	Sample size as percentage of population completing Questionnaire
(a) National (Malay-medium) Secondary School	75	49	65.33%
(b) National-Type (English-medium) Secondary School	81	47	58.02%
Total and Percentage	156	96	61.54%

officials had served as State Directors of Education or in the case of two, even as Chief Inspector of Schools. They thus brought to their jobs vast experience in public education. Appendix E shows the sample of Ministry of Education officials involved in the study. Of the sample size of 18 Ministry officials given the Questionnaire, replies were received from 14 officials, thus securing a 77.78% return.

IV. THE QUESTIONNAIRES

Description. The instrument used to obtain the opinions of Federal Inspectors of Schools is given in Appendix A.

Section I of the Questionnaire for Inspectors of Schools pertains to the background of the incumbent and requests from each Inspector the following information: age, academic and professional qualifications, teaching/administrative experience, pre-service and in-service training undertaken, if relevant, courses in education taken at College/University level before and since joining the Federal Inspectorate of Schools.

Section II, B.1. will obtain opinions on the importance of (and involvement in) tasks undertaken by Federal Inspectors of Schools. For the thirty-three different types of tasks listed under six responsibility areas, respondents were asked to indicate the importance of and involvement in each, according to the following scale:

Degree of Importance of Task

1. Very important
2. Important
3. Of little importance
4. Not important.

Degree of Involvement in Task (For Advisory and Assessment functions only).

1. Major involvement
2. Moderate involvement
3. Slight involvement
4. No involvement.

Section II, B.2. sought to also obtain the school Inspectors' opinions on the relative importance of given task areas. Each respondent was asked to rank in order of relative importance these task areas: Advisory function, Assessment function, Administration function, Duties as an Education Officer of the Ministry of Education, Self-Growth and School-Community leadership.

Section III was designed to obtain opinions of Inspectors on their competence in each task area and to indicate how this competence was developed.

For each task area, each Inspector of Schools was asked to judge his competence by indicating whether he felt competent, fairly competent or somewhat inadequate. For each task area in which an Inspector felt reasonably competent or fairly competent, he was asked further to indicate the chief reason for his competence by selecting one of these five choices:

- A. Formal university training
- B. Formal Normal Class/College training

- C. Experience as a teacher and/or administrator and/or school principal
- D. The Inspector's formal in-service training programme
- E. Personal efforts to improve oneself professionally since becoming an Inspector.

Section IV was used to determine for each task area the types of in-service training favoured by Federal Inspectors.

Possible choices were:

- A. Sabbatical leave for graduate study with partial salary.
- B. Special library covering literature on new educational experiments, ideas and viewpoints.
- C. Lectures by eminent educationists/educational consultants.
- D. Study circles/professional reading programmes including box/classification schemes on various topics and summaries of research reports.
- E. More field trips and inter-district visitations to observe and contrast a variety of schools in action.
- F. Regular meetings with Inspectors themselves.
- G. Participation in international conferences for inspectors of schools/educational administrators.

- H. Attendance at seminars in education, local and overseas.
- I. More in-service workshops with teachers.
- J. Curriculum research courses in appropriate fields.
- K. Special training in the arts of administration and supervision.
- L. Developing a personally-directed research project.
- M. Using resources of other divisions/sections/units of the Ministry of Education, e.g. EPRD, Teacher-Training, Technical and Vocational Education, AVA, ETV, etc.
- N. Periods of lecturing at Teacher-Training Colleges.
- O. Development of more systematic and effective induction procedures for newly-appointed Inspectors of Schools.
- P. Visits to education systems in East Malaysia and overseas.
- Q. Case studies of successful advisory practices.
- R. Long-term studies of the effect of particular forms of advisory services in one school or classroom over the years.
- S. Close liaison with Teacher-Training colleges to see purposes and methods of training and basis of assessment of trainee-teachers.

- T. Refresher courses in special areas of education.
- U. Workshop or study courses of some duration, e.g. one week or more courses for a small group of Inspectors to pursue particular problems and studies.
- V. The development of a Handbook of Procedures for Inspectors of Schools to supplement Inspectorate division Administrative Instructions.
- W. Each Inspector to have at least 4-6 weeks each year, apart from annual holiday leave, to follow a programme of study or observation or inquiry limited only by the necessity to have for it the approval of his senior officer.
- X. Courses in such areas as:
 - (i) Leadership principles
 - (ii) Evaluation and testing techniques
 - (iii) Research techniques in education
 - (iv) Techniques of communication.

Section V. Inspectors' opinions were sought on the importance of graduate¹ areas of study or experiences to success in the Inspectorate under the following major educational areas:

1. 'Graduate' areas of study would here mean Courses of Studies undertaken at first-degree level.

Educational administration courses, Educational foundations, Curriculum, Instruction and Supervision, Social Science courses, Science and Mathematics, Field experiences and Humanities and Fine Arts.

Section VI. This section sought to obtain Inspectors' views on Issues and Challenges facing the Inspectorate. Some fourteen major issues/challenges were elaborated for Inspectors with provision for other problems/issues considered significant by Inspectors themselves.

Questionnaire for Selected Ministry of Education Officials.

The Questionnaire for this group is identical to Section II (B.1. and B.2.) of the Questionnaire for Federal Inspectors of Schools.

Questionnaire for Headmasters/Headmistresses of Secondary Schools, Peninsular Malaysia.

Section I relates to particulars of the School - name, type of school, enrolment and record of visits to school by Federal Inspectors of Schools from 1973 to 1977.

Section II (B.1. and B.2.) is identical to Section II (B.1. and B.2.) of the Questionnaire for Federal Inspectors of Schools i.e. opinions of headmasters/headmistresses were solicited on Importance and Involvement in task areas of Inspectors of Schools.

Section III. This section sought to determine headteachers' attitudes towards school inspection, innovation in work of school

Inspectors, major weaknesses of present Inspectoral system and suggestions and remarks by head teachers to making school inspection more effective and beneficial.

Sources of Reference

The list of tasks included in the Questionnaire for each respondent group was based on the emerging concept of the Inspectoral role as revealed in American, Canadian, Australian and English literature. In the selection of tasks for each responsibility area of the Inspector, extensive reference was made of the following sources:

1. The Functions of a Superintendent of Schools. Neal, W.D., (Ed.) Perth, Education Department of Western Australia, 1959.
2. MacArthur, R.S. The Superintendency - leadership in action. Toronto, The Canadian Education Association, 1955. 25 p.
3. Select Committee Report (1968). Report from the Select Committee on Education and Science, 1967/1968. Part I. Her Majesty's Inspectorate (England and Wales). Part II. Her Majesty's Inspectorate (Scotland). HMSO, London.
4. Graff, Orin B., and Street, Calvin M., Improving Competence in Educational Administration. Harper and Brothers, New York. 1956.

5. Educational Administration and Supervision in the Commonwealth. Report on the Questionnaire/Survey of Inspectors of Schools and Supervisors in the Asia Pacific Region. Background Paper 3. Commonwealth Secretariat, London. June 1975.

V. TREATMENT OF DATA

Tabular presentations and non-parametric statistical tests were employed to analyse the respondent's replies to the Questionnaires.

Importance of Tasks

Inspectors' replies to Section II of the Questionnaire were analysed statistically to determine a statement of tasks which Inspectors as a group consider important. The opinions of the other respondents - headteachers and selected Ministry of Education officials - on the importance of tasks were compared to those of Inspectors and the test of proportion/percentage and the chi-square test of significance were used to discover differences of opinions, if any.

Recognition of Tasks

In Chapter V a number of significant tasks associated with the emerging concept of the new inspectoral role are described.

These tasks provided the criteria for judging the extent to which the respondents recognised the significant tasks of the Inspectorate in Peninsular Malaysia.

Adequacy of Preparation

Adequacy of preparation of Federal Inspectors of Schools was determined by seeking their opinions. The criteria for judging the adequacy of pre-service and in-service training received were (1) Preparation considered adequate, (2) the opinions of inspectors on the career value of their preparation, and (3) the opinions of Inspectors on their competence in task areas in educational supervision.

Preparation needs

The non-recognition of significant task areas and the inadequacies of preparation received and identification of certain significant issues/problems facing the Inspectorate determined the preparation needs of Inspectors of Schools. The types of in-service activities that would be favoured in meeting these preparation needs were determined from an analysis of Inspectors' opinions.

CHAPTER III

REVIEW OF RELATED LITERATURE

Introduction

The present chapter is reviewed with two purposes in mind. The first traces recent developments relating to the identification of significant tasks of the Inspectorate as reflected in the changing role of the Inspector and to the adequate preparation for the competent performance of these tasks. Section I, therefore, is concerned with this attempt. The second purpose of this chapter is to review a selected number of studies which may have some significance in a study of the preparation needs of Inspectors in Peninsular Malaysia. This is done in Section II. Since the investigation focusses on (i) the identification of significant tasks of Inspectors of Schools, and (ii) discovering areas of preparation needed by Inspectors, the literature reviewed provides new insights into professional training of educational administrators and supervisors.

I. CHANGING ROLE OF THE INSPECTORATE

A review of the literature on school inspection reveals that one of the transformations taking place in education throughout

the world is the changing role of the school inspector, supervisor, superintendent or adviser as he is variously called. In an essay prefacing a UNESCO report on school inspection and supervision, Ben Morris showed that such changes were taking place in many countries. Where formerly the main emphasis in his work lay on authoritarian control, prescription and enforcement of regulations, he said, the inspector in various countries now relied on "persuasive leadership, consultation and guidance".¹ The available literature is not extensive and a high proportion of it is to be found in North America. Moreover the influence of some of the new ideas regarding inspection which originated there is plainly visible in other parts of the world, for instance, in Australia. In touching on the role of the Inspectorate, the literature explicitly states that inspectors are required to provide educational leadership, to foster the belief that professional development matters and help teachers to find the means to achieve it. Ultimately the role and status of the inspector is influenced by situations peculiar to each country or community and could not be determined in isolation from the role of the teacher or the development of the teaching profession or provision of educational facilities. Above all, Inspectors are needed to help sustain the

1. Morris, Ben, "School Inspection and Supervision", Education Abstracts, UNESCO. Volume VIII, Number 5, May 1956, p. 3.

morale of teachers, struggling to cope with the ever-increasing complexity of education in modern society.

This is one of the two impressions received from a study of the literature. The other is of the enormous complexity and diversity of the tasks inspectors are called upon to perform. There are many statements concerning the nature of the responsibilities of Inspectors of Schools. Added together, they give an awesome picture of the tasks which Inspectors face. The recent expansion of educational services in most countries in the world - in the case of Malaysia certainly since independence in August 1957 - has naturally tended to increase the scope and number of the Inspector's duties. Moreover the exact nature of the duties varies with the different structures of educational control found in different countries - there being marked contrast, for instance, between centralized systems and decentralized ones - and with the Inspector's personal place within a particular system. Couple these facts with the variety of conditions under which Inspectors may have to work - climatic, ethnic, geographical (particularly in relation to density of population), sociological and political and it will be obvious that it is not easy to speak very precisely about the Inspector and "his" functions.

Generally speaking, the chief effect to date of the change in role has been to face Inspectors with the dilemma of filling two different roles - that of being an adviser and assessor. Can teachers

progressively accept Inspectors as their own leaders while in fact they (Inspectors) remain representatives of public authority? The conflict in "dual roles" arises in one of its most difficult forms in the power which Inspectors in many countries exercise over the appointment and promotion of teachers. In New Zealand, for example, the extent to which the Inspector has had to function as 'a grading officer' has come to be regarded as an insurmountable psychological barrier to constructive relations between Inspectors and teachers. The removal or diminution of the inspectorial role in the matter of promotion of teachers appears at first to be regarded as an absolute necessary condition if he is to carry out his guidance function successfully. But what of relatively under-developed countries where systems of education are only now beginning to be built and an attempt made at expansion? As Mr. Ball and Mr. Campbell of New Zealand rightly remind us, "the functions of an Inspector of Schools are largely determined by the quality of the teaching service within which he works. When the teachers employed by any administration are poorly educated and trained, strict supervision of their work is necessary in order to establish standards and raise the level of the teaching".¹ Does it mean that responsibility in raising educational standards can only rise if Inspectors

1. Ball, D.G. and Campbell, A.E. "Changing Role of the Inspectorate, a New Zealand View", The New Era in Home and School, Volume 36, No. 9, November, 1955, p. 139.

emphasized their authority and superiority and demand unqualified obedience and respect? To assume that this is the necessary path of development would surely be to deny all that we have discovered about education in recent years. The present attitude in education is centred upon the idea of "guidance, upon learning as a collaborative process in which freedom and mutual respect are essential components in the exercise of a wise authority. There is abundance evidence to show that, as with the individual, so with social and professional groups, a vital factor in their development to maturity and independence is the extent to which they are encouraged to be independent and to take an ever-increasing share of responsibility".¹ It is clear that this principle is well understood in any attempt to evaluate the role of the Inspector.

For his new role, then, the implication is that the Inspector must develop expertise in professional and human relations. He must be able to reduce role conflict and increase job satisfaction. And he must achieve the neat balance between an acceptance of necessary bureaucratic procedures and the use of local initiative and freedom by teachers.

1. Morris, Ben, "Inspection as Leadership Through Guidance", The New Era in Home and School, Volume 36, No. 9, November, 1955, p. 166.

II. RELATED STUDIES

The studies conducted on the various aspects of the School Inspectorate or Superintendency are fairly numerous. In this section an attempt is made to review a selected number only. The selected group of studies (arranged in alphabetical order by country), it is felt, have findings which may have some significance in a study of the preparation needs of Federal Inspectors of Schools in Peninsular Malaysia.

A. Australia

In the Australian state systems of education, the Inspector of Schools plays a key role.¹ Appointment of Inspectors is usually made by selection, normally after application, from the ranks of practising teachers, who have rarely had less than fifteen years of service. The holding of a university degree as well as a specialist qualification in advanced educational studies is now typically expected.² Inspectors are the link between the administration system and the schools. Two of their most important functions

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1. Ball, D.G., Cunningham, K.S. and Radford, W.C. Supervision and Inspection of Primary Schools. Australian Council for Educational Research, 1961.
 2. Cunningham, K.S. and Radford, W.C. Training the Administrator; A Study with Special Reference to Education. Melbourne, Australian Council for Educational Research, 1963, p. 52.

are to advise teachers and to assess the quality of their work, upon which the promotion of teachers chiefly depends.¹ The main functions of a secondary school superintendent are as advisor and assessor of teachers and as an administrator. With regard to the primary School Inspector, Ball, Cunningham and Radford indicate many of the difficulties which arise where the advisor is also the assessor.² In a paper read at the 1967 Melbourne National Seminar for Inspectors on Supervision and Administration, A.W. Jones noted that already in-service training in all state Education Departments was sprouting like Jack's beanstalk.³ Dettman further states that "it is to the credit of the Inspectoral system and the way in which it is administered that Australian education shows no sign of becoming depersonalized and over-authorative. The position is rather that the teachers do not fully use the freedom available to them, but if this is so, it is probably more the fault of the system than lack of encouragement by the Inspectors".⁴ However, a New South Wales Department of Education report in 1971 ascertained that "traditional selection

1. England, G.C., "Impact of the Inspectoral System: A Profession Demeaned?" The Journal of Educational Administration, Vol. XI, No. 1, May 1973, p. 43.

2. Ball, Cunningham and Radford. op. cit.

3. Jones, A.W., "The Inspector and the Professional Development of Teachers", The Journal of Educational Administration, Vol. VI, No. 1, May 1968, p. 34.

4. Dettman, H.W., "Changes in School Supervision in Western Australia", The Australian Journal of Education, Vol. 13, No. 2, June 1969, p. 149.

procedures need reconsideration and present forms of preparation of Inspectors for their future task are inadequate".¹

A number of research studies on inspectorial role and functions, some on the initiation of the Australian Council for Educational Research, will now be examined.

The relevant section of a study by Cunningham and Morey² - Chapter VII - reports the results of a questionnaire prepared by the Australian Council for Educational Research and sent to a sample of Australian teachers. Section IV of this chapter (pages 146-151) consists of two sets of questions concerning the attitudes of primary and secondary teachers towards inspection. The first set of questions deals with the freedom with which teachers ask for advice on matters of teaching methods, problem children, school organisation and relations between the teacher and the parents. The second set asked whether they considered the Inspector's visit of any value in conveying new ideas, estimating success of work, inspiring to experiment and helping with difficulties. After tabulating the results it was found that more primary teachers asked for advice than secondary teachers, but on the whole only a little more than half of the teachers concerned considered the Inspector's visit of any value.

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1. Report of the Working Party on Inspection and Advisory Services. NSW Department of Education, Government Printer, N.S.W. September 1971.
 2. Cunningham, K.S. and Morey, Elwyn A. Children Need Teachers: a Study of the Supply and Recruitment of Teachers. Melbourne: Australian Council for Educational Research, 1961.

At the end of the section there are numerous suggestions and remarks made by the teachers on how the Inspector's visit could be made more useful to them. About a fifth of the suggestions indicate that the chief weakness of the inspectoral system is that Inspectors are unable to remain sufficiently long in a school to give full value of their experience and that teachers desire a change of emphasis from the assessment function to that of suggestion and advice.

In 1957, the Western Australian Institute of Superintendents of Schools decided to carry out a self-analysis of the functions of a Superintendent.¹ The study was suggested after participation by the Institute and the Education Department of Western Australia in a project initiated by the Australian Council for Educational Research. This project used two outside observers to examine aspects of advising and assessing by superintendents² in Western Australia. For over fifteen months, the superintendents participated in discussion and study groups for the purpose not only of examining critically the current concepts and practices, but also of achieving a clearer delineation of their purpose and function and offering

1. "The Functions of a Superintendent of Schools", Neal, W.D. (ed.) Perth, Education Department of Western Australia, 1959.

2. Known as "superintendent" in Western Australia and Tasmania; elsewhere the term "inspector" is used.

suggestions for achieving an improved and more efficient performance. The result of this analysis has been to bring about "a completely changed approach to school inspection - an approach with more clearly defined and more comprehensive objective and more effective techniques for achieving these".¹ The report of this investigation represents one of the most detailed analysis yet attempted of the work and function of the Inspector of Schools. The findings and recommendations have been endorsed by the Departmental administration and the report has set the pattern for present-day school inspection in Western Australia.

The summary which follows sets out the main features of the functions and responsibilities of a superintendent in accordance with the liberalized approach which has been adopted by the Western Australian Education Department. A booklet embodying these principles is made available to each new superintendent on appointment.

In broad terms, the report listed as the functions of a superintendent the following tasks:

Administrative Functions

1. Formulation, interpretation and implementation of educational policies.
2. Development and maintenance of educational facilities and services.

1. Dettman, H.W., op. cit., pp. 149-150.

3. Professional development within each school.
4. Development and supervision of sound school organization.
5. Supervision of the keeping of school accounts and stock inventories.
6. Supervision of ancillary services.
7. Development of good relations between teachers, and personal counselling.
8. Development of sound procedures for teachers to assess student progress.
9. Development of good public relations between the school and the community.

Advisory Functions

1. Stimulation of professional interest and growth of teachers.
2. Advice on the aims and purpose of education.
3. Advice on the specific curriculum objectives and the adaptation of curricula to individual needs.
4. Advice on specific teaching techniques.
5. Advice to headmasters on organizing the school as an educational unit.
6. Advice to young teachers as they establish themselves professionally.
7. Advice to headmasters on public relations.

Assessing Functions

1. Overview of the achievement of pupils.
2. Assessment of the principles and processes by which the school operates.
3. Assessment of teachers with regard to satisfactory service.
4. Assessment of the potential of teachers for promotion.¹

These are the functions that the superintendents see themselves fulfilling in the performance of their duties. It is possible that superintendents only carry out some of these tasks but believe themselves to have performed all. To carry out each of these functions effectively a superintendent requires considerable experience and preparation beyond that normally obtained as a teacher and headmaster. The report also lists the various skills needed for the performance of the superintendent's tasks, and makes suggestions as to the ways and means of developing the skills and improving professional competence. Among the suggestions are pre-service training, Institute courses and departmental workshop or study courses, as well as less formal, personal development.² Unfortunately

1. Neal, op. cit., pp. 3-7, 12, 13, 16, 17.

2. Neal, W.D., op. cit., pp. 9-10.

the report does not indicate the type of courses needed in pre-service training. Its reference to pre-service training raises the question of whether superintendents must have any of the skills listed before they are appointed.

Apart from the desirability of changing the function of the Inspector, the Institute of Inspectors of Schools in New South Wales was equally conscious of its inevitability. The Institute's policy statement of 1970 pointed out that "administration must continue to evolve ways which will be in consonance with findings of research and in harmony with the professional growth of teachers. Progressive modifications in the inspectoral system which will eliminate some traditional functions of the Inspector, modify others and add new ones are seen to be both desirable and inevitable".¹

Recommendations by the Institute of Inspectors

- (i) Leadership. A supportive role is recommended by the Inspectors' Institute for those who are to be leaders. Based on understanding, experience, humanity and the ability to clarify teacher-inspector relationships, the work of the district inspector will complement the teachers' tasks and support his professional status.

1. The Inspectors Look at Inspection. New South Wales Institute of Inspectors of Schools. Publicity Press Ltd., July 1971.

- (ii) Consultation. The consultative role of the Inspector should be given greater importance as his assessment duties are lessened.
- (iii) Assessment of Teachers. The certification of new teachers should be the responsibility of the Inspector, as should recommendations for promotion, or adverse recommendations. Confirmation of status should be delegated to the school principal and the advice and judgement of senior teachers should be fully considered. Certificated teachers not seeking promotion should not be inspected. Candidates for senior promotions positions should be seen by a panel of two or more district Inspectors.
- (iv) The Evaluation of Schools. The Institute viewed that this should be an educational stocktaking of the effectiveness of the school, following the school's own self-appraisal at intervals of six years or earlier at the discretion of the Inspector. Some competent teachers should assist in evaluating school projects but not school personnel. Full reports for a school's guidance and brief summaries for administrative purposes should be written by an Inspector.

In conclusion, the Institute expressed its belief that the role of the Inspector will move

"further away from inspecting and looking into, and closer to the exercise of professional leadership. The Institute would favour a change of title which emphasised that newer role".

On 20th May, 1970, the Director-General of Education in New South Wales, Mr. D.J.A. Verco, established a working party under the chairmanship of Mr. J.D. Graham, Assistant Director-General, to examine all aspects of the work of Inspectors and advisers.¹ The Inspectors' Institute was represented on the working party as was the N.S.W. Teachers' Federation.

Before considering in detail the work of the Inspector, the Graham Committee deliberated on a number of issues, among which was the right of the permanent head of the Department to discover whether schools are fulfilling the duties expected of them, and to make good any deficiencies which may be found. The working party maintained that a body of career officers, namely, the Inspectors of Schools, should be maintained and although both assessing and consulting would continue to be part of the Inspectors' work, it envisaged that "the role of the consultant would steadily become predominant as teachers became better trained and grow professionally". The Graham Committee thus rejected the Teachers' Federation's

1. The Graham Report. Report of the Working Party on Inspection and Advisory Services. New South Wales Department of Education. Government Printer, N.S.W. September 1971.

arguments for an abandonment of the inspectoral system. The Graham Committee's call was for a shift of emphasis and a change in attitude in the efforts of both teachers and Inspectors.

Detailed Proposals of the Graham Report

(a) Supervision of schools.

The Graham Committee viewed supervision of schools to be a cooperative effort, the school and its staff being responsible both for the formation of aims and objectives and for a regular session of them, whilst an Inspector or a panel of Inspectors would both advise the school personnel during their evaluation as well as inspect the school itself at least once in every six years or on request by the principal.

(b) Certification of Teachers

The Committee viewed that the progress of a probationary teacher towards the award of a Teacher's Certificate be reported upon at each step, by the principal, who should also make the final recommendation. Except for one-teacher schools and special cases, the Graham Committee's recommendations thus eliminated assessment by Inspectors of the probationary teacher.

(c) Assessing Teachers.

The Committee favoured a considerable reduction in the personal inspection of those teachers who either

did not desire, or were ineligible for, promotion. It also suggested that existing criteria for promotion should be elaborated on so that the requirements shall be known throughout the service.

The major recommendations in this section were:

1. Teachers to be deemed efficient unless the principal or Inspector reports otherwise;
2. Assessment of those seeking promotion to be carried out by panels of either Inspectors or an Inspector and the candidate's in-school supervisors;
3. Senior principals and mistresses to be no longer inspected.

(d) The Inspector as Consultant and Adviser.

The Committee deliberated at length to a change in the designation 'Inspector of Schools' because of the changes in his role. It reported that it could not find a suitable alternative that would encompass those of his duties which were prescribed by law and regulation.

The first recommendation was that emphasis be given to the communication role of the Inspector to improve the welfare of the teachers. Other recommendations concerned the timing of personal assessment

visits to schools in order to separate them from consultative visits and the deployment of in-service training resources in order to make them more accessible to teachers. Of no less importance was the recommendation that the Inspector's work load be adjusted to leave ample time for his advisory activities.

(e) Selection and Training of Inspectors.

In this last section of the report of the working party on inspection and advisory services, the Committee members favoured both the proposal that suitable qualified people from outside the Department should be selected as Inspectors and that more generous study leave for Inspectors should be provided.

The main recommendations by the Graham Committee in this section included:

- (i) a proposal that the States' Directors-General explore the possibility of establishing a national centre for the study and development of educational leadership and administration.
- (ii) candidates for appointment as Inspectors of Schools should be required to undertake a substantial period of pre-service assessment and preparation, including both residential and field work.

(iii) in-service training of Inspectors be greatly extended.

The hope of the Graham Committee was that the Inspector would come to rely on leadership status granted to him by those with whom he worked because of his professional expertise and his personal acceptability, rather than on that kind of authority which his original position conferred on him. The Inspector, as adviser and consultant, would, by his influence, help teachers grow towards a "true professionalism which is emerging but not yet fully developed".

B. Canada

Constitutionally each of the ten provincial governments in Canada is responsible for education in the particular province, although each has delegated much responsibility for the actual operation of schools to local school authorities. To-day, the great majority of teachers are professionally trained. Supervision is still concerned with the quality of instruction but the Inspector now tends to go about his work by helping principals, teachers and others uncover weaknesses, which he then assists them to find ways of overcoming. This new kind of leadership implies that "the supervisor serves a teacher best to the extent that he can help him or her to become

increasingly self-critical, self-dependent and self-directive".¹

This is a challenging concept, one which makes great demands upon the Inspector and recognises that supervision is a dynamic art.

In 1951, the Canadian Education Association launched a five-year Project in Educational Leadership. This project was made possible by substantial financial assistance from the W.K. Kellogg Foundation of Battle Creek, Michigan, United States of America, as well as by wide support within Canada itself. It is designed to assist school Inspectors and superintendents in their task of providing better leadership for better education in Canadian communities. A basic activity has been a series of Canada-wide short courses and other work conferences for Inspectors, which have been planned to ensure the active participation of every member. The courses were held as there was not yet an organized body of knowledge based on Canadian experiences from which Inspectors placed in these new situations could draw guidance or inspiration. The CEA-Kellogg course in educational leadership has focussed attention upon the problems of the superintendency and has served as the chief vehicle for the in-service training of superintendents. In Canada both the research tradition and the theoretical foundations on which it rests have been drawn from the American literature on supervision.²

1. Flower, George E., "A Canadian Experiment in Education for Supervision and Administration", The New Era in Home and School, Vol. 36, No. 9, Nov. 1955, p. 183.

2. Mackay, D.A., "Canadian Supervisory Practices", The Canadian Administrator, Vol. IX, No. 3, December 1969, p. 12.

Flower believes that Canadians can look forward to a greater emphasis on professional training for the superintendency when qualifications for a superintendent's position will include certification based on graduate work beyond the master's level and embracing an internship.¹

The role of Canadian school superintendents has been subjected to several investigations which have revealed significant findings for the present study.

A report on the 1955 short course for Canadian superintendents² organised jointly by the University of Alberta and the Canadian Education Association - Kellogg Project in Educational Leadership has definite implications for this study. The course was conducted as a forum for cooperative investigation of the problems facing superintendents in the ten provinces in Canada. Among the ideas that had general support through the course were the importance of regular exchange of ideas, the need for improvement of instruction by increased pupil-teacher contacts by the continuous evaluation of achievements and by the improvement of school-community relations. The participants regarded the position of the superintendent in modern education as a strategic one. The superintendent has assumed

1. Flower, George E., "Professional Growth of the Superintendent", The Canadian Educator, R.W. Wallace (ed.). Toronto: The Ryerson Press, 1959, p. 61.

2. MacArthur, R.S. The Superintendency - Leadership in Action. Toronto, The Canadian Education Association, 1955, 25 p.

the responsibility for stimulating and cooperating in the creative abilities of the teaching profession and guiding them in serving the school.

Collins¹ undertook a major investigation of the role of the provincially-appointed superintendent of schools in the larger units of administration in British Columbia, Alberta, Saskatchewan, New Brunswick and Nova Scotia. His purpose was to establish the legal role of the superintendent and to determine to what extent the expectations for the role were similar and different in the various provinces; to determine the actual role of the superintendent as seen by himself and the relationship between the de jure and de facto roles of the superintendent. Among other conclusions, he stated that the professional expectations for the superintendent, from a legal standpoint, were similar in all provinces. In actual role of the superintendent, conflict existed between the de jure expectations and de facto behaviour since the superintendent was expected to act as a line officer for the department and as a staff officer for the Board of Education.

In the past it was customary in Canada to require prospective school superintendents to have a broad general education and outstanding teaching success. Administrative experience as a school

1. Collins, C.P., "The Role of the Provincially-appointed Superintendent of Schools in Large Units of Administration in Canada". Unpublished Doctoral dissertation, University of Alberta, Edmonton, 1958.

principal or as an assistant principal was also frequently required. In some instances, however, the academic qualifications attained by superintendents were lower than the educational achievements of some principals and teachers. Hencley's findings in a study of Alberta division and county superintendents¹ supported this point and led him to conclude that superintendents should possess both the leadership qualities and training necessary to place them in a rank equal or superior to those of the personnel whom they are appointed to supervise.

Ready conducted a study on the needs of superintendents in large administrative units in Saskatchewan.² The basic hypothesis in this study was that the preparation of Saskatchewan superintendents was, in many respects, inadequate. He hypothesized that the pre-service and in-service preparation of the superintendents was inadequate in preparing them to perform tasks which they recognised and that inadequate preparation was responsible for the non-recognition of tasks. The data to identify the tasks were obtained from the superintendents, selected Board of Education officials and the literature related to the tasks of the superintendency. Three sources provided the data used in determining the adequacy of preparation,

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1. Hencley, S.P., "A Descriptive Survey of the Alberta Divisional and County School Superintendent", unpublished Master's thesis, University of Alberta, 1958.
 2. Ready, L.M., "Preparation Needs of Superintendents in Large Administrative Districts in Saskatchewan", unpublished Doctoral dissertation, University of Alberta, 1961.

namely, University transcripts, opinions of superintendents and literature related to ideal preparation. His conclusions showed that Saskatchewan Superintendents had received training for the teaching profession rather than specialized training for the supervisory role and were, therefore, inadequately prepared for their tasks.

Ready describes various approaches to the preparation of superintendents, including the inter-disciplinary approach, human relations training, the development of theory of administration and others.

C. Commonwealth of Nations

The Education Division, Commonwealth Secretariat, Marlborough House, London, fosters and encourages regional co-operation among member countries in the field of education, identifying trends and responding to expressed needs. The Trustees of the Commonwealth Foundation, an autonomous body which maintains a close liaison with the Commonwealth Secretariat, have made substantial contributions towards the expenses of the symposiums and seminars/workshops, held in various parts of the Commonwealth.

The Commonwealth African Regional Seminar/Workshop on Administration and Supervision in Education held in Freetown, Sierra Leone in May 1973 was a new initiative in Commonwealth functional co-operation. Organised by the Commonwealth Secretariat in association with the Government of Sierra Leone, the meeting, the first of its

kind in the Commonwealth, provided the opportunity for forty senior educationists from ten countries of Commonwealth Africa to exchange experience and assess the role of Inspectors of Schools and work out short in-service training programme for headmasters.¹

On the professional development of the Inspector, the Conference declared:

The competent Inspector who inspires confidence in his schools probably exerts the greatest single influence for morale, quality and high standards. Investment in in-service training provision for Inspectors, therefore, is likely to yield immediate returns. Mutual reinforcement through conferences, seminars and workshops, visits and attachments should be increasingly sought as effective means by which Inspectors can keep abreast of developments at a time of accelerating educational change.²

Later meetings in the series, held in Georgetown, Guyana in January 1974 and in Kuala Lumpur in May/June 1975 have further developed and extended this pioneering effort so that it is hoped in the very near future, a compendium of training programmes for middle-level educational administrators will be compiled through the co-operative efforts of many Commonwealth members. The themes of these Seminars/Workshops have harped on the significance of the role of the school Inspector in an educational system and recognition

1. Report of the Commonwealth Regional Seminar/Workshop on Administration and Supervision in Education. Freetown, Sierra Leone, 16-26 May 1973, Commonwealth Secretariat, London. p. 2.

2. Ibid., p. 19.

of the fact that the training of Inspectors to respond effectively to the changing needs of the times is a vital step towards providing a more relevant and effective education for the citizens of tomorrow.

A corollary of the Regional Seminars/Workshops on Administration and Supervision in Education has been the Conferences of Inspectors of Schools in the Far Eastern and Pacific Areas of the Commonwealth. The Third Symposium of the Conference of Inspectors of Schools from the region met in Fiji in August/September 1973 as a successor to the meetings held in Singapore in 1969 and in Papua New Guinea in 1971. The purpose of the Conference is to provide Inspectors of Schools from Commonwealth countries drawn from a geographically defined region with a professional forum for the exchange of ideas and experience, and to encourage future co-operation within the area. The fact that three meetings have been held at regular intervals which have been attended by practically all Commonwealth countries in the region seems to prove that these symposia meet a genuine professional need.

Reference is now made to an important survey carried out by the Education Division of the Commonwealth Secretariat among Commonwealth countries in the Asia and Pacific region concerning the role and training of educational advisers and Inspectors. The study in the form of a report is entitled:

Educational Administration and Supervision in the Commonwealth. Report on the Questionnaire/Survey of Inspectors and Supervisors in the Asia Pacific Region. Background Paper No. 3

Commonwealth Secretariat, London, June 1975.

This is the report¹ of a survey conducted among Commonwealth countries in the Asia Pacific region concerning the role and training of education advisers and Inspectors. The study was initiated after invitations had been sent to governments in the region in December 1974 inviting them to nominate participants for a seminar/workshop on educational administration and supervision to be held in Kuala Lumpur in May 1975. Six copies of a questionnaire and covering letter were sent to each of nine member countries' Inspectorate staff to complete and return to the Commonwealth Secretariat. Out of the potential 54 replies, 35 had been received by mid-March 1975 and this report is written on the basis of that sample.

The Sample

It cannot be claimed that the survey was comprehensive or necessarily representative in its coverage. Each country was asked to forward the questionnaire for completion by "staff at different levels of seniority in both field and headquarters positions engaged in the work of educational administration and supervision". As there is a dearth of information on functions and tasks performed by Inspectors in the region, the selection of the sample was not

1. Reproduced here in modified form, by courtesy of Dr. S.J. Cookey, Director of Education Division, Commonwealth Secretariat, London.

structured more formally. The responses do, however, provide some clues and raise significant issues.

Age. The ages of respondents ranged from 30-58 and were slightly weighted towards the younger group: 14 in their 30's (30-39 age group), 13 in the forties (40-49) and 8 in their fifties (50-59).

Job title and designation. A wide range of titles were encountered. Because of a wide diversity in names of the educational supervisor or Inspector, in career terms, most can be categorized as belonging to either of two professional hierarchies - Education Officer and Adviser/Inspector.

Previous experience

Without exception, all respondents had previous experience of school-based positions. The majority (22) had been principals (or deputies) of schools. Nine had held posts of head of department. Table 2¹ on page 67 shows the professional hierarchy of respondents and length of school experience. On balance, Advisers and Inspectors appear to have longer school experience behind them than do Education Officers.

25 respondents had previous experience in secondary education, and 22 in primary, while 12 of them had experience at

1. Report on the Questionnaire/Survey of Inspectors and Supervisors in the Asia Pacific Region. Commonwealth Secretariat, pp. 97-98.

Table 2

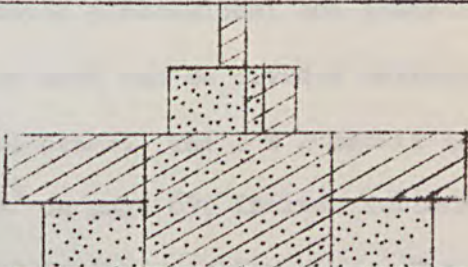
Professional Hierarchy of Respondents and
Length of School Experience.

Hierarchy \ Years experience in school	Up to ten years	More than ten years
Adviser/Inspector	4	10
Education Officer	10	5

both levels. Approximately one-quarter (9) had worked in teachers' colleges but only one in higher education. The background of previous work experience is tabulated in Table 3¹ below.

Table 3

Previous Work Experience of Respondents by
Level of Educational Institution.

Higher Education	1	
Teacher Training	9	
Secondary	25	
Primary	22	

Primary experience is represented by dots, Secondary by diagonal lines. Where both symbols are used, respondents had experience at both levels.

1. Report on the Questionnaire/Survey of Inspectors and Supervisors in the Asia Pacific Region. Commonwealth Secretariat, pp. 97-98.

Training

It is significant that almost half the sample (18) had received no training for their supervisory work either before or after their appointment, in their own country or any other. Eight had received some training in their own country. The remainder had trained for work as a supervisor/inspector in Australia (4), Great Britain (5), Canada (2) and United States (1). Of the 17 who had received training, seven (41%) underwent the training before taking up supervisory work, five afterwards and four had periods of training both before and after taking up their work.

Duties of Inspectors/Education Officers

Duties were enumerated in twelve task areas and respondents were asked which of these duties they performed as a normal part of their work. The 12 task areas are categorized in terms of Process and System. In terms of process, the work of Inspectors and education officers can be divided between professional and executive categories. In terms of system, their work can be divided between the support and guidance system on the other. The 2 x 2 matrix the results of which are shown in Table 4¹ on page 69, include letters for task areas corresponding to those used in the questionnaire. The 12 task areas appear in Table 5, page 70.

1. Ibid., p. 99.

Table 4Task Areas of Inspectors/Supervisors

Process \ System	Evaluation Assessment	Support Guidance
Professional	1 a h k l	2 b e f g
Executive	3 d i	4 c j

With greater specialization, items in cells 3 and 4 are likely to be handed over to other staff. Cell 2 is likely to contain those tasks which teachers perceive as having legitimate priority in the work of the Inspectorate while cell 1 is likely to become most contentious since problems of boundary definition are most likely to arise between teachers, heads and Inspectors where professional aspects of evaluation and assessment are concerned.

Using the four headings derived from this classification the duties normally undertaken by Inspectors and supervisors in the sample are shown in Table 5.¹ The letters used in the questionnaire are shown in brackets prefaced by the numbering of responses in the rank order of the sample as a whole. It is apparent from this table





1. Ibid., p. 100.

Table 5

Duties Normally Undertaken by Inspectors/Supervisors

	Education Officer(15)	Inspector Adviser(14)	Others (6)	Total (35)	Responses by staff hierarchy
Professional - Evaluation and Assessment - Cell 1					
2(1) Assessment of teaching staff in a formal written report	12	14	5	34	
3(k) Assessment of schools in a formal written report.	13	14	2	29	
5(h) Invigilating or setting or marking examinations.	11	10	5	26	
9(a) Appointment (or recommending appointment) of school staff	9	8	4	21	
Professional - Support and Guidance - Cell 2					
1(b) Professional/personal guidance to school staff.	13	13	6	32	
2(1) Advising on major changes in education or school organization	10	13	5	28	
5(g) Arranging or lecturing on in-service training courses for teachers.	11	11	4	26	
8(e) Revision or development of school curriculum/teaching materials	7	10	6	23	

Table 5 (cont'd)

	Education Officer(15)	Inspector Adviser(14)	Others (6)	Total (35)	Responses by staff hierarchy
Executive - Evaluation and Assessment - Cell 3					
7(d) Compilation of statistical returns on schools.	14	6	5	25	
9(i) Allocation of finance or equipment to schools.	12	6	5	21	
Executive - Support and Guidance - Cell 4					
11(j) Arranging transport of materials or staff to schools.	5	4	3	12	
12(c) Payment (or checking payment) of salary to school staff.	6	0	3	9	

KEY: Education Officer



Adviser/Inspector



Others



that over the sample as a whole there is very little difference between the supervisory staff holding the titles related to Inspector and to education officer in terms of their environment in a range of professional duties.

The multi-purpose educational supervisor with a wide range of duties across the field of administration and supervision is evidently no longer characteristic of the region. Educational supervisors who are field-based in such countries appear to have different training requirements from their colleagues in other parts of the region whose duties are more exclusively of a professional character relating to cells 1 and 2 of the classification. Their need for the professional aspects of training is however no less, as they may for instance perceive their role as even more committed to facilitating educational change than do some of their colleagues in more urbanized situation where specialization of functions places a greater responsibility for innovation on experts other than Inspectors and education officers.

All advisers and Inspectors were agreed that assessment of teaching staff and assessment of schools in formal written reports were a normal part of their duties. Assessment of a teaching situation is, in one sense, an essential prelude to the giving of guidance advice and training facilities in the second group of duties in the classification frame. Basically techniques of assessment and criteria for evaluation

cannot be separated from assumptions about the nature of a good school. Whether or not there is agreement on these assumptions, it is useful to make them explicit so that Inspectors, and perhaps those who are subject to inspection, may become aware of the different viewpoints that may be taken.

D. Malaysia

Very little research has been done on the functions of Inspectors or educational administrators in Peninsular Malaysia. In Malaysia, as elsewhere, the evaluation of inspection by teachers, no less by headteachers, is seldom put on record and a recent research study carried out by the writer on teachers' attitudes towards inspection¹ is, therefore, of rather special interest.

A representative sample of 244 primary and secondary school teachers in Malay- and English-medium schools in the state of Negri Sembilan, Peninsular Malaysia, was asked whether they asked Federal Inspectors of Schools for advice on teaching methods and problem children. They were also asked to say whether they considered the

1. Singh, Sergit, "The Leadership Role in Education of the Federal Inspector of Schools as Perceived by Inspectors themselves and Teachers in Selected Primary and Secondary Schools in Negri Sembilan", unpublished Master of Education dissertation, University of Malaya, Kuala Lumpur, 1974.

Inspector's visit of value to them as regards: conveying new ideas, estimating success of work, inspiring to experiment and helping with difficulties. Replies to all questions showed that the Inspectors' visit was utilized to obtain advice and was regarded by 65% of all categories of teachers as valuable.

The following were some of the other major findings of the study:

- (1) the advisory function of Inspectors of Schools had increased in importance, this being specifically desired by teachers.
- (2) Inspectors of Schools have far too little time to do the advisory job they would like to. The present Inspector:school ratio (approximately 1:150) is too great to allow Inspectors the time and necessary flexibility of movement to devote to his professional leadership role.
- (3) Inspectors of Schools and teachers alike in English-medium primary and secondary schools were concerned at the lack of academic and in-service training facilities for self-advancement of Inspectors.
- (4) There was a need for better rapport between teacher-training colleges and Inspectors of Schools.
- (5) The majority of teachers in rural Malay-medium primary and secondary schools were of the opinion

that Inspectors of Schools should devote more of their time/effort to providing rural teachers with material and equipment, where the need for it appears to be more pronounced than in urban schools.

- (6) The relationship between Inspectors and headteachers appeared to lack professional depth. The majority of Inspectors perceived themselves to be only slightly involved in delegating responsibilities to headteachers.

Teachers were also asked to make any suggestion or remark that was relevant and important to making school inspection more effective and beneficial. The following represents a summary of suggestions made by all groups of teachers, in order of most number of times mentioned:

1. Change in emphasis desired from the assessment function to that of suggestion and advice.
2. Inspectors to be more cordial and tactful.
3. Inspectors to give teachers new ideas in teaching methods and aids.
4. Inspectors to give (more) demonstration lessons.
5. More frequent visits by Inspectors.
6. Inspectors to give more constructive criticism.
7. Selection of Inspectors to be based on wider teaching experience.
8. More Inspectors to be appointed.

9. There should be greater awareness among Inspectors of problems at local school level.
10. Inspectors to conduct more seminars and in-service courses for teachers.
11. Methods of Inspectors and teachers differ - Inspectors should accept suggestions from teachers.

E. United Kingdom

In England, Her Majesty's Inspectors of Schools (HMIs) are so called "to preserve historic continuity and because the title reflects the measure of independence which they have always exercised".¹ HM Inspectors are a body of men and women who are ultimately answerable to the Secretary of State for Education and Science. They constitute a small force of professional public servants first put at the disposal of the executive by an Order of the Queen-in-Council made 130 years ago. It is the primary function of HMIs "to provide independent advice to the central government on the working of the education system and desirable developments within it".²

Each ordinary HMI works as a specialist adviser in one or occasionally two subjects or aspects of education for roughly a

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1. HMI, To-day and Tomorrow, Issued by the Department of Education and Science, London, 1970, p. 1.
 2. Deas, Jean, "HM Inspectorate in England: Developments and Trends in 1973", Occasional Paper No. XXII, The Commonwealth Foundation, London, February, 1974, p. 73.

third of his time, and for another third, works as a member of a team responsible for general knowledge or an area. The remaining third may be used in either of the first two ways or in some different way of the individual's own choosing - provided no urgent work arises.¹

There are 496 HMIs to relate to some 40,000 educational institutions of one sort and another. At present there are only 445 HMIs, 317 for schools and 128 for the colleges of further education. The 317 for schools Inspectors are confronted with a teaching force in the schools which is already 400,000 strong and still growing, as well as with several thousand teacher trainers and local advisers.²

England has never considered "formal training programmes for its educational administrators to be necessary believing that experience is the only school in which the highly difficult lessons needed for educational administration can be properly learned".³ Although the HMI is under the guidance for a time and in fact serves a period of a year's probation, he has to accept some measure of responsibility from the outset and some of this may be in connection with work that is almost new to him. The authority the Inspector

1. Deas, Jean, Ibid., p. 73.

2. Deas, Jean, Ibid., p. 75.

3. Coutts, H.T., "Professional Education for the Superintendency", Canadian Education, Sept. 1955, Vol. X, No. 4, p. 94.

exercises is not "authority deriving from the office held; its growth depends on the capacity to learn and its nature will be closer to the authority of a scholar than to that of an executive. Furthermore, it will be as much a collective as an individual authority".¹

A select committee of the House of Commons was appointed on 22nd February, 1968 "to consider the activities of the Department of Education and Science and the Scottish Education Department and to report thereon". This report² based on evidence from the providing authorities, teachers, Headmasters' Association, Civil servants, and so on, precipitated - but did not initiate - a major change in HMI's way of working. It did away with the idea - which had once been a basic reality - of a rota of full inspections of individual schools and called for more cooperative assessment by Inspector and teacher together. The Report pointed out that in England and Wales, "Her Majesty's Inspectors regard themselves in the main as advisers and consider such inspections as they hold incidental to their work". In Scotland, the Select Committee were told inspection remains "an important part of the Inspector's role, but it was evident here too that the main work of Inspectors had become advisory".³ Far

1. HMI To-day and Tomorrow, op. cit., p. 10.

2. Select Committee (1968), Report from the Select Committee on Education and Science, 1967-68. Part I: Her Majesty's Inspectorate (England and Wales). Part II: Her Majesty's Inspectorate (Scotland), HMSO, London.

3. Ibid., Part II.

reaching changes had occurred in the Scottish Inspectorate's functions during the previous two decades.

Recommendations of the Select Committee.¹

A. The Work

- (1) Full scale inspections by H.M. Inspectorate of maintained schools and the formal written reports which accompany them should be discontinued, save in exceptional circumstances, in future, Inspectors should rely on informal visits.
- (2) Where they are adequate, a greater share of inspection should be left to the Inspectorates of local authorities and closer liaison between them and H.M. Inspectorate should be established.

B. The Staff

- (1) The status of the Senior Chief Inspector should be raised to the equivalent of deputy secretary, with corresponding changes in other grades. Movement within the Department should be made easier and the salary structure reviewed, so that Inspectors would have greater opportunities of reaching the highest posts in the Civil Service.
- (2) Although the system of recruitment appears generally adequate, particular attention should be paid in future to securing a better balance of recruits of the right calibre with experience

1. Ibid., pp. xii-xiv.

in primary, all forms of secondary, further and higher education and in local inspectorates, and to the need to have within the Inspectorate some Inspectors with special knowledge of social developments affecting education.

- (3) Provision should be made to allow Inspectors, during their service, to be seconded to teaching posts in schools, colleges and departments of education, and this should be embodied in their contract of service.

C. Research

- (1) Educational research is clearly important to the work of H.M. Inspectorate. The Department should consider with interested parties the improvement and coordination of such research so that information is more readily available to those who most need it, the teachers.

D. In-service Training of HMI

The Inspectorate arranges for 3-4 day courses for groups of Inspectors, particularly in subjects which are themselves constantly developing, such as the social sciences and educational technology. The current programme includes some twenty courses of this kind.¹

1. Ibid., p. 5.

Conclusion

Throughout its inquiry the Committee found that "the work of H.M. Inspectorate is widely appreciated. We share that view and welcome the emphasis on the advisory rather than the inquisitorial aspect of that work. In our opinion, however, the Department has failed sufficiently to recognise this evolution and failed to appreciate the effect upon H.M. Inspectorate of the growth of the local inspectorates, the development of the Schools Council and the enhanced status of the teaching profession. We believe that the effect of the acceptance of our recommendations would be an appreciable decrease in the numbers of H.M. Inspectorate, a clear recognition of its changed function and a more realistic view of its organisation".¹

On the changing role of the Inspectorate, the Select Committee noted that "it is becoming more and more a consultative body; its knowledge and experience will increasingly serve as the basis of advice to, and consultation with, the Department itself and outside bodies. The changing pattern should also help to improve and strengthen the liaison between the Department and the educational world at large".²

F. United States of America

The United States of America is a society in which the professional preparation of school administrators and supervisors

1. Ibid., p. xiv.

2. Ibid., p. 5.

is not only accepted by teachers, universities and employing authorities but is usually required by law. The professional preparation is a phenomenon of the twentieth century. Leaders in the field of educational administration have won the respect of not only of other university departments preparing administrators and of social scientists in a number of disciplines but perhaps more importantly, of practising school administrators themselves. Most states now require a sixth year qualification, variously known as a certificate, a diploma or a degree, for appointment to the superintendency. It is noteworthy, however, that leading school districts have long demanded a doctorate of their superintendents and "it is no secret than an Ed.D. from one of the great universities is virtually a ticket to a top administrative position".¹ There are already signs that before long the profession and legislators will require a doctorate of all superintendents.

Currently in the United States, there is a move towards a more rigorous professional preparation for chief school administrators and superintendents. With the organisation of the National Conference of Professors of Educational Administration in 1947 and the establishment of the Cooperative Program in Educational Administration in 1950, made possible by generous grants from the Kellogg Foundation, the

1. Walker, William G., "Trends and Issues in the Preparation of Educational Administrators", Educational Administration: International Perspectives, Ed. by George Baron, Dan H. Cooper and William G. Walker, Rand McNally & Company, Chicago, 1969, p. 144.

superintendency became a field of study as never before. The various CPEA centres have conducted a vigorous programme of enquiry into the field of administrative recruitment and selection procedures, basic professional preparation programs and opportunities for the continued professional development of practising administrators. More specifically, a number of CPEA studies have centred around the tasks of the superintendency and the improvement of such tasks. At the same time, administration in its broader aspects was being scrutinized in such research centres as the Graduate School of Business Administration at Harvard University, the Personnel Research Board at Ohio State University, the Research Centre for Group Dynamics at the University of Michigan and the Midwest Administration Centre at the University of Chicago.

The literature reveals that increasing attention is being given to the type of pre-service and in-service training most desirable in the school superintendency. Notable contribution to the advancement of knowledge of superintendent's role and functions has come from a number of related studies.

The Thirtieth Yearbook of the American Association of School Administrators, The American School Superintendency, stresses the significance of in-service training in this way:

A member of a profession has only begun preparation for his work when he completes the prescribed pre-service professional education. New insights, knowledge and skills are continually

evolving in all professions as a result of research and practice. Only by constant study can he keep abreast of these new developments. If he fails to use them, the quality of his work will drop below the standards which a professional worker is expected to maintain.¹

The American Association of School Administrators lists eleven devices for in-service growth, among which are included: informal, non-structured organisations, research participation, public speaking, learning from teachers and other colleagues, cultural activities, university teaching, university offerings and independent professional reading. It concludes with the assertion that professional reading remains the chief in-service resource for school administrators.²

The basic idea of Graff and Street had its inception in a nation-wide concern for defining educational administration in terms of competencies which school administrators should possess.³ The National Conference of Professors of Educational Administration, the Southern States Work Conference, and many groups in the Cooperative Program in Educational Administration, supported by the W.K. Kellogg Foundation, have given much attention to this matter. It was one such group in the Southern States Cooperative Program in Educational Administration that the Competency Pattern developed. The concern

1. American Association of School Administrators. Thirtieth Yearbook, The American School Superintendency. (Washington 6 D.C. National Education Association, 1952) p. 410.

2. Ibid., pp. 92-99.

3. Graff, Orin B. and Street, Calvin, M., Improving Competence in Educational Administration. Harper and Brothers, New York, 1956.

of the authors is based upon the idea that the desired competence must be adequately defined and described before preparation programs can be designed to contribute to its development.

The Competency Pattern may be properly viewed as an attempt to create an instrument useful to the profession in bringing higher levels of integrity and intellectual quality into professional preparation of school administrators. As presented by the authors, it needs to be viewed in two perspectives. It is first of all a method of patterning competence which may be used by an individual or a group in developing a particular and personal pattern of competence. Second, the authors have, by using the method, developed a pattern of competence for the educational administrator. The Competency Pattern is a theoretical construction designed to encompass the elements in intelligent and productive behaviour. In addition, the Competency Pattern may be used as:

- (1) a cooperative device for use in the analysis of the behaviour problems in any area of professional preparation;
- (2) an individual device for use in ordering personal behaviour in the direction of more intelligent thinking;
- (3) a differentiating device to use in selecting actions appropriate to a particular purpose and in eliminating non-effective behaviour; and

- (4) an integrating device to ensure the selection of compatible activities aimed at reaching desired purposes.¹

Of particular relevance to this research study is the identification of critical task areas of superintendents of schools. For purposes of stating critical tasks, the job of educational administration may be divided into seven operational areas: Curriculum and Instruction, Student Personnel, Staff Personnel, School Plant, Organizational Structure, Finance and Business Organization, Transportation. These seven areas serve as focal points around which may be organized the tasks of educational administration. At the same time, the tasks falling within these areas have certain problems in common and lend themselves to related kinds of problem-solving activities. Naturally, each of these critical tasks may not be appropriate for every job of educational administration; they are given as representatives of the kinds of critical tasks which will be encountered in the course of work of the educational supervisor. The authors also list the personal equipment necessary for the competent performance of critical tasks, these being made up of (1) attitudes, (2) skills, (3) knowledge, and (4) understandings.

1. Graff and Street, Ibid., pp. xvii-xviii.

When these categories are included under each of the seven major task areas a convenient form is established for organising the know-how of educational administration and supervision.¹

The authors would like to view the Competency Pattern as a dynamic process and one which has practical utilitarian value. It has been demonstrated that the Competency Pattern is a "very useful tool to apply to the work of improving preparation programmes in educational administration. By giving adequate job descriptions, by giving portraits of individual competence in jobs and by implying the kinds of training which will be most effective, the pattern attacks the problem of getting more efficient administrators".²

To make a study of the services rendered by supervisors to elementary and secondary school teachers, principals and superintendents, Manley³ involved a representative number of persons from each of the four groups.

A two-part questionnaire was developed to secure information from the respondents. Part I consisted of 26 statements describing services performed by supervisors, listed under four responsibility areas: (a) Improving teaching methods and techniques, (b) providing

1. Ibid., pp. 204-215.

2. Ibid., pp. 279-280.

3. Manley, Jo Ann Seagraves, "A Study of the Services Rendered by Supervisors of Instruction in Georgia", unpublished Master's degree dissertation, University of Georgia, 1958.

leadership services, (c) providing for in-service growth; and (d) fostering good human relationships.

Respondents indicated on a three-point scale the extent to which each service had been rendered by the supervisor. In another column the respondents indicated, also on a three-point scale, the benefits derived from the service.

Part II of the questionnaire consisted of two questions: "What services, not included in Part I of the questionnaire, do you think supervisors perform?" "What additional services would you like supervisors to perform?"

The services which supervisors rendered most often, as seen by teachers and superintendents, fell into two of the four categories of service included in the questionnaire - services which relate to providing for in-service growth and services which foster good human relationships. The four respondent groups were in agreement that the most beneficial services rendered by the supervisors were in the area of human relations. They identified these most beneficial services as "recognising progress, commending and encouraging teachers"; and "demonstrating a personal interest in the welfare and happiness of all teachers".

Responses to Part II of the questionnaire supported the services listed in Part I. The respondents wanted more supervisors with more time to do more of the services which they already were performing.

A study of the profile of the American School Superintendent was made by the American Association of School Administrators and the Research division of the NEA in 1960. The sample comprised 36% of all urban superintendents in the United States. It was found that 95.6% of all urban superintendents in the sample had advanced degrees, 21.7% held a doctorate and 56.3% held a master's degree. Superintendents were asked to rate the quality of their preparation on a scale to which point values were added later. All of the superintendents were satisfied with the quality of the preparation which they had received.

A Cooperative program in administrator preparation was carried out jointly by the Berea College and the University of Kentucky over a four-year period (1957-1961). This ambitious program had as its primary objective the development of improved processes for preparing educational supervisors.¹ The purposes of developing such a program were to utilize recent research findings in the areas of learning and human behaviour to develop individualized programs for each of the supervisors. Each supervisor was required to obtain accurate and detailed information concerning his needs, perceptions and capabilities and to use this information to develop appropriate

1. "Program of Experimentation in Preparing Educational Supervisors", Bulletin of the Bureau of School Service, Vol. 24, No. 4, June 1962. College of Education, University of Kentucky, Lexington.

learning experiences for his preparation as a supervisor to:

- (i) identify competencies normally demanded of a supervisor,
- (ii) utilize both on-campus and on-the-job experiences to determine how these activities could be utilized productively in the preparation of supervisors.
- (iii) constantly and thoroughly evaluate both the preparation program purposes and the implementation of activities related to these purposes.

The experimentation was also committed to aiding the individual student: (a) to develop a sound theory of education; (b) to develop a concept of supervision consistent with that theory; (c) to acquire the skill and ability to apply supervisory functions (instructional improvement) to supervisory tasks; and (d) to develop personal attitudes, beliefs and values for: (1) continuing self-improvement, (2) increasing self-direction, (3) developing self-confidence in working things out for himself, (4) increasing ability to solve problems, (5) increasing ability to acquire and utilize knowledge relevant to the solution of supervisory problems, (6) increasing respect for the worth of teachers, (7) increasing ability to work for purposes which contribute to the improvement of society, and (8) increasing ability to work with others in the solution of educational problems.

During the four-year project, thirty persons completed the two-year preparation program. During this phase, efforts were

made to develop a climate in which the students felt accepted as a person of worth, capable of directing his own program of growth and development. The members of the group were encouraged to work on questions and issues important and relevant to them as supervisors. The two-year program was organized in terms of four blocks of time, intermingled with periods of academic work and field work (internship). The supervisors worked closely with the staff of the Program of Experimentation in Preparing Educational Supervisors (PEPES) through periodic group meetings and conferences.

At the conclusion of the four-year period of experimentation, many changes could be identified as a total or partial consequence of PEPES. Most of the students did exhibit behavioural changes in keeping with the preparational purposes of the project. The program was most effective with those students with whom the staff was able to establish a warm, continuous relationship in which students and staff were able cooperatively to identify areas of need and to develop appropriate experiences to meet them. The experimentation showed that preparation programs, rather than being confined to a college campus, should be developed in terms of experiences provided both on campus and on the job. As a result of the experimentation, preparation programs for all school leaders at the University were modified to include certain aspects of the extended internship concept.

CHAPTER IV

HISTORICAL DEVELOPMENT OF EDUCATION IN PENINSULAR
MALAYSIA, WITH PARTICULAR REFERENCE TO THE
ESTABLISHMENT OF THE FEDERAL
INSPECTORATE OF SCHOOLS¹

It is proposed in this chapter to set out a brief historical perspective of the development of education in the Malay Peninsular to enable the reader to have a proper appreciation of the growth of schools in this country through the last 150 years of its long and chequered history. The establishment and role of the Federal Inspectorate of Schools in the maintainance and development of educational standards in these schools will be examined in the latter part of the chapter. A brief examination of the inspectoral system

¹. In this chapter I have drawn heavily upon material which I have adapted, from the following sources:

1. Revised Report of the Royal Commission on the Teaching Services, West Malaysia. Chairman: Tan Sri Abdul Aziz Mohd. Zain, Kuala Lumpur, June 1971. Government Printing Press, Chapters V, VI & VII.
2. Chelliah D.D., "A History of the Educational Policy of the Straits Settlements", unpublished Ph.D. dissertation, University of London, 1940. Government Press, Kuala Lumpur, 1947. Section III, pp. 95-98.
3. Wong, Hoy Kee Francis and Ee, Tiang Hong, Education in Malaysia. Heinemann Educational Books (Asia Ltd.) Kuala Lumpur, 1971. Parts 1 & 2, pp. 52-59 & pp. 144-153.
4. Ho, Seng Ong, "Does the Malayan Educational Policy and Practice Meet the Needs of its Plural Society?" Ganesh Printing Works, Penang, 1970, pp. 1-23.

since its inception in October 1956 is instructive because it provides insight into the tradition with which the present system of inspection for assessment may have on the characteristics of teachers as a group and on their relationships with their pupils.

I. THE PRE-1942 EDUCATIONAL POLICY AND DEVELOPMENT

The extension of the English East India Company's interests to the three settlements of Penang (1786), Malacca (1824) and to Singapore (1819) was, in intention, a strictly limited commercial liability which envisaged no acceptance of political responsibility in the Malay Peninsular; and for a time, at least till 1870's Malayan political conditions and the restricted commercial interests of the Settlements permitted the Company to remain generally aloof from the affairs of the Malay States. From the start, education was inevitably a powerful agent of social and political change as well as of economic development and as time went on, educational policy became more consciously shaped by these wider considerations.

In the Malay States up to 1890, it was almost entirely Chinese enterprise and the revenue derived from Chinese tin-mines which provided the financial resources available for development. Revenue from import duties on opium, from the licensing of gambling houses and pawnshops and from export duties on tin provided the

funds with which the British Residents were able to lay the foundations of a complex modern administration in each state. They introduced and managed new systems of transport, public health, education and law. In British Malaya, government responsibility for education began comparatively early - the Straits Settlements Department of Education was founded in 1870 and in 1872 an Inspector of Schools was appointed following upon the recommendations of a Committee appointed in 1870 by the Legislative Council of the then Straits Settlements. The original purpose was to establish a system of free Malay vernacular schools, leaving English schools largely to private enterprise and Christian religious missions. The British bureaucracy had been just and enlightened and most of its members tended to develop pro-Malay sympathies, dictated no doubt in part by certain treaty obligations; there was also the British tradition of respect for another man's point of view and a reluctance to interfere in and change native customs and beliefs.

In reviewing educational policy in British Malaya, one is confronted with a scarcity of statements of educational policy; in actual fact there are really very few significant declarations of government's aim in regard to education, the rest being largely expressions of opinions of government officers of the Department of Education, which had the appearance of official declaration of policy.

However, during the British period, two types of schools emerged: the vernacular school, that is, the Malay vernacular in the rural areas where Malays predominated and still do, the Chinese vernacular and the Tamil vernacular, and the English-medium schools in the urban areas where immigrant races like the Chinese tended to concentrate. It was English schooling that had the greater economic value. More important was the acceptance by the authorities of the general principle advocated by the Advisory Committee on Education in the Colonies that the initial stages of education should be in the mother tongue.¹

Certain aspects of government education policy as it related to different media schools will now be considered.

Malay Vernacular Education

According to official department reports, the Malay school movement was a success. It is estimated that prior to the war, some 80% of Malay boys and 20% of Malay girls were already attaining literacy.² Vernacular education for the Malays originated in the Koran schools where the Arabic script was learnt through the study of Islam; the old Malay Koran Schools were often residential.

1. Scott, H.S., "Educational Policy in the British Colonial Empire", The Yearbook of Education, 1937, p. 431.

2. Ibid., p. 431.

In the first half of the nineteenth century, these schools received partial financial assistance from the then East India Company and thereafter from the state governments. A few vernacular schools that had been established by missionary bodies and which received some assistance from the government were neither efficient nor permanent in character. Malacca was considered the best place for Malay schools, as the population there consisted almost entirely of Malays who were indigenous to the country and not immigrants as in Penang or Singapore.¹ The first Malay schools to open in Malaya were branch Malay Schools forming part of the Penang Free School organisation founded in 1816. There were also various mission schools in Penang and Malacca in which the Malay pupils were taught their own language.²

In 1872, a new chapter in the history of Malay vernacular education in Malaya was opened by the appointment of Mr. A.M. Skinner as Inspector of Schools to effect supervision of all grades of schools. He recommended primary vernacular education for the Malays and none for the present for the Chinese. In a way, Malay vernacular schools were subsidiary schools to the principal English schools

1. D.D. Chelliah, op. cit., p. 59.

2. Ibid., p. 59.

in the Settlements because Malay boys who wanted further instruction after passing through vernacular schools went on to the principal English schools. A training college providing a one-year course for Malay teachers from Singapore, Penang and Malacca was opened in 1878 in Singapore and continued for 17 years. Because of a marked desire among the Malays in the town to learn English, it was recommended in 1887 that any boy who had passed Standard 4 in a Malay school should be given free education at any of the government English schools. This step would, it was thought, not only encourage attendance in the higher standards at the Malay schools, but would also possibly provide a group of lads from whom the government would be able to get efficient interpreters, writers and visiting teachers.¹ It was considered quite possible that a day might come when government would feel bound to offer English teaching to all Malay boys who desired it. A Federal Inspector of Schools for the Federated Malay States was appointed in 1897 but in 1906 the F.M.S. and the Straits Settlements were amalgamated under one Director of Education.

A further significant development in Malay education took place in 1916. Mr. R.O. Winstedt (later Sir Richard Winstedt) was commissioned to make a special study of vernacular education and to prepare

¹. Ibid., p. 67.

for future development, a task which took him to Java and the Phillipines. As a result of his report (Report on Vernacular and Industrial Education in Java and the Phillipines, 1916), a teacher-training college was established in 1922 at Tanjong Malim, Perak, called the Sultan Idris Training College (SITC). The 3-year course at the College was intended to prepare Malay school teachers for a new educational policy aimed at providing a sound primary education in the Malay language based on a curriculum closely linked with the environment of the pupils.¹ Thus emphasis was placed on handwork and gardening which reflected some aspects of life in the kampong. A College on similar lines existed in Johor but it was closed down in 1928.

In 1927 some decentralization took place in the F.M.S., the Director's work became much more advisory and each State was in charge of its own education service. In 1935, a teacher-training college for women - the Malay Women's Training College (MWTC) - was opened in Malacca. Initially, a 2-year course of training was provided but this was later changed to a 3-year course. The minimum entry qualification for teacher-training was a pass in Standard Five, Six or Seven (Darjah Khas). The trainees at first attended Darjah

1. Wong & Ee, op. cit., p. 17.

Pelatih (Teachers' Preparatory Class) for a period of 3 years, which comprised part-time training in schools and week-end lectures. Those who were successful in the Third Year Examination were admitted to the S.I.T.C./M.W.T.C. or the 3-year week-end Normal Classes or Training Under Other Schemes (T.U.O.S.).

English Education

The second group of Malayan schools of the British period were the English schools - the 'Free' Schools that enjoyed the patronage and support of the government until they were taken over completely, and the grant-in-aid English schools established and maintained by missionary societies with partial government aid. The 'Free' Schools were so called because no restriction of race, colour or creed was placed on the admission of pupils. The oldest English school in West Malaysia, the Penang Free School was founded in 1816 by the Colonial Chaplain in Penang, Dr. R.S. Hutchings. This was followed ten years later by the establishment of Malacca Free School (now known as Malacca High School). The American Methodist Mission also established a number of schools in the late nineteenth century. By 1914, some three-quarters of the boys receiving English education were in mission schools, which were also pioneers in education for girls.

Primary education was offered to all races in the government and aided schools at as cheap a rate as possible while secondary

education was provided so far as requirements and government finances permitted; Malay children who did well in their vernacular schools were admitted free into English schools. As education in the English schools advanced to the secondary stage, it was considered necessary to provide Malays with special facilities for secondary English education. As a result, the Malay College at Kuala Kangsar was established in 1905 for the sons of Malay Royalty and high-ranking Malays. A similar institution, the English College in Johor Bahru, was founded in 1920, meant for Johor students. In 1928, the College ceased to be a residential school and became a multi-racial English day school.

Public examinations were conducted at three levels, namely, the Preliminary, the Junior Cambridge Certificate and the Senior Cambridge Certificate, which was instituted in 1891. The Junior Cambridge Certificate was then the minimum qualifications for entry into the clerical and teaching services. The Preliminary examination was abolished during World War I and the last Junior Cambridge Certificate examination was held in 1939. The Senior Cambridge Certificate and the more recent Malaysian Certificate of Education Examinations remain as one of the final examination of secondary school education.

Chinese Vernacular Education

From a very early period the Chinese community in Malaya founded and maintained Chinese schools as they were keenly interested

in the education of their children. The teachers were recruited from China and the curriculum followed closely the traditional pattern of education in the village schools of China; Chinese classics was taught by rote learning and mechanical accuracy on the abacus was the only instruction in Mathematics. It was not until the revolution in China in 1911 that schools in Malaya on the model of the new schools in China were established and maintained through the generosity of individuals, district societies, associations of clans, or committees of management, whose members gave monthly subscriptions and collected funds for the upkeep of the schools. In 1920 Mandarin was adopted as the medium of instruction while the teaching of classics through the medium of the various dialects was generally abandoned. In 1923 the government for the first time gave grants-in-aid to Chinese primary schools in the Straits Settlements and later to similar schools in the Federated Malay States. The granting of government aid meant these schools were now inspected and reported on. A further development in the government's awareness of the existence of Chinese schools was the appointment in 1924 of an Inspector of Chinese Schools, who was responsible for the registration and inspection of Chinese vernacular schools.¹ In 1930 several Chinese

1. Chelliah, D.D., Ibid., pp. 82-83.

Simplified Normal Classes were started in order that the standard of education in the Chinese schools be raised. Although not government-sponsored, these classes were recognised for the purpose of registration of Chinese School teachers. These classes were discontinued in 1946.

The earliest evidence of Chinese education in Malaya was a school opened in 1815 in Malacca by a group of missionaries from the London Missionary Society. Chinese classes were also started in the Free schools of the Straits Settlements. But in the main, the Chinese vernacular schools were established and supported by the Chinese themselves.

Tamil Vernacular Education

The history of Tamil vernacular schools in Malaya began with the development of the coffee, sugar, coconut and rubber plantation industries. Indian vernacular education has been entirely in the Tamil language. The number of Tamil schools were not many, the number never exceeding five and were mainly situated in Province Wellesley, Malacca and North Johor. The introduction in 1923 of the Labour Code in the F.M.S., by which an estate with ten children or more of school age (defined as between 7 and 14 years) was required to provide and staff a school still further stimulated the growth of these schools but poor conditions of service and salary for teachers who were recruited from India and Ceylon resulted

in low standards of education. A small per capita grant was given, based on examinations and average attendance. In 1930 an important advance in Tamil school education was made in the country by the appointment of an officer of the Malayan Education Service with a knowledge of Tamil as Inspector of Tamil Schools, assisted by an Indian Assistant Inspector, to inspect the schools and direct their work.

A small beginning was made in the field of technical education when a technical school built by the Public Works Department in Kuala Lumpur was taken over by the Education Department in 1926. A School of Agriculture was started at Serdang, near Kuala Lumpur, in 1931. Teacher-training was established from 1907 onwards in Normal Classes courses which consisted mainly of attachments to schools during weekdays to gain teaching experience and attendance at lecture courses at the weekend. This Normal Class training was extended from a two-year to a three-year period in 1928. In the same year the Raffles College of Arts and Science which provided degree courses was established in Singapore with a two-million dollar subscription and government aid and graduates of the College could take a one-year diploma course in education.

Summary

The Malayan education system up to the time of the Pacific War in 1942 was a result of gradual growth and evolution. In

Peninsular Malaya, against the common multiracial and multilinguistic background, there arose three main and separate systems of education perpetuated through the efforts of the government, of the missions and of independent Chinese School boards. The initiative in education was generally not taken by government but rather by religious missions and independent groups, or even by public-spirited individuals. To the missions go the credit for having established some of the best English-medium schools in the area. The Chinese with their high regard for learning and scholarship set up their own schools as a necessary concomitant of settlement in a new country. While the missions devoted their efforts largely to giving education in the English-medium (and in this venture government also had a part) government more particularly sponsored Malay education.

There was hardly any attempt made to formulate a national education policy aimed at creating and fostering a common outlook. It may be argued that such a policy might not have suited colonial rule but had such a policy been enunciated prior to World War II, most of the educational problems existing to-day would be non-existent. The chief defect of the pre-war educational system was the division of children in separate types of schools. This only served to foster communication and underline pluralism although it is generally agreed that those pupils who studied in English-medium day schools were largely free of this taint. Thus, "the actual pattern of educational organization tended to obstruct the development of a broad based

nationalism by accentuating the racial, linguistic and social divisions that had already arisen within the country".¹

The pre-1942 educational policy and development was evaluated in terms of the need for Malaya to attain some kind of cohesion among the different sections of the population. The conclusion arrived at is that a positive unifying factor was lost through a slow development of education in the country, and the absence of any definite policy in the development of a lingua franca was a factor in the preservation of racial disparities and cleavages.

II. POST-SECOND WORLD WAR EDUCATIONAL POLICIES AND DEVELOPMENT

The immediate post-war years were characterised by the feverish activity of reconstruction. The short-term objective of post-war educational reconstruction was to restore schools as quickly as possible to their former condition and to make provision for all who were deprived of education owing to the war. The long-term objective was to reshape the educational system so as to ensure the fullest educational development for every section of the community. The Education Department went ahead with a vigorous policy of expansion which aimed at ultimately providing free primary education for all

1. Emerson, Mills and Thomson. Government and Nationalism in South-east Asia. New York, 1942, p. 112.

children. The creation of a common Malayan citizenship from among diverse racial groups in the country, without which political advance towards self-government was recognised to be impossible, was the most urgent problem of the era, and special attention was directed to the framing of an education policy which would contribute towards its solution. This involved finding some means of integrating the Chinese and Tamil schools into the general system of education. Other interesting steps taken were that of teaching English in all schools and that of extending full educational privileges to girls no less than to boys. A scheme was also worked out for combining Raffles College and the King Edward VII College of Medicine to form a university, and in October 1949, the University of Malaya commenced its first session in Singapore.

Under the Federation of Malaya Government Agreement, 1948, the Federal government became responsible for educational policy which was then carried out at state level, aided by funds from federal revenue. On the introduction of Member system in the Federal Legislative Council, the post of Member of Education was created. After the 1955 general elections in the nation, Dato Abdul Razak became the first Minister of Education in the Alliance Government.

With the establishment of the Federation, it became necessary to re-examine the educational policy and determine the content of education to be taught in schools. For this purpose a Central Advisory

Committee on Education was set up in 1949, "to advise the Government on general policy and wide principles to be followed in education".¹ But due to objections raised in various quarters, the recommendations of the Committee were shelved. Instead the Government instituted the Barnes Committee under the chairmanship of Mr. L.J. Barnes, Director of Social Training at Oxford University to make a thorough study of the position of Malays, vis-a-vis education. The Committee's Report published in 1951² provoked a great deal of controversy as it recommended, inter alia, the gradual transformation of the existing schools into National Schools in which children of all races would be taught in the medium of either Malay or English, learning the other languages as a subject.³ This was regarded by the Chinese and Indians as an attempt to eliminate their languages and cultures. The situation was further complicated with the publication of the Fenn-Wu Report on Chinese education which pleaded for the preservation and improvement of Chinese schools. The Federal Legislative Council considered the Reports of the Barnes Committee, the Fenn-Wu Committee, the Report of the Central Advisory Committee and directed the Attorney-General to effect legislation that became known as the Education

1. Report on Education, 1949, Federation of Malaya. Government Printer, Kuala Lumpur. p. 1.

2. Report of the Committee on Malay Education, Federation of Malaya, 1951. Government Printer, Kuala Lumpur.

3. Revised Report of the Royal Commission on the Teaching Services, West Malaysia. op. cit., p. 25.

Ordinance 1952. Besides providing facilities for instruction in Kuo-Yu (Chinese) and Tamil where this was requested by fifteen or more pupils in any one school, the Ordinance endorsed the recommendation of the concept of National Schools, codified previous legislation governing the registration of schools, managers and teachers and provided for:

- (1) the eventual free and compulsory education of all children of all races between the ages of 6 and 13,
- (2) the establishment of an independent School Inspectorate and local education authority; and
- (3) the introduction of religious education.

As Malaysia moved towards independence, the stage was set for the evolution of a national system of education. In August 1955, a Special Committee was appointed under the chairmanship of Dato Abdul Razak, then Minister of Education, to enunciate "a new policy based upon the decision to make Malay the National Language, whilst preserving the languages and culture of the other domiciled races of the Federation".

The Razak Education Committee

The Report of the Education Committee 1956 or the Razak Report as it is more commonly known which appeared in April 1956, made significant recommendations. For the first time there was

mention made of a 'national system of education' and an emphasis on the need to foster a common loyalty. More specifically, the Razak Report set out the importance of this in its views on common content syllabuses:

We cannot overemphasise our conviction that the introduction of syllabuses common to all schools in the Federation is the curcial requirement of educational policy in Malaya. It is an essential element in the development of a united Malayan nation. It is the key which will unlock the gates hitherto standing locked and barred against the establishment of an educational system acceptable to the people as a whole.¹

The Razak Committee recommended, inter alia,:

(a) that education policy, in general, be directed by the Minister who would also be responsible for secondary education, post secondary education, technical education, teacher-training and other matters including the control and payment of grants to local education authorities for primary education;

(b) that local education authorities be established to be responsible for primary education and empowered "to raise a local contribution either by menas of an education rate or by other approved means";

(c) that an independent inspectorate of schools be established;

(d) that two kinds of secondary schools be established, namely, independent schools and direct grant schools;

(e) that two kinds of primary schools be established, namely, independent schools and assisted schools;

1. Report of the Education Committee 1956. Government Printer, Kuala Lumpur, p. 18.

- (f) that the teaching profession be re-organised;
- (g) that boards of managers for primary schools and boards of governors for secondary schools be established;
- (h) that post-secondary education and further and part-time education be provided;
- (i) that technical education be organised and developed at three levels as follows:
 - (i) Technical Colleges;
 - (ii) Technical Institutes; and
 - (iii) Trade Schools;
- (j) that Malay and English be made compulsory subjects in both primary and secondary schools and that the Lower Certificate of Education be introduced at the end of Form III and the Federation of Malaya Certificate of Education at the end of Form V.
- (k) that a permanent national commission be set up to resolve all problems relating to the salaries of teachers and their conditions of service in schools; and
- (l) that the establishment of a contributory pensions scheme be considered.

After the general elections in 1959 and the establishment of a fully elected House of Representatives, a Committee was appointed under the Chairmanship of the then Minister of Education, Encik Abdul Rahman Hj. Talib to review the Razak Report and make suitable recommendations. The Committee's recommendations were accepted by Parliament in 1960 and later incorporated into the Education Act, 1961.

The Abdul Rahman Talib Report, 1960. The Report made the following recommendations:

- (i) the basic features of the educational system as

recommended by the Razak Committee be retained except that local education authorities be suspended.

- (ii) free primary education be provided in the country's four main languages, i.e. Malay, English, Chinese and Tamil - with Malay and English as compulsory subjects.
- (iii) in the case of secondary schools "the main medium of instruction will be in one of the two official languages although provision will be made for the study of other languages". In all these schools a common content syllabus prescribed by the Government was to be introduced.
- (iv) the school leaving age be raised to 15 years.
- (v) a new type of post-primary education with a 'pronounced vocational content' for pupils facing the sixth year of their primary education examination and failed to get places in secondary schools be introduced.
- (vi) a system of automatic promotion in assisted primary and secondary schools be retained.
- (vii) the Federal Inspectorate and local inspectorate should continue.

Comprehensive Education System

The education system had, hitherto, been academically-biased; those who were not academically inclined were given little

attention and encouragement in their overall education. In 1964 the government decided to review its secondary education policy and so introduced the Comprehensive Education System for the Schools in 1965. A primary objective of the system was to provide at the post-comprehensive level (i.e. from Form IV onwards) for three years a curriculum that will be sufficiently wide in scope to enable pupils to obtain adequate specialised training either for employment or for further technical and academic education.

Importance of Bahasa Malaysia in the National Education System

The Federal Government's education policy has been to develop a national education system in which Bahasa Malaysia will be the main medium of instruction in all schools. Malaysia has decided to use Bahasa Malaysia as the National Language to bring about unity among the different racial groups. The Ministry of Education has implemented this policy by a series of steps aimed at the progressive increase in the use and exposure of Bahasa Malaysia as a medium of instruction in English-medium primary and secondary school. These measures have been:

- (i) From January 1968 all National-Type English primary schools were required to teach Physical Education, Art and Craft, Local Studies and Music in Bahasa Malaysia in Standards I, II and III.
- (ii) From January 1969, Civics in Standard Four was taught

in Bahasa Malaysia; the subject was to be taught also in Bahasa in Standard V in 1970 and in Standard VI in 1971.

- (iii) From January 1970, History and Geography in Standard VI was taught through the medium of Bahasa.
- (iv) As from 1970, applicants for all teacher-training courses in West Malaysia must possess a credit in Malay in the School Certificate.
- (v) The switch in the medium of instruction for English-medium primary and secondary schools will progress by one grade each year until 1982 when the whole process will have been completed. In other words, by that year the English-medium school right up to Form VI (upper) will have ceased to exist.
- (vi) As provided for under the Education Act 1961, facilities for the teaching of pupils' own language, that is Chinese or Tamil, will be made available in the National Schools where parents of 15 or more children in a school so request.
- (vii) The Education Act 1961 also provides that the English Language will continue to be a compulsory subject in the National Schools.
- (viii) The aims, structure and content of the Comprehensive Education System will, however, remain unchanged.

Summary

Post-war educational reconstruction in Malaya was chiefly aimed at trying to unify the three peoples - Malays, Chinese and Indians - to form one common nationality. The chief defect of the pre-war educational system was the division of children in separate types of schools. In the post-war period, it was essential to develop a common Malayan outlook and this would be impossible if children were educated separately. To break down the barriers of social pluralism was viewed fundamentally as an educational problem but it was a problem that had been rendered all the more difficult by early effects of education, which tended to underline pluralism.

Like many a young nation, Malaysia has had to face the problem attendant upon a sudden upsurge in demand for education brought about both by the needs generated by the responsibilities of nationhood and by a heightened awareness of the importance of education on the part of the masses. The aim of post-war educational policies has been to reorganise the content of education to give it a Malayan bias. Implicit in the conviction to have common syllabuses in all schools in the Federation was the idea of having 'national' schools that would cater for all races instead of one type for the Malays, another for the Chinese and yet another for the Indians.

The recommendations of the Razak Report 1956 were enacted into law, that is, the Education Ordinance of 1957. Its recommendations affected almost every sphere of education and formed the bedrock of

the present government education policy. Although there has been some modifications and innovations with respect to certain aspects of the policy, the policy itself has remained fundamentally unchanged. The Rahman Talib Committee Report of 1960 made a number of recommendations to improve further the 1957 Education Ordinance. As further provision was required to secure the effective execution of the policy, the Education Act of 1961 was enacted by Parliament amending and consolidating the law relating to education. Thus, in effect, the education policy of the country is based primarily on the recommendations of the Razak and Rahman Talib Committees.

III. ESTABLISHMENT OF THE FEDERAL INSPECTORATE OF SCHOOLS, PENINSULAR MALAYSIA

For the first half of this century certainly the situation with respect to education as it obtained in a large part of Peninsular Malaya was not satisfactory. The three separate systems described earlier meant that the aims of education were subject to divisive influences - lack of integration in the education service affected the quality and recruitment of teachers. For Malay Schools the resources for the training of teachers were to be found only in the two Malay teacher-training colleges. More than half of the teachers in Chinese Schools were recruited from China; a great number of

teachers in both mission and Chinese schools remained untrained. Tamil primary schools initially recruited trained teachers from India, who were classified as "Certificated Teachers", but just before the outbreak of the Second World War, a three-year week-end training course was introduced. There were marked disparity in terms of service with the different systems, with government service offering the best inducements.

In British Malaya, repetition in unison and similar kinds of stereo-typed drill based on rote-learning too often passed as teaching in schools. Furthermore, textbooks with local content were not to be found; there were no common syllabuses. English-medium schools looked to Britain for materials and texts for the classroom, while the Chinese-medium schools similarly looked to China as the natural source of supply. For the Chinese school pupil then, his cultural heritage came from China; his loyalty and aspirations remained, not with the land of his birth but with the land of his fathers.

It should be stressed, however, that in spite of the above situation prevailing in the country, a system of school inspection was already in existence. The responsibility of inspection was vested with each State Senior Inspector of Schools,¹ besides his other responsibilities for proper administration and management of

1. Presently designated "Director of Education" (Pengarah Pelajaran Negeri).

the school system in the state. In carrying out his duties, he was assisted by a corps of Assistant Inspectors of Vernacular Schools, who operated in water-tight compartments, having responsibility only for their own type of schools. This situation led to the Director of Education, Mr. H.R. Cheeseman, in his Annual Report on Education in 1947, to observe that "one of the chief weaknesses was the water-tight nature of the various branches of the Department. The essential unity of English, Malay, Chinese and Indian Schools was not realised and so each branch of the Department tended to function as separate and distinct units instead of working together conjoined and co-ordinated".¹

It is now proposed to trace the steps that led to the establishment of the Federal Inspectorate of Schools on 1st October, 1956.

The need to have an efficient and independent Inspectorate of Schools to help trained teachers keep up with the latest developments in theory and practice of teaching had been felt even before World War II. Indeed the suggestion for a Federal Inspectorate of Schools was first made by the Education Commission of 1938 but any subsequent action plan was shelved due to the outbreak of the war. The value of an independent Inspectorate of Schools again occupied the attention

1. Annual Report on Education, Malaya, 1947. Government Printing Press, Kuala Lumpur.

of the Barnes Committee on Malay Education 1950. The Committee felt that the efficiency of schools and training colleges might be raised if they were visited at regular intervals by an independent school Inspectorate. Besides, the Committee was mindful of "the revolution in teaching method which has taken place in the public education system of Britain during the past fifty years ... is due in no small measure to the work of Her Majesty's Inspectors of Schools".¹ The Committee felt that the change-over from rote-learning to activity methods in Malayan schools would involve a transformation "as radical as that of the last half century in Britain".² If the movement towards improved methods was to increase in pace and become general in all parts of the country and in all types of schools, the pioneers in the school would need the continuing support which only a highly qualified Inspectorate could give them. Furthermore, the Committee noted that there was a need to separate the two functions of administration and school inspection which the State Senior Inspector of Schools carried for the techniques of educational administration and those of school inspection were different and called for different gifts. The system would work better if a clear distinction was drawn between them and if each

1. Report of the Committee on Malay Education, 1951, op. cit., p. 53.

2. Ibid., p. 53.

was entrusted to its own kind of specialist. The Report of the Committee recommended that there should be set up a panel of ten Inspectors of Schools who would be unhampered by routine administrative duties within the Department of Education and therefore free to live and work in the field. Between them, the inspectors should possess expert knowledge of teaching methods over the whole range of school subjects; five of their number should, if possible, be women.

The Central Advisory Committee in its Legislative Council Paper No. 44 of 1951 accepted wholeheartedly the recommendation made in the Barnes Education Report 1951. The Committee advised the government that enquiries be initiated at once "to see if it would be possible to obtain the services of a team of His Majesty's Inspectors on secondment from the United Kingdom for a period of at least six months to assess the present standard of teaching in Malayan Schools and to make recommendations for improving it".¹

Next, the Report of the Special Committee on Education Policy, Council Paper No. 70 of 1952, was appointed on 20th September 1951 to recommend legislation to cover all aspects of the Educational Policy for the Federation of Malaya. On the subject of "The Inspectorate", the Committee made the following observations:

¹. Central Advisory Committee on Education. Report laid before the Legislative Council. Council Paper No. 44 of 1951. Para 17, B 378.

This realisation of the importance of maintaining and improving the standards in our schools and training colleges has led us to consider unreservedly to accept the recommendations of the Barnes Committee that a corps of independent inspectors should be established in order to function in the Federation in the same manner as HMIs in Great Britain in respect of the improvement of teaching methods. The appointment of the inspectors, for which we urge early action, will not obviate the necessity for continued inspection by officers of the Education Department, but will enable the latter to concentrate on administrative questions and such physical matters as buildings and accomodation standards. In Part VII of our proposed Legislation we have provided for both kinds of Inspectors and sought to clothe them with the necessary powers.¹

The Education Ordinance 1952, spelt out some of the procedures to be followed in the inspection of educational institutions in the country. To ensure that adequate educational standards are maintained "it shall be duty of the Member (of Education) to cause inspections to be made of every educational establishment at such intervals as appear to him to be appropriate; and for the prupose of establishing such inspections to be made, Inspectors may be appointed by the High Commissioner and Ruler-in-Council on the recommendation of the Member and persons may be authorised to assist such inspectors and to act as additional inspectors".² The Ordinance stipulated that religious instruction given in any government school shall not be subject to inspection except by an inspector appointed by the High Commissioner.

1. Report of the Special Committee on Education Policy. Council Paper No. 70; 1952, para 44, B. 788.

2. Education Ordinance 1952, Federation of Malaya No. 63 of 1952, Part VII, Para 76(1) and (2), pp. 629-630.

Finally, the Razak Committee 1956, taking note of the previous proposals made over a 28-year period made the following observation:

We understand that of present there is little or no inspection of schools although the Education Ordinance 1952 provides for the inspection of educational establishments. Chief Education Officers, of course, visit all types of schools and Assistant Inspectors of vernacular schools visit Malay, Chinese and Tamil Schools. But all these officers are so occupied with routine administrative work that they have little time for inspection in the proper sense of the term. We are convinced that this situation is undesirable and wasteful. We consider that in order to raise the standards and to ensure the proper implementation of the country's education policy, it is essential to establish a special corps of Inspectors.¹

The Education Committee had the advantage of hearing from Mr. G.C. Harper and Mr. W.Gillies, two members of the team of Her Majesty's Inspectors of Schools from the United Kingdom who had visited Malaya for three months of 1955, how the inspection of schools is organised in the U.K. and its implication on the establishment of a Federal Inspectorate of Schools in Malaya. The Education Committee 1956 made the following recommendations subsequently:

- (a) that an Inspectorate be established in the Federation as soon as possible,
- (b) that this Inspectorate shall be entirely independent of the Director of Education and of the Education Department.

¹. Report of Education Committee 1956. No. 21 of 1956. Chapter IV. Sections 42 and 43, p. 7.

- (c) that in order to ensure the independence of the Inspectorate they shall be selected, promoted and controlled for disciplinary purposes by a special board appointed by the High Commissioner.
- (d) that the Inspectorate shall consist of Federal officers to be known as Federal Inspectors of Schools.
- (e) that the Inspectors shall report directly to the Minister of Education and be responsible to the Minister for the due performance of their duties.
- (f) that postings and transfers and the routine administration of the Inspectorate shall be controlled by the Chief Inspector.
- (g) that the Inspectors shall have the right to visit and inspect any school which is financed wholly or partly from public funds or any other registered school.
- (h) that they shall keep the Minister informed of the state of affairs in such schools and give professional advice to teachers.
- (i) that their reports to the Minister shall be confidential documents and shall not be made available to any one other than the Director of Education and those directly concerned with the administration of particular schools, in each case at the discretion of the Minister and

and that the Minister may issue without alteration any report by the Inspectorate but may, at his discretion, withhold distribution of particular reports.

(j) that the Inspectorate shall have no powers to give orders or instructions to the school staff.

(k) that the Inspectors shall be recruited from among any suitable and qualified teachers and not merely from government teachers.

(l) that the establishment and salary structure of the Inspectorate shall be fixed by the High Commissioner-in-Council.¹

As a result of the recommendations of the Education Committee 1956, the Federal Inspectorate of Schools and the appointment of the Chief Inspector were given legal sanction by the Education Ordinance 1957. The Education Ordinance is very precise as to what is the main function of the Federal Inspectorate. It is responsible for the maintenance and development of standards in schools. The Ordinance, however, is less specific as to how this objective is to be attained.²

1. Report of the Education Committee 1956. No. 21 of 1956. Chapter IV, p. 8.

2. See Appendix F

The independent Inspectorate recommended in Chapter IV of the Education Committee 1956 was established on 1st October, 1956 with the appointment of an acting Chief Inspector and the secondment of twelve specialist officers. By the end of the year, the Public Services Appointments and Promotions Boards had interviewed a number of qualified candidates for the Inspectorate, ten of whom were to be sent to the United Kingdom in 1957 for training with Her Majesty's Inspectors.¹ The Federal Inspectorate was increased in strength from 12 to 25 Inspectors in the course of 1957, including those in training. A total of 257 schools were visited and 224 of these reported upon.²

Towards the end of 1956, the headquarters of the Department of Education was merged with the Ministry of Education but for the greater part of the year the Department functioned as formerly and the Director of Education retained throughout it the statutory powers conferred by the Education Ordinance 1952. The post of State Senior Inspector of Schools was re-designated Chief Education Officer while the Director of Education became known as Chief Education Adviser, Ministry of Education; Assistant Inspectors of vernacular schools now were known as Assistant Organisers of Schools.

1. Federation of Malaya, Annual Report, 1956. Government Press 1957, p. 234.

2. Federation of Malaya Annual Report, 1957. Government Press, Kuala Lumpur, p. 245.

Four years later, the Education Review Committee 1960, reaffirmed the principle of an independent Inspectorate but recommended that its position vis-a-vis the Minister should be modified:

We, therefore, recommend that while Inspectorate reports to the Minister should continue to be made from an independent standpoint by the Chief Inspector and Inspectors, they should be submitted through the Chief Education Adviser and that the relationship of the Chief Inspector to the Chief Education Adviser and of the Inspectorate to the Ministry, should be similar to that of any other professional division of the Ministry.¹

The Report also recommended the establishment of a Local Inspectorate of Schools at State level. The Education Act 1961 adopted both the main recommendations; the Chief Inspector of Schools was to be appointed by the Yang di Pertuan Agong (the King), which gives him independence of the kind enjoyed by the Chief Inspector of Schools in the United Kingdom.

IV. THE FEDERAL INSPECTORATE OF SCHOOLS TO-DAY - ORGANISATION AND STRUCTURE

The Federal Inspectorate of Schools, Peninsular Malaysia, which is headed by the Chief Inspector of Schools, is largely concerned with the maintainance of educational standards in the face of rapid

1. Report of the Education Review Committee 1960. Government Press, Kuala Lumpur. p. 50.

expansion of educational institutions in the country. There are to-day about 80,000 full-time teachers in the 5000-odd primary and secondary schools in the country. The Federal Inspectorate of Schools is a small component of a very large public service. Over the years, the Inspectorate has remained a small body in relation to the basic work it is required to do - the inspection of all educational establishments. At the end of 1976, there were 65 Inspectors of Schools on the establishment, giving a ratio of one Inspector to every 79 schools or one Inspector to 1185 teachers.¹

The Federal Inspectorate of Schools is divided into 6 regions, the region decided on the largeness of school districts and number of schools in them. The following are the regions with states that are covered in their jurisdiction:

- | | |
|------------------|---|
| 1. North | Perlis, Kedah and Penang. |
| 2. North-Central | Perak, excluding Hilir Perak and Batang Padang. |
| 3. Central | Inspectorate Headquarters, Pahang, Hilir Perak and Batang Padang. |
| 4. East | Pahang (East), Trengganu and Kelantan. |
| 5. South Central | Negri Sembilan and Malacca. |
| 6. South | Johor. |

1. Annual Report, Federal Inspectorate of Schools, Ministry of Education. July 1977.

Each Inspectoral zone is under the direction of a Senior Inspector of Schools, who is assisted by a number of staff and probationary inspectors. These divisional inspectors are responsible for the general oversight of work in their areas and also have responsibility in a wide area for the inspection of their specialist subject. Each divisional head inspector is directly responsible to the Chief Inspector of Schools.

The Federal Inspectorate of Schools, Ministry of Education, is located at Jalan Davidson, Kuala Lumpur. The Chief Inspector of Schools is responsible for all aspects of professional development and administration as it relates to Inspectors of Schools and in this he is assisted by the Deputy Chief Inspector of Schools. The present set-up may be represented diagrammatically on page 128.

Federal Inspectors of Schools perform the important function of ensuring that educational standards are maintained and developed. This is done through inspection and visits to schools. There are three types of visits, the "full inspection", the "subject inspection" and the "ordinary" informal visit. The role of the Inspector is strictly advisory. It does not extend to issuing orders to the managers or governors or staff of schools, or to compelling a teacher to use a particular textbook or adopt a particular method of teaching.

The various Education Review Committees had proposed the establishment of a local school inspectorate to supplement the

Chief Inspector

Deputy Chief Inspector

North Division	North-Central Division	Central Division	Headquarters	Eastern Division	South-Central Division	South Division
Head (Senior Inspector)	Head	Head (Senior Inspector)	Senior Inspector I Senior Inspector II	Head (Senior Inspector)	Head	Head
5 Inspectors	3 Inspectors	10 Inspectors	12 Inspectors	6 Inspectors	4 Inspectors	4 Inspectors
4 Probationary Inspectors	4 Probationary Inspectors	-	4 Inspectors	7 Probationary Inspectors	2 Probationary Inspectors	3 Probationary Inspectors
10	8	11	16	14	7	8

efforts of Federal Inspectors of Schools. However, the local inspectorate has not come into being, since it may be assumed that the load of work is partly alleviated by the regional Federal Inspectors and the powers to issue orders to schools could come from the State Directors of Education.

The existing Inspectorate could well serve as the basis for the eventual establishment of a Malaysian Inspectorate, which would be responsible for all schools in the nation. It could ensure that standards in all schools are being maintained in accordance with national policy.

The principal emphasis of the recent past in the study of administration and in the training of administrators has been placed on the concept of basic process in administration, organization or structure in administration, and upon human relations in administration. Most recently both in training and research there has been a very strong emphasis upon the concept of social interaction as the basis for the interactions of a group of jointly interlocking social roles.² In summary, a substantial intellectual effort has been directed towards the design of models of social interaction through which to describe social reality and their interaction in educational enterprises. The recent past in the training of educational administrators might be described as "the period of the rise of

1. Galbraith, Andrew A., "Development of Theory in Administration", in *Theory and Research in Administration* - The Macmillan Company, New York, 1966, p. 3.

2. *Ibid.* p. 3.

CHAPTER V

PREPARATION FOR THE INSPECTORAL ROLE

The principal emphases of the recent past in the study of administration and in the training of administrators have been placed on the concept of basic process in administration on organisation or structure in administration, and upon human relations in administration.¹ Most recently both in training and research, there has been a very strong emphasis upon the concept of administration as the name for the interactions of a group of closely interlocking social roles.² In research, a substantial intellectual effort has been directed towards the design of models of social interaction through which to describe social roles and their interactions in educational enterprises.³ The recent past in the training of educational administrators might be described as "the period of the rise of

1. Halpin, Andrew W., "Development of Theory in Administration", in Theory and Research in Administration. The Macmillan Company, New York, 1966, p. 3.

2, 3. Ibid., p. 3.

empirical description of administration coupled with research effort to develop theories which can provide filing systems for the data already collected and direction for the search for new information".¹

Several influences during the post-war period in the United States have contributed to this realization. Three in particular deserve mention. The first was the establishment of the National Conference for Professors of Educational Administration (NCPEA) in 1947. This group has facilitated communication among those who train administrators and has fostered higher and higher standards of training. The second influence came about through the Kellogg Foundation's support of the Co-operative Program in Educational Administration (CPEA). This programme, began in 1950, provided much-needed support for research and development and has opened new avenues of communication between educational administrators and members of other disciplines. The various CPEA centres have conducted a vigorous program of enquiry into the field of administrative recruitment and selection procedures, basic professional preparation programs and opportunities for the continued professional development of practising administrators. More specifically, a number of the

1. Harlow, James G., "Purpose-Defining: The Central Function of the School Administrator", in Preparing Administrators: New Perspectives, (eds.) Jack A. Culbertson and Stephen P. Hencley, University Council for Educational Administration, Ohio, 1962, p. 61.

CPEA studies have centred around the tasks of the superintendency and the improvement of such tasks, both of which are of direct concern to this study. The third influence is that of the University Council for Educational Administration (UCEA) established in 1956. In its very first year, the UCEA along with the Educational Testing Service and Teachers College sponsored a large research designed to develop measures of the performance of school administrators.¹ The Cooperative Research Program of the United States Office of Education is just now beginning to have an influential effect on educational administration.

American approaches to educational administration, and especially those that stress the contribution that can be made from the social sciences, have greatly stimulated developments in Canada and more recently in Australia and New Zealand.² In Canada, the Canadian Education Association - Kellogg programmes have had a marked influence on the thinking of administrators, teachers' unions, state departments of education and the universities themselves, especially the Division of Educational Administration at the University of Alberta, Edmonton. It seems clear that a major result in Canada has been to give more substance to the roles of

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1. Subsequently reported by John K. Hemphill, Daniel E. Griffiths and Norman Fredericksen, Administrative Performance and Personality. (New York: Bureau of Publications, Teachers College, Columbia University, 1962).
 2. Baron, George, "The Study of Educational Administration in England", in Educational Administration and the Social Sciences, ed. by George Baron, William Taylor; The Athlone Press of the University of London, 1969, p. 11.

superintendent and principal by stressing their leadership responsibilities within what is often a highly bureaucratized provincial and local structure.¹ To some extent this is also true in Australia where with no intermediate policy-making body between state department and school it is of key importance that inspectors and heads should look beyond their immediate managerial roles.² The growth of interest in courses for educational administrators in Australia is a phenomenon of recent times, stimulated in part by the visits of prominent observers like Freeman Butts of Columbia, Art Reeves of Alberta and Percy Wilson, ex-Chief Inspector of Schools, England, and also by an excellent publication of the Australian Council for Educational Research, Training the Administrator.³

The present chapter traces recent developments related to the identification of significant tasks of the Inspectorate and to adequate preparation for the competent performance of these tasks. Section I outlines an attempt to develop a unified concept of the Inspector's role. New approaches to the preparation of Inspectors and educational supervisors in the United States, Canada, Australia and England are described in Section II.

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1. Reeves, A.W., Andrews, John, H.M. and Enns, Fred. The Canadian School Principal, Canada: McClelland and Stuart, 1962.
 2. Walker, W.G., The Principal at Work: Case Studies in School Administration, Australia: University of Queensland Press, 1965.
 3. Cunningham, K. and Radford, W.C., Training the Administrator, Melbourne, Australian Council for Educational Research, 1963.

I. NEW INSIGHTS INTO THE INSPECTORAL ROLE.

As a field of study, educational administration is undergoing radical change. A promising development in the past has been the attempts of the NCPEA and the Cooperative Program in Educational Administration to develop taxonomies of the superintendent's and administrator's tasks. A taxonomy is "a classification of data according to their natural relationships, or the principles governing such classifications".¹ Taxonomies have served useful purposes in practically all the sciences. Possibly the most widely known administrative taxonomy in POSDCORB, which when developed was thought to be the ultimate in administrative thought.² POSDCORB which calls attention to the various functional elements of the work of the chief executive, is made up of the initials of the following: planning, organizing, staffing, directing, coordinating, reporting and budgeting. The several regional centres of the Cooperative Program in Educational Administration have expended much of their funds and talents upon definitions of the task of educational administration. Their findings should contribute greatly to the

1. Griffiths, Daniel E., Administrative Theory, Appleton-Century-Crofts, New York, 1959, p. 17.

2. Luther Gulick, "Notes on the Theory of Organization", in Luther Gulick and Lyndall Urwick, eds. Papers on the Science of Administration. (New York: Institute of Public Administration, 1937), pp. 3-45.

objectivity with which one can approach research in this field and to the improvement of programmes for the professional preparation of administrators. In educational administration, several taxonomies have been advanced, some as taxonomies and some as theories. Among these have been the Tri-Dimensional Concept and the Competency Pattern, which define the significant tasks of the superintendent and suggest the nature of an adequate preparation programme. These concepts are discussed below.

A. The Tri-Dimensional Concept.

The Tri-Dimensional Concept is based upon extensive research, observation and construction by the Cooperative Program in Educational Administration in the Middle Atlantic region and more recently by the Cooperative Development of Public School Administration in New York State.¹ The Concept offers a convenient classification of the functions of administration. Functions can be divided into four categories: (1) educational opportunity, (2) funds and facilities, (3) personnel, and (4) community relationships. Each category can be subdivided in regard to the variety of skill, as defined by Katz,² needed to perform each function: (1) technical,

1. Cooperative Development of Public School Administration, A Developing Concept of the Superintendency of Education. (Albany, New York: State Education Department 1955).

2. Katz, Robert L., "Skills of an Effective Administrator", Harvard Business Review, Vol. 33, No. 1. (January-February 1955) pp. 33-42.

(2) human, and (3) conceptual. It presented an overall picture of the job, the man on the job, and the social setting, in which both existed. This unifying concept - the job, the man and the social setting - appeared to be basic to the recruitment and selection of able future superintendents, their proper professional preparation, and their in-service development. Of particular importance and relevance to this study are the job and social setting dimensions of the concept.

The Job.

In the Tri-Dimensional Concept, the numerous and imposing array of tasks which the superintendent was expected to perform were grouped into these responsibilities, designated as job content:

- (1) Maintaining an effective inter-relationship with the community.
- (2) Improving educational opportunity.
- (3) Obtaining and developing personnel.¹

The superintendent was viewed as the community's educational consultant. This meant that he must be skilled in the gathering of relevant information concerning community problems where education was involved. It meant too that he must be able to work effectively with community groups and individuals through the various media of communication. Not only is the superintendent in a strategic

1. Cooperative Development of Public School Administration, op. cit. p. 8.

position to shape the directions in which educational institutions move, but also play a significant role in affecting the performance level of these institutions. He would be the one person in the school system who was expected to view the educational program in its entirety.

New dimensions were added to the personnel function of the superintendent. Selection of staff was, of course, important but so was morale building, continued professional development, utilization of specialists and community resource people in instruction, the application of new insights into group processes and improved human relations technique.

In discharging his responsibilities, the superintendent worked through a problem-solving process, the elements of which were described as:

- (1) Sensing the problem and surveying its aspects
- (2) Relating the problem to people
- (3) Making decisions
- (4) Implementing and reviewing.¹

In the solution of any problem, the superintendent worked through time or sequence, as it was called in the Third-Dimensional view. While working in the present, the superintendent must look

1. Ibid., p. 8.

back and learn from the past and at the same time predict the future.¹

A spatial representation of the superintendent's job as it was viewed is shown in Figure 3 on page 139. In this figure, the job content and process are arranged along two axes, which move through time as a third axis. Although the job content and job process are separated for the purposes of analysis, they are so interrelated that actual separation of the two is impossible.²

The Social Setting.

The Tri-Dimensional Concept enabled the superintendent to sort out the several aspects of the social setting and to develop a conceptual framework by which he could study, analyse and understand the social and cultural forces that affected him and his job. This view of the social setting consisted of aspects of content, phases of process and stages of sequence.

The basic aspects of the content of society were regarded as interrelated, interdependent and interacting elements which could be useful in studying a social situation. These were enumerated as:

- (1) Physical, technological and human resources.
- (2) Relational systems in the community.

¹, ². Ibid., p. 8.

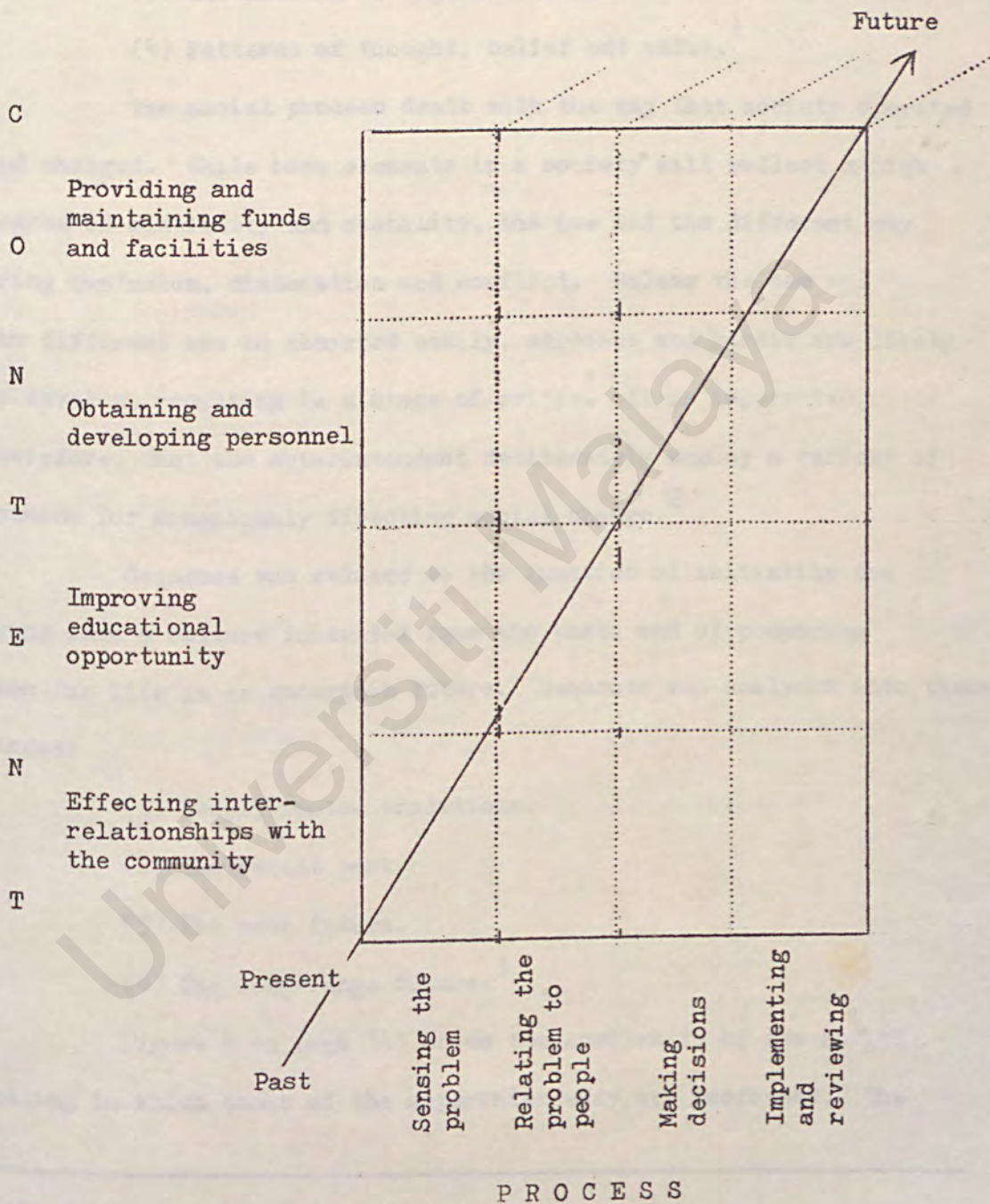


Figure 3. The Tri-Dimensional View: The Superintendent's Job.

(3) The network of organisations.

(4) Patterns of thought, belief and value.¹

The social process dealt with the way that society operated and changed. While some elements in a society will reflect a high degree of continuity and stability, the new and the different may bring confusion, dislocation and conflict. Unless the new and the different can be absorbed easily, stresses and strain are likely to develop, resulting in a stage of crisis. It is imperative, therefore, that the superintendent deliberately employ a variety of methods for consciously directing social change.²

Sequence was related to the function of initiating the young into a culture inherited from the past, and of preparing them for life in an uncertain future. Sequence was analysed into these stages:

(1) Deeply rooted traditions.

(2) The recent past.

(3) The near future.

(4) The long-range future.³

Figure 4 on page 141 shows the complexity of the social setting in which tasks of the superintendency are performed. The

1. Ibid., p. 23.

2. Ibid., p. 24.

3. Ibid., p. 25.

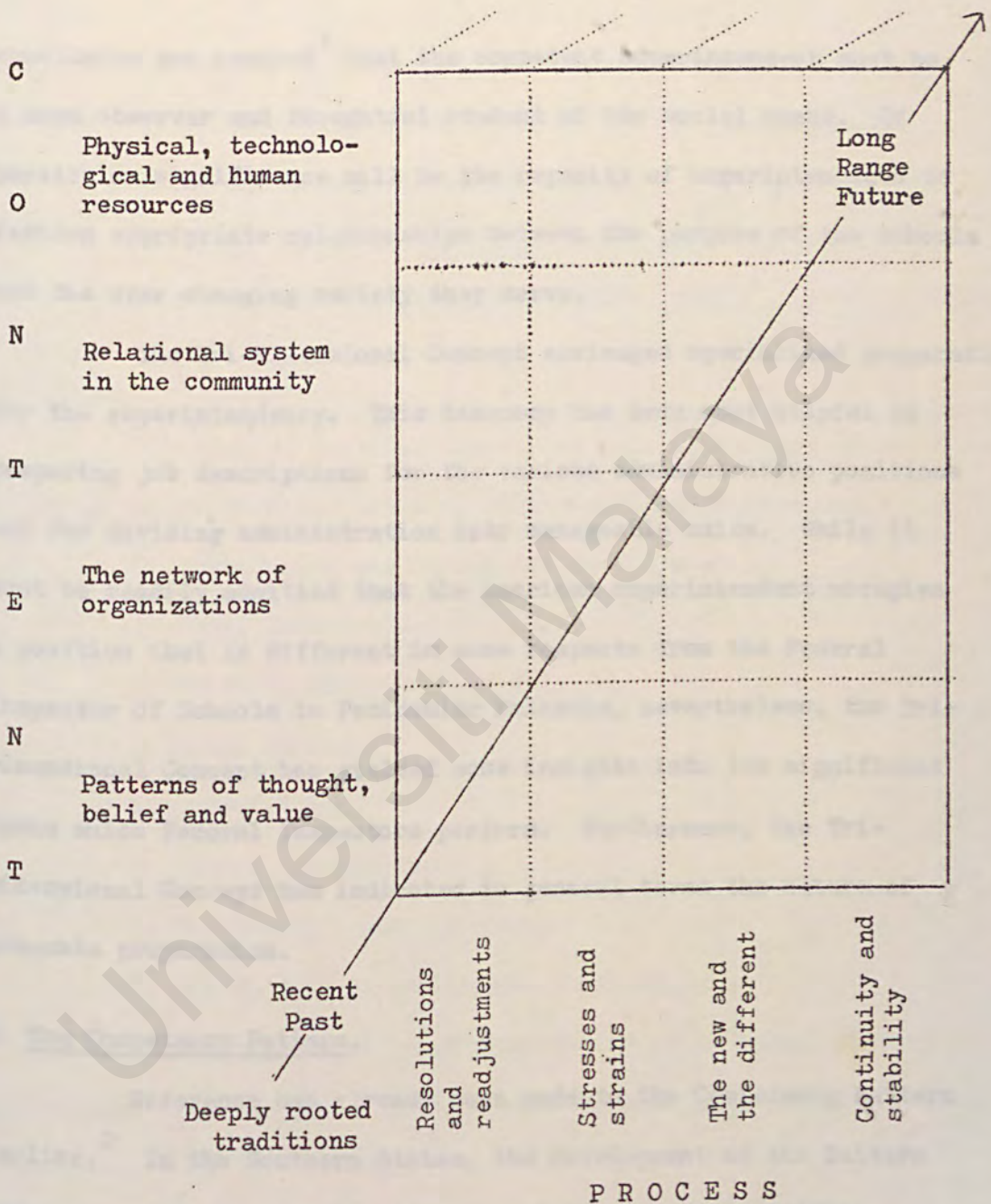


Figure 4. The Tri-Dimensional View: The Social Setting.

conclusion was reached¹ that the competent superintendent must be a keen observer and thoughtful student of the social scene. Of particular significance will be the capacity of superintendents to fashion appropriate relationships between the purpose of the schools and the ever changing society they serve.

The Tri-Dimensional Concept envisaged specialized preparation for the superintendency. This taxonomy has been most helpful in preparing job descriptions for the various administrative positions and for dividing administration into manageable units. While it must be readily admitted that the American superintendent occupies a position that is different in some respects from the Federal Inspector of Schools in Peninsular Malaysia, nevertheless, the Tri-Dimensional Concept has yielded some insights into the significant tasks which Federal Inspectors perform. Furthermore, the Tri-Dimensional Concept has indicated in general terms the nature of adequate preparation.

B. The Competency Pattern.

Reference has already been made to the Competency Pattern earlier.² In the Southern States, the development of the Pattern was concurrent with the Tri-Dimensional Concept in the Middle Atlantic Region. In devising a plan for the improvement of preparation

1. Ibid., p. 26.

2. See Chapter III, pp. 84-87.

programs for administrators, the Southern States CPEA agreed that programme improvements should be based on the competence needed for the performance of administrative tasks.

The job, theory and knowledge and skill were considered to be interrelated elements of administrative tasks.¹

The job.

A number of critical task areas were identified, each of which listed discrete tasks of educational administration:

1. Instruction and Curriculum Development.
2. Pupil Personnel.
3. School-Community Leadership.
4. Staff Personnel.
5. School Plant.
6. School Transportation.
7. Organisation and Structure.
8. School Finance and Business Management.²

The evaluation of competence was to be in terms of performance of these tasks as it relates to knowledge and skills acquired.

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1. Graff and Street, Improving Competence in Educational Administration. Harper Brothers, Publishers, New York, 1956. p. 45. et. seq.
 2. Southern States Cooperative Program in Educational Administration, Better Teaching in School Administration, SSCPEA (Nashville, Tenn.; George Peabody College for Teachers, 1955). p. 124. et. seq.

II. THE FUNCTIONS OF THE SUPERINTENDENT OF SCHOOLS.

At around the same time as the Tri-Dimensional Concept and Competency Pattern were being developed in America, a major study of the functions of Superintendents of Schools was being carried out by the Institute of Superintendents of Schools in Western Australia in 1958.¹ The Report that followed represented the pooled thinking of the members of the Institute. While not claiming to have exhausted the topic, the study has caused school Superintendents and Inspectors of Schools in other Australian states to be more critical of their work and has opened up avenues for further study and improvement of the work of Superintendents and Inspectors:

In broad terms, a Superintendent's responsibility was divided into three major functions:

1. The Administrative Function.
2. The Advisory Function.
3. The Assessment Function.

To perform each of these functions effectively, a Superintendent requires considerable experience and preparation beyond that normally obtained as a teacher and headmaster. He needs to know, first, what each function means and demands - in fact, what

1. Neal, W.D., ed., "The Functions of a Superintendent of Schools", Perth, Education Department of Western Australia, 1959.

are the separate basic tasks that a job analysis of each function entails. Secondly, he needs to know the basic skills, knowledge and information which he as a Superintendent must have at his command in order to perform the basic tasks as efficiently as possible. Thirdly, in carrying out the duties involved in each function, Superintendents, through experience and study, have evolved certain procedures and devices which have been found useful.

Although individual Superintendents use methods of approach which differ slightly, there are sufficient uniformity of commonness of approach to enable a useful analysis of each function to be made. The analysis for each function, as enumerated in the study, is based on the following pattern:

- (a) An introductory statement on the scope of the function.
- (b) An analysis of a cluster of tasks for each function, including identification of skills and information required for each task.
- (c) Ways and means of improving professional competence and developing identifiable skills and knowledge.
- (d) Procedures and techniques found useful to Superintendents.

It is obvious that there will be some overlap between the various functions and that some techniques used for administration will be equally useful for advising and assessing. This should not detract from the value of the study both for purposes of pre-service

preparation of Superintendents and for assisting those in the field to carry out their work more effectively.

The Competency Pattern and the Institute study of the functions of a Superintendent of Schools reveal similarities in some aspects of professional pre-service and in-service preparation of the superintendent of schools. An attempt has been made in both studies to identify task areas peculiar to the superintendent. With modifications, the task areas defined in both studies have provided the framework for the format of Section III of the questionnaire which was used in this study for each respondent group.

Knowledge and Skill.

It is assumed that there is a body of knowledge and skill peculiar to the requirements of educational administration and that this knowledge and skill required for competence could be identified and included in the training programme.

Theory.

Theory was considered by Graff and Street¹ to be essential for competence since all performance is consciously or unconsciously carried out in terms of some theory.

1. Graff and Street, op. cit., p. 94.

Significance Tasks of the Superintendency.

Implicit in the efforts to develop a total concept of the superintendency is the conviction that certain significant tasks must be performed by all Inspectors of Schools. The Tri-Dimensional Concept, the Competency Pattern and the Australian study of the functions of the superintendent illustrate definitions of tasks which have been developed. These definitions provide the criteria for determining whether the significant tasks of Federal Inspectors of Schools were recognized by the three respondent groups.

It should be stressed that these taxonomical approaches are valuable, but in a limited way. These taxonomies have been most helpful in preparing job descriptions for various administrative positions and for dividing administration into manageable units.

Implications for Preparation.

The primary motivating force behind the development of the three related studies described above was the desire to improve current preparation programmes in educational administration. These new insights suggest a type of preparation which would be somewhat different from preparation for the teaching profession. The following section outlines some new approaches to preparation which challenges the adequacy of the preparation received by Federal Inspectors of Schools in Peninsular Malaysia.

II. NEW APPROACHES TO PREPARATION FOR THE INSPECTORAL ROLE.

A balanced programme of preparation and in-service development for the school Inspector or supervisor could well include some use of each of approaches that have been outlined in the proceeding paragraphs. Such teaching is likely to be more productive of further intellectual growth and practical skill if the students concerned "have some previous acquaintance with the framework of the study of education, and are aware of the contributions made to it by psychology, sociology, history and philosophy".¹

The prime duty of the educational administrator and supervisor is to facilitate the liberation of the potentialities of individual children and of individual teachers. There appears not available as yet any objective evidence to show whether trained administrators are any more effective than untrained administrators, or whether certain approaches to training are more effective than others. Of course, this is nothing very unusual in the sphere of education. There is, for example, no objective evidence to show that trained teachers are any more effective than untrained teachers, yet undoubtedly there are few, if any, educators to-day who would oppose the pre-service and in-service training of teachers.

1. Taylor, William, "Issues and Problems in Training the School Administrator", in Educational Administration and the Social Sciences. George Baron and William Taylor, eds. The Athlone Press of the University of London, 1969, p. 121.

Given that some preparation of Inspectors of Schools is necessary, the level at which such Inspectors operate will affect their needs for formal or informal preparation. Specialization in the field of educational administration is imperative. An individual must be prepared for the different roles that he will be required to play in the specific types of responsibilities in school systems. From this point of view, educational administration is the most complicated of all types of sectoral management, as education is very highly influenced by formidable racial, linguistic, religious, cultural, social and political factors with strong local overtones.

A major challenge to those preparing educational supervisors and Inspectors is to see that content is directly related to educational purposes and operational policies are organized and cooperated into preparatory programmes. Administrative preparatory programmes in the past have sought to help the individual obtain some knowledge about the field of education and about administrative processes and techniques. The administrator preparation programme of the present and the future must be designed to change behaviour, change perspectives and modify values so that the student has both the skills and perspectives necessary to deal effectively with society's problems through the educational process. One way to avoid the discontinuity between the study of administration and its practice is to use, in preparatory programmes, those instructional

methods which will effectively relate emerging concepts into practice. It is in part to achieve this purpose that a number of approaches have emerged to prepare the Inspector of Schools adequately for his important role. At the risk of over-simplification, the following are some of the main approaches and ways of teaching educational administration that can be singled out:

A. LABORATORY TRAINING.

Laboratory training is commonly addressed to the task of influencing behaviour in a social system or subsystem and in that context, is spoken of variously as "human relations training", "leadership training", "T-Groups", "Sensitivity training", and "encounter groups". The concept of "laboratory method of training" has been developed through the years since 1945 by a number of research men generally identified with the Group Dynamics movement. The term "laboratory training" embraces a wide variety of instructional stratagems. McIntyre defines the laboratory approach as "an instructional system or procedure in which a group of learners is placed in a situation usually having some of the elements of reality simulation, in which the learners' behaviour in dealing with the problem at hand produces data that are organised and fed back to the group to form a basis for analysis and interpretation by the group".¹

¹. McIntyre, Kenneth E., "The Laboratory Approach", in Designs for In-Service Education, edited by E.W. Bessent. Austin, Texas: University of Texas, 1967, chapter 2, p. 14.

The group of methods that can be classified under "Laboratory Training" seek to entrance the individual's awareness of the nuances of face to face and small group interaction. In the United States such methods owe their genesis to the activities of the National Training Laboratory,¹ while in England, the Tavistock Institute of Human Relations has played a leading part in sponsoring courses and programmes of study.² The chief technique of laboratory training is the Training Group.

A T-Group is a relatively unstructured group in which individuals participate as learners. The data for learning ... are the transactions among members, their own behaviour in the group, as they struggle to create a productive and viable organization, a miniature society; and as they work to stimulate and support one another's learning within that society ... T-Group members must establish a process of enquiry in which data about their own behaviours are collected and analysed simultaneously with the experience that generates the behaviour.³

However, only bare beginnings of this method, which puts emphasis on analysis of emotions rather than on intellectual logic, have been reported in the preparation of school administrators.⁴

1. Bradford, L.P., Gibb, J.R. and Benne, K.D., T-Group Theory and Laboratory Method, New York, Wiley, 1964.

2. Rice, K., Learning for Leadership, London: Tavistock Publications, 1964.

3. Bradford, et. al., op. cit.

4. Gregg, Russel T., "Preparation of Administrators", Encyclopaedia of Educational Research, Fourth edition, Robert L. Ebel, ed., The Macmillan Co., London, 1969, p. 999.

The basic principles of "laboratory methods of training" as propounded by Thelen¹ are as follows:

1. The aim of training is (a) to help people learn how to behave in groups in such a way that the groups solve the problems for which they were assembled, and (b) to insure that individuals have a meaningful, rewarding and need-meeting experience. When both these conditions are present simultaneously the individual is challenged and rewarded for creativity and insights and the decisions reached by the group are wiser than those any one person could reach by himself. Thus, the aim of training is simultaneously to help other groups become more effective instruments for social action, on the one hand, and, on the other, to help individuals to grow and learn.
2. In order to accomplish the aim, the trainer ideally should work with the actual groups whose efficiency is to be improved. The member of the training group must learn not only about group operation but also about himself - or at least those aspects of himself which affect his interactions in the group.
3. Training is sometimes thought of as a type of therapy. Emphasis would be placed on interpersonal relations and the group would be used both to provide a range of personalities for each member.

¹. Thelen, Herbert A. Dynamics of Groups at Work. The University of Chicago Press, 1954. Chapter 5, pp. 131-140.

to interact with and as a supportive instrument to reinforce the individual's efforts to change. The laboratory method uses interpersonal interaction and group supportiveness.

4. If a single term were to be chosen to describe the image of 'effective operation' of laboratory training it would be "reality-based". Group operation is sound and therefore effective when it is "in contact with reality". This means such things as these: the immediate tasks of the group are within its competence; the responsibilities the group assumes are proper to its position in the community or institution; the activities of the group represent direct working towards its goals; the tasks of the group are such that everyone there has a reason for being there.
5. The means by which the group maintains contact with reality is determined by its method of operation. By 'method' is meant a consistent way of approaching, thinking about and determining its own group behaviour. In general, however, the only method man has for maintaining contact with reality is the scientific method, with its basic emphasis upon learning from the study of his own tested experience. The method of learning in the training group is through conscious use of the experimental method under conditions 'safe' enough that one can think objectively. Finally, the means by which the group learns about unrecognised factors is through comparison of one situation with another.

6. The purpose of all experience during training is to contribute to the continuous development of greater awareness of what the group's problems are, what behaviours are required in the group to solve these problems and how effort can be organised, in such a way that individuals can present these required behaviours to the group.
7. During training, the group changes as a result of learning; the amount and kinds of change depends upon what is learned and how it is learned. The training group shows very great growth and change because everything it learns rises out of its problems of operation and has implications for what it is to do differently.
8. Group growth is dependent upon the kinds of people in the group. The basic emotional dynamics of the group is a working-out of the changing strains in the network of relationships among the members and the trainer.

All of the above discussion implies that the trainer deals with the group as a whole. The trainer is concerned about whether processes going on in the group are growth-producing in the various sense indicated above. It seems clear that the laboratory method of training should be backed up by a programme of individual or possibly small group interviewing, to give greater opportunity for each person to understand and study his own reactions to the group experience.

Of particular importance and relevance to this research study is human relations training for contemporary administration is largely a problem of human relations.

B. HUMAN RELATIONS TRAINING.

The Cooperative Programme in Educational Administration (CPEA) in the United States has found support from many sources, professional and public, that school administrators and supervisors require exceptional skill in working with people. The need and value of human relations training for school administrators has received increased emphasis. Effective human relationships are "the solid base on which good educational leadership in our modern school-communities depend".¹

Three studies which illustrate contemporary practice in human relations training are reported below:

The Syracuse Studies.

Fifteen experienced school administrators of the Central New York School Study Council volunteered for a Human Relations Seminar in 1951. An attempt was made to discover more effective and satisfying human relationships between the administrators and with whom they came in daily contact on their jobs and to discover

1. Combs, Arthur W. and Fisk, Robert S., "The Syracuse Studies", Journal of Social Issues, Vol. X, Number 2, 1954, p. 3.

what changes in the actual on-the-job behaviour of the administrator could be observed by his own co-workers and employees during and following their experiences in the seminar. The results of the seminar showed that "the administrators showed greater concern for their relationships with school personnel and deeper understanding of the dynamics of human interaction than administrators who had not participated in the seminar".

The Teachers College Studies.

The studies from Teachers College, Columbia University, represent an on-campus approach to the training of school administrators in human relations. The venture started an important chain of events still going on at Teachers College. With the aid of two faculty staff members who had worked at the National Training Laboratory in Group Development in Bethel, Maine, Teachers College carried out extensive experiments in human relations training for its doctoral students, using the "T-D" Design.¹ The "T-D" Design incorporated the use of the Training-Group (T-Group) to improve human relations skill of the advanced students.

Training methods included practice, through rotation, of the roles of leader, recorder and observer; analysis through role-playing of a wide variety of interpersonal situations; practice of new skills; gathering of data in regard to the success of such

1. Clark, Teunison C. and Miles, Matthew B., "The Teacher College Studies", Journal of Social Issues, Vol. X, 1954, p. 27.

practice; evaluation; and general discussion.¹ The conclusions reached are noteworthy:

We have focussed on a relatively unique approach to the human relations training of administrators, as it has evolved over a period of three years ... we feel that some form of the T-D approach has considerable promise for institutions preparing administrators and is certainly worth further and wider testing. We hope the Studies will encourage the development of analogous attitudes in other institutions preparing administrators.²

The Ohio State Studies.

The CPEA centre at Ohio State University developed a programme designed to reconstruct the preparation programme of educational administrators in the light of current needs and provide an adequate programme for continuing the professional growth and improving the competence of administrators in providing leadership service.

It was reported that there was a growing concern among people for the interrelatedness of school and community. On the assumption that this interrelatedness in any community depended upon the leadership provided by the school administrator, the CPEA studies turned to investigation in the field of leadership for clues

1. Ibid., p. 27.

2. Ibid., p. 39.

to guide inquiry into educational administration. The Leadership Studies, to which reference is made later, also examined the human relations area as it applied to the interplay of the school and community.¹

One of the most interesting aspects of these studies is the use they have made of persons trained in human relations in one year to teach those just coming into the programme the following year. The studies reported point the way to exciting new areas of investigation for further research and highlight the possibilities of interdisciplinary approach to problems of human relations.

The three studies briefly described above have approached administration as a problem in human relations. The Syracuse Studies have implications for in-service training of Inspectors of Schools, the Teachers College studies suggest pre-service preparation possibilities while the Ohio State Studies point up the importance of human relations training in the field of leadership. Some further aspects of leadership are now considered.

Leadership Studies.

Studies at CPEA centres of the leadership behaviour of school administrators show that effective leadership is characterized

1. Ramseyer, John A. and Harris, Lewis E., "The Ohio State Studies", Journal of Social Issues, Vol. X, 1954, pp. 40-48.

by high Initiation of Structure and high Consideration, two specific dimensions of leader behaviour that have been identified. Initiating Structure refers to "the leader's behaviour in delineating the relationship between himself and members of the work-group, and in endeavouring to establish well-defined patterns of organisation, channels of communication, and methods of procedure".¹ Consideration refers to behaviour indicative of "friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his staff".²

Of the reported leadership studies, one carefully planned and executed study by Halpin is selected to represent a departure from the trait and situational approach to leadership. Another reason for selecting Halpin's study was that it dealt specifically with the behaviour of school superintendents.

The Leadership Behaviour of School Superintendents

To measure leader behaviour and leadership ideology a Leadership Behaviour Description Questionnaire (LBDQ), devised by the Personnel Research Board at the Ohio State University, was used. Halpin identified the two major dimensions of leader behaviour as Initiating Structure and Interaction and Consideration.³ It should

1, 2. Halpin, Andrew W., "How Leaders Behave", Theory and Research in Administration, The Macmillan Co., New York, 1966, p. 86.

3. Halpin, Andrew W. The Leadership Behaviour of School Superintendents. (Columbus, Ohio: College of Education, The Ohio State University, 1956).

be possible to train teachers in the skills that compose these dimensions but the methods of accomplishing this training has yet to be developed.

National Program for Educational Leadership.

The National Program for Educational Leadership (NPTEL) is built almost entirely on unprogrammed independent study. Still in the development stage, the program has headquarters at Ohio State University.

Interviews and a battery of tests are used to help students identify their learning needs in relation to their career goals. With guidance from staff members who act as program coordinators, participants undergo such diverse activities as reading, participation at the National Training Laboratory program at Bethel, conferences with scholars of various specializations in education and related fields, participation with professors in field studies, attendance at American Management Association conferences and visits to various educational agencies.¹

The participants attend weekly seminars that stimulate reflection on activities and provide sharing of experiences. Group projects are also developed during the seminars. Heavy emphasis is

1. Wynn, Richard. Unconventional Methods and Materials for Preparing Educational Administrators, published by the University Council for Educational Administration, The Ohio State University, 1972, p. 45.

placed on self-assessment and capitalization on the talents of participants through peer instruction.¹

A basic assumption of these leadership studies was that there are variables important in administrator behaviour which can be developed through appropriate formal programmes of pre-service and in-service training.

C. CASE METHOD.

The case method of instruction has a long history of use in schools of medicine, law and business administration and in most of the clinically-oriented professions. The use of cases in training educational administrators did not become widespread until the late 1950's, stimulated nearly two decades ago by the first three substantial compilations of cases in educational administration.² Since then, many other collections of cases which cover a wide range of administrative dilemmas have become available in educational administration through the pioneering efforts of the University Council for Educational Administration in America with its formation

1. Ibid., p. 45.

2. (a) Sargent, Cyril G. and Belisle, Eugene L., Educational Administration: Cases and Concepts. Boston: Houghton Mifflin, 1955.
 (b) Griffiths, Daniel E. Human Relations in School Administration. New York: Appleton-Century-Crofts, 1956.
 (c) Culbertson, Jack A., Jacobsen, Paul B. and Reller, Theodore L. Administrative Relationships: A Casebook. Englewood Cliffs, New Jersey: Prentice-Hall, 1960.

of a task force on "Case Development and Use", to develop a bank of case materials.

The case method presents the student with a chunk of reality, often drawn from the experience of its author, with all pertinent information required for reaching a decision. It is a "piece of reality" and represents "an intensive examination of the characteristics, elements and dynamics of a 'unit' - a person, a work group, an organisation, a community or a culture over a period of time".¹ Initially, case methods were used to provide administrative experience and to afford opportunities for intuitive decision-making. However, with the emergence of pertinent content from the social sciences during the last few decades, cases have been used increasingly to relate concepts to "facts of administrative life" and their worth in demonstrating theory has been widely recognised. Thomas (1964) pointed out that cases seem to be useful strategies for introducing students to the reality of the work of administration.²

Several advantages are commonly attributed to the case method of instruction:

- (1) placing the learner in the seat of the decision-maker and thereby forcing him into an active learning role.

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1. Immergart, Glenn L., "The Use of Cases", in The Use of Simulation in Educational Administration. Dale L. Bolton, ed., Charles E. Merrill Publishing Company, Columbus, Ohio, 1971, p. 31.
 2. Thomas, Michael P., Jr. Strategies in the Preparation of School Administrators. National Conference of Professors of Educational Administration, 1964, 51 p.

- (2) permitting the student to perceive the complexity of the variables and the breadth of the context in which action must be taken.
- (3) quickening the student's affective as well as his cognitive response to problems, particularly if role play is combined with the task.
- (4) exercising the student's power of critical thinking in relation to reality-oriented circumstances.
- (5) helping to bridge the gap between theory and practice.
- (6) providing practice in forecasting the consequences of decisions.¹

As in all reality-oriented instruction, much depends on the writer's selection of the event and the context in which it is presented, his interpretation of the context to the reader and his conceptual ability to provide structure to the narrative. Cases are now being taped and filmed and the filmed cases appear to have values which are not present in the written cases.

Thus, the significance of the case method in preparing educational administrators extends beyond the use of a series of cases with a group of potential administrators. Viewed in the longer-range perspective of a developing profession, cases can encourage

1. Wynn, Richard, op. cit., pp. 26-27.

and help guide the organisation of relevant content about administration. In the past, the method had stressed a permissive classroom atmosphere in which the professors and the students helped each other find decisions on the problems which confronted them. Since the cases were chunks of reality, the students saw that they were dealing with real situations. They developed the feeling that they were able to cope with a myriad of situations and so develop an essential characteristic of all executives, that is, a feeling of inner security when confronted with difficult situations.

It is now, however, generally acknowledged that the "social sciences offer the richest field for producing the content of educational administration".¹ One interesting facet of the present situation is the attempt to prepare cases so as to cover the whole range of educational administration. Probably the most striking change in the basic method has been the introduction of structured instruction to replace the permissive approach used in the past. A professor using the structured approach chooses his case in order to introduce a particular theory or set of concepts to his class. He has the class read the case and then structures the discussion so as to teach the theory or set of concepts.

1. Griffiths, Daniel E., "The Case Method of Teaching Educational Administration: A Reappraisal, 1963", in Explorations in Educational Administration. W.C. Walker, A.R. Crane and A. Ross Thomas, eds. University of Queensland Press, 1973, p. 351.

Considerable attention is being given to the case study as a research tool. In this regard, cases dealing with social science concepts or advanced field practices represent a fruitful area for case development. Cases of all types will need "to have immediate relevance to the current problems of practitioners, to cover a wide range of problems, roles, original types and environment and to seek to advance knowledge in a systematic way".¹ The case method has the great advantage that it helps establish contact "with the multi-layered, non-linear, perceptually dense reality of the world of decision and action".²

Although the case approach has many advantages, there are limitations as well. There are problems with cases themselves in that the case is at best a representation of reality, it is time-bound, and does not allow for feedback. Also, in educational administration there is not yet an abundant supply of cases or comprehensive coverage of the field by existing case materials - hence the need to develop a bank of case methods.

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1. Bridges, E.M., "Case Development in Educational Administration", The Journal of Educational Administration, Vol. III, Number 1, May 1965, p. 54.
 2. Taylor, William, "Issues and Problems in Training the School Administrator", in Educational Administration and the Social Sciences; George Baron and William Taylor, eds., The Athlone Press of the University of London, 1969, p. 119.

D. SIMULATION.

Simulation is a method of approximating reality. Simulated materials proper are really a development from the case. Simulations have been used for centuries for a variety of purposes, including research, planning and instruction. Since the beginning of the nineteenth century, military academies and war colleges have used simulated strategic and tactical exercises for training purposes. The Link Trainer used to train pilots during World War II is perhaps the classic example of the man-machine training model. Modern space training programmes have also made extensive use of simulation. Cases and simulated situations offer students unique opportunities for developing competence in perceptive generalizations.

Applications in the field of education, to the training of head and senior teachers, educational administrators and college principals, are one of the most recent lines of development in the use of simulations. Simulations are "lifelike and can make more probable the transfer of learning to real administrative situations; they give the student a better opportunity to develop understandings of relationships between concepts and facts; and they aid the student to gain insight about himself ... simulated situations give an opportunity to involve the student emotionally as well as intellectually

and also help bridge the gap between theory and practice".¹ Wynn (1964) pointed out that simulation permits the learner to profit from mistakes that might be quite disastrous on a real job.²

Several authors have written of the advantages and disadvantages inherent in the use of simulated materials for instructional purposes. The advantages can be summarized as follows:

- (1) The evident face validity of the simulation stimulates high interest and motivation in learning.
- (2) Learners are forced to solve problems rather than simply contemplate them, as is often the case in other instructional methods.
- (3) Complex problems and circumstances are made more manageable, concrete and relevant to the reality of school administration.
- (4) The record of respondent's performances permits the accumulation of normative data and allows clinical examination and comparison of "on-the-job" behaviour in identical situations.

1. Gregg, Russel T., "Preparation of Administration", in Encyclopaedia of Educational Research, Fourth edition, Robert L. Ebel, ed., The Macmillan Co., London, 1969, p. 998.

2. Wynn, Richard, "Simulation: Terrible Reality in the Preparation of School Administrators", Phi Delta Kappan, 46: 1964, pp. 170-173.

- (5) Experimental behaviour, which may be very hazardous in the real job, can be encouraged in the low-risk climate of the simulation exercise; mistakes that might be disastrous on the job and not so in the simulated environment.
- (6) Affective and cognitive learning can be developed to a degree not common with more conventional instructional methods.
- (7) Time can be either compressed or expanded.
- (8) The "responsive environment" that characterizes complex simulation models requires the learners to accept responsibility for his decisions and the constraints that they place on subsequent decisions in a manner uncommon in many other instructional methods.
- (9) Simulation permits a degree of introspection not common in many other instructional methods.¹

The disadvantages of simulation can be summarized as follows:

- (1) Costs of production of simulation material are high.
- (2) Materials are subject to rapid obsolescence.

1. Wynn, Richard, Unconventional Methods and Materials for Preparing Educational Administrators, op. cit., pp. 31-32.

- (3) Some simulated materials lack guidelines for development and use.
- (4) Use of simulated materials sometimes imposes less flexible time, place and space requirements than other methods of inspection.
- (5) The scope and fidelity of the simulation may introduce some distortion of reality.¹

The United States Council for Educational Administration (UCEA) has been the single most important force in extending the utilization of simulated materials in the preparation of administrators. Realistic models of key educational roles, devised by UCEA are now in use in courses for school principals and local education officials at ninety or more American and Canadian universities. They have inspired similar developments in Australia and New Zealand and latterly, in the United Kingdom, which show promise of leading to a new interest both in the academic study of educational administration and in the principal preparation of educational leaders. The type of simulation which has been used most extensively in the education of school administrators and supervisors is the in-basket method, which consists of letters, memoranda, telephone calls, notes, news-clippings, messages and other printed materials which

1. Wynn, Richard, Unconventional Methods and Materials for Preparing Educational Administrators, op. cit., pp. 31-32.

an administrator might find in his incoming mail or in-basket. Films, kinescopes and tape recordings are also used to simulate administrative problems. Replies to letters and memoranda, when applicable, have to be fully drafted and a record made of other action taken, while "reasons for action" form is to be completed for later discussion with tutors and other course members. The in-basket post mortems bring value judgements sharply into focuss, thereby identifying a major source of conflict in administration while giving tutors an opportunity of illustrating the relevance of a sociological perspective. Obviously, this technique provides countless opportunities for students assuming the role of principal to make decisions on a wide range of human, technical and conceptual problems and for relating social science concepts to administrative situations and problems.

The vigorous American initiative in this field is, to a considerable extent, an outcome of an ambitious research programme began in 1957 and carried out by Teachers College, Columbia University and carried out jointly by Teachers College and the Educational Testing Service under a grant from the US Office of Education. The main aims of the Development of Criteria of Success in School Administration (DCS) Project were to investigate the administrative behaviour of elementary school principals and to establish, if possible a set of principles which would help in their selection. For this purpose documentary and audiovisual material was developed by UCEA

relating to the fictitious Whitman Elementary School of Jefferson Township in the hitherto unknown State of Lafayette. The Jefferson Township Simulations were to be replaced in the mid-sixties by the Madison Simulations and in turn, since 1969, the Madison City Urban Simulations but which did not begin to become available for use until early in 1971. The UCEA continues to be the principal producer of simulation materials for use in the preparation of educational administrators. A major developmental project now in progress is the revision and rewriting of the whole range of simulation materials. The revision is being undertaken partly because material produced eight or so years earlier rapidly become outdated as new problems and issues arise to tax the wisdom and ingenuity of school principals and education officers. Fresh documents, tapes, films, film strips and in-basket are being prepared.

In England, there are a number of minor simulations being tested and refined for use. Two of these - the Sir John Acre Secondary School and the Croft Hall Junior School - have been developed by W.T. Taylor of the University of Bristol Institute of Education and used in connection with weekend and one week courses for heads and senior lecturers. The two simulations are similar in structure, though the range of items included in the Croft Hall material is rather wide.¹

1. Taylor, W.T., "The Use of Simulations in the In-service Training of School Administrators in England", The Journal of Educational Administration, Vol. IV, Number 1, May 1966, pp. 25-26.

Experience in the use of simulation materials has brought about a firm conviction among educationists that it remains the most effective method of teaching management practice to large numbers of trainees. In most cases, it is the only substitute available for supervised internship. Simulations can help bridge the gap between teaching and action; they would seem to be particularly valuable "where the improvement of administrative competence and inter-personal effectiveness is required".¹ The 'real' qualities of the material are likely to stimulate transfer of training to on the job situations, and to encourage an awareness of the total context of any decision-making process.²

Human, technical and conceptual problems are all simulated and carefully structured to include the problem areas of school-community relations, personnel administration, funds and facilities, and educational programmes. Students assume the role of principal and make decisions on the problems simulated.³

In conclusion, it must be emphasised that simulation is not being held up as constituting a revolution in training methods or a 100 per cent effective means of improving the quality of

1. Ibid., p. 30.

2. Culbertson, J. and Henclay, S. The Whitman Simulated School. U.C.E.A., Ohio, 1962.

3. Culbertson, J., "The Preparation of Administrators", in Behavioural Science and Educational Administration, 63rd Yearbook of Natural Society for the Study of Education, Part II, Daniel E. Griffiths, ed., 1964, p. 327.

administrative performance and decision-making. Simulation is yet to be accepted "as a workable methodology".¹ If there is a prejudice against it in educational circles, it is mainly due to the manner in which simulation was resorted to at the early stages of training educational planners - it was considered too idealistic. However, there appears to be a case for including simulation work in the programmes of any 'staff college' training that may be introduced for senior education staff.

E. THE INTERDISCIPLINARY APPROACH.

One of the most significant aspects of administrative science is its multidisciplinary character. Most of the concepts used in the study of educational administration at the present time are derived from political science, law, social psychology and, to a lesser extent, philosophy.² The importance of broad understandings in the social sciences as guideposts to intelligent administrative behaviour has been confirmed by the CPEA studies. There is a firm belief that the participation of professors from other departments results in a better understanding of the work of the school superintendent in a modern community.

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1. Ananda W.P. Guruge, "A Functional Analysis of Educational Administration in Relation to Educational Planning", in Occasional Paper No. 16, UNESCO, International Institute for Educational Planning, Paris, August 1969, p. 247.
 2. Taylor, William, "Issues and Problems in the Training of the School Administrator", op. cit., p. 109.

The interdisciplinary approach¹ in the training of school administrators has been reported by Sparby. He described the experimentation with inter-departmental advisory committees, joint research teams and inter-disciplinary seminars, all of which have apparently met with a measure of success and each has undoubtedly contributed in some unique way to the achievement of the overall goal.² It is also believed that a possible outcome of the approach is the emergence of clearer conceptual understandings and better developed human skills.

However, the institution of a genuine inter-disciplinary approach is not without its problems. Interests and the personal qualities of the professors and participants who are invited to participate must be considered together with budget allocation and balancing staff loads. Also, since the social sciences cover a wide expanse and the humanities have a long and rich history, the problem of relevance must be faced. If content from the social sciences and the humanities is to find a permanent place in preparation programmes, a logical relationship between this content and the practice of

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1. Sometimes also referred to as 'the multidisciplinary approach'.
 2. Sparby, H.T., "The Inter-Disciplinary Approach in the Training of Educational Administrators", in The Alberta Journal of Educational Research, Vol. V, No. 2, June 1959, pp. 87-90.

administration will have to be demonstrated.¹ Given this limitation, the development of an inter-disciplinary approach in the training of educational administrators deserves continued study.

F. RESEARCH TRAINING.

Research and the products of research are keys to quality performance in the study and development of a discipline of educational administration. There is, however, only a limited body of research in educational administration upon which to draw and much of what exists is limited in its scope. Research as a training should provide a more adequate base for planning - for planning change. Many research activities need to be close to the school people to assure identification of genuine issues, to encourage realistic approaches and to facilitate implementation. But they also need to be independent enough to escape the lack of vision of one close to the task, too protective or too satisfied with present solutions.

In arriving at professional decisions, the need for the best information and knowledge that is available suggests that the competent educational administrator should have special training in research methods and data collection, particularly as a consumer of research who has need to interpret research findings.

1. Culbertson, Jack A., "New Perspectives: Implications for Program Change", Preparing Administrators: New Perspectives, op. cit., p. 160.

In several studies conducted by the Cooperative Program in Educational Administration in America, superintendents were asked through questionnaires to identify problems in educational administration which they considered to be crucial. Coladarci, Brooks and Odell observed that many of the problem areas identified by the respondents were in areas in which a considerable amount of research had been undertaken and in which useable data were available in considerable amounts for their use.¹ Any professional worker, including a superintendent of schools, who feels he has no use for the recorded knowledge of his profession lacks a most important element of the research spirit. This knowledge is his property by virtue of his membership in his profession. To ignore or slight research is to sacrifice a part of his professional birthright.

G. INDEPENDENT STUDY.

Independent study is as old as learning itself. It constitutes an important component of all preparation programme for school administrators and supervisors. Independent study is study undertaken under the student's direction either with or without an adviser's assistance in planning, guidance and evaluation. The media of independent study are legion: books, periodicals, journals,

1. Coladarci, A.P., Brooks, E. and Odell, W.R., "Research Priorities in Educational Administration", in Journal of Educational Research, Vol. XL, April 1954, p. 629.

surveys, films, videotapes, audiotapes, case studies of successful practice, observation, term papers, dissertations or theses, research projects and many other methods. It may be programmed or unprogrammed, incidental or systematic, supplementary or self-sufficient, self-initiated or faculty-initiated. The American Association of School Administrators in a study of the American School Superintendent in 1952 concluded with the assertion that independent professional reading remains the chief in-service resource for the school superintendent.

The most notable advantages of independent study are economy of resources and adaptability to the needs and convenience of the learner. The disadvantages derive largely from the learners limitations in identifying his needs, locating appropriate self-instructional materials, and interpreting meaning in the absence of competent instructors or advisers.

H. THE INTERNSHIP

There are teaching methods that combine university or other courses in educational administration with periods of work in schools, education departments or local education authority offices and elsewhere. In the United States, there are a variety of field experience programmes in operation, one of the most interesting of which is the internship. Obviously this approach has its equivalent in the medical internship and to a much less satisfactory extent in

the probationary period experienced by teachers who have just completed their professional training. The internship in educational administration is a phase of professional preparation in which a student who is nearing the completion of his formal study works in the field under the competent supervision of a practising educational administrator and a member of the staff of the university institution at which he is registered for a considerable period of time for the purpose of developing competence in carrying out supervisory duties and responsibilities.

The internship appears to offer "unparalleled opportunities for helping the administrator make the transition from preparation to practice, in assisting him to develop technical skills, and to obtaining experience in diagnosing problems related to, for example, decision-making, morale and communication."¹ An increasing number of school systems are developing interships in relation to in-service administrator development programmes.

The internship in educational administration is intended to satisfy certain objectives. A thorough study of the available articles and books on the topic produced the following composite

1. Walker, W.G., "Training the Educational Administrator", in Theory and Practice in Educational Administration, University of Queensland Press, 1970, p. 42.

list of objectives.¹ For the purposes of this study, these fall into two categories: those applicable to (1) the intern, and (2) the sponsoring field agency.

1. Objectives applicable to the intern.

- (i) To enable the intern to develop a more comprehensive view of educational administration.
- (ii) To provide the intern with the experience of carrying real administrative responsibility.
- (iii) To enable the intern to benefit from lessons learned by the sponsoring administrator during long professional experience.
- (iv) To provide a testing ground for the beginning educator whereby the adequacy of his training, probable success as an administrator and the type of position for which he is best suited can be determined.
- (v) To instill in the intern a correct interpretation of the code of professional ethics.

2. Objectives applicable to the sponsoring administrator.

- (i) To provide opportunity for administrators and field agencies to fulfil their obligations of sharing in the preparation of prospective administrators.

1. Cooperative Program in Educational Administration, Middle Atlantic Region, Appraisal of the Internship in Educational Administration, Clifford P. Hooker, ed. (New York: Teachers College, Columbia University, 1958), p. 5.

- (ii) To provide the sponsoring administrator with professional counsel from the staff of cooperating university.
- (iii) To provide additional services for the sponsoring field agency.
- (iv) To stimulate the professional growth of the sponsoring administrator.
- (v) To provide a means for evaluating administrative ability in prospective administrators.

It is possible rigid career structures in some educational settings might make it difficult for a substantial number of educational administrators to engage in internship programmes. In this case it might then be possible to combine practice in and academic study of administration by running evening and one-day-a-week seminars for educational administrators with a good deal of assigned work that has to be undertaken between meetings. In Britain, part-time evening courses in school administration have been run for some years by the University of Oxford Institute of Education and one-day-a-week seminar for heads has been undertaken in Bristol since 1968.¹

The focus of the internship programme is learning for the intern - which is much more easy to say than to achieve. It is

1. Taylor, William, "Issues and Problems in Training the School Administrator", op. cit., p. 121.

unrealistic to assume that the desired learning will take place automatically just by placing a student in a field of assignment. If learning is to result, experience must be understood and evaluated. Put differently, monitoring and feedback must be an essential aspect of effective internships. The 1960 Commission of the American Association of School Administrators reported that those preparing administrators recognised the internship as the area of preparation where progress is most needed and at the same time where least progress is being made.¹ After some years of trial, the internship still accounts for only a small proportion of graduate students engaged in field experience programmes, and as Conrad Briner² has pointed out it has seldom been put to rigorous analysis.

Questions concerning the internship include those pertaining to a guiding conceptual framework, control of the interns' experiences, selection of interns, adequate and clear definition of desired learnings, finance, and research to illuminate and improve the internship.³

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1. AASA Yearbook, Professional Administrators for America's Schools. (Washington D.C.: American Association of School Administrators, 1960, pp. 54-84.
 2. Briner, C., "The Role of Internships in the Total Preparation Program for Educational Administration: A Frontier Perspective", in Chapter I of Hencley, S.P. (ed.). The Internship in Administrative Preparation, Columbus, Ohio: UCEA and Washington D.C.: Committee for the Advancement of School Administration, 1963).
 3. Derwent, S., "Management Games", in The Journal of Educational Administration, Vol. III, No. 2, October 1965, pp. 115-116.

I. MANAGEMENT GAMES.

From a case, a management game may be developed in which solutions are ranked in order of 'correctness' and a 'winner' determined. A game is an instructional system or procedure in which learners participate, either as individuals or as teams, in a simulation of reality. Participants are asked to fill a role in the organisation which requires them to make decisions and exercise particular skills. The game allows for the avoidance of the financial risk associated with real-life decisions and provide opportunities for participants to measure their own performance against those of their peers from organisations. The participants' role playing produces data that are organised and fed back to the competitors to form a basis of scoring performance. Thus, games include (1) simulation of reality, (2) role playing of assigned tasks, and (3) scoring performance. Without the scoring and the competition implicit in the scoring, games would be indistinguishable from a case study or an in-basket type of simulation.

The use of general management games in the preparation of school administrators is a fairly recent development. It seems clear that games do force players to account for their performance to examine the values by which their performances are judged, to live with the consequences of their decisions, to behave under extreme pressure and to feel the emotions that accompany these

circumstances. The relevance of all these consequences to school administration is self-evident.

There are disadvantages, too, of course, most of which arise from the fact that, like most training, the situation is not real. The issues involved tend to be "oversimplified, distractions are fewer, and motivations are artificial".¹ Experience in management games can exert the kind of pressure which will encourage decisions to be made with the best materials available. There will always be intangibles and uncertainties. Management games are only another form of aid - one which has a number of advantages. Role playing and the writing of group reports, for instance, involve skills and create situations that participants may not have used or encountered previously. Management games very effectively supplement other techniques, but they do not replace them.

J. THEORY AS PART OF PROFESSIONAL PREPARATION.

The 'new movement' in the behavioural aspects of educational administration developed in the United States in the past fifteen years or so has seen a marked emphasis on the multidisciplinary nature of the study of educational administration. The social sciences in particular are held to be fruitful source of concepts

1. Derwent, S., "Management Games", in The Journal of Educational Administration, Vol. III, No. 2, October 1965, pp. 115-116.

and theories. The 1950's and 1970's have been dominated by the quest for more general theories of educational organisations embracing formal structures, interpersonal relationships and individual motivation.

It has been common to make a distinction between theory and practice, especially in the training of the school administrator, Coladarci and Getzels have pointed out the weakness in this type of training and have discussed the nature of the theory-practice relationship. Furthermore, concern for theory was necessary to and had inherent value for successful practice. This functional aspect of theory was stated thus:

A clarified and well thought-out theory, no matter how provisional, is a frame of reference that creates some order out of what otherwise might appear to be a disorganised situation that invites something of the order of trial-and-error behaviour. Theorising, as a tool, further provides a check on practice ... it offers the administrator a basis for constant, systematic, self-criticism and improvement.¹

The work of particular administrators, such as the school superintendent and the school principal has received detailed study and attention in a manner that contributes not only to the study of educational administration but to the development of role

1. Coladarci, Arthur P. and Getzels, Jacob W., The Use of Theory in Educational Administration. (Stanford, Stanford University Press, 1955), p. 8.

theory in general.¹ Studies of this kind are also doing much to improve knowledge regarding the way in which schools work, their authority structure, the formal and informal relationships that exist between and among teachers and pupils and the processes of communication and change. Such theoretical know-how is likely to have a good deal of bearing upon the introduction of educational innovations, helping to make clear the obstacles to change that exist within the school organisation and indicating the action needed to remove these.

A balanced programme of preparation and in-service development for the school inspector could well include some use of each of the approaches outlined in the preceeding paragraphs. Such teaching is likely to be more productive of further intelligent growth and practical skill if the students concerned have some previous acquaintances with the framework of the study of education and are aware of the contributions made to it by psychology, sociology, history and philosophy.

In view of this study's particular concern for the preparation needs of Federal Inspectors of Schools in Peninsular Malaysia, it is appropriate to include some opinions on adequate preparation for Malaysian Inspectors of Schools.

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2. Vide (i) Gross, N., Mason, W.S. and McEachern, A.W., Explorations in Role Analysis: Studies of the School Superintendency Role. New York, Wiley, 1958.
 (ii) Gross, N. and Herriott, R.E., Staff Leadership in Public Schools. New York: Wiley, 1965.

Malaysian Opinions.

In so far as Inspectors of Schools in the Far East and Pacific Areas of the Commonwealth are concerned, the Education Division of the Commonwealth Secretariat, London has been instrumental in holding regional seminars/workshops at which the need for training Inspectors of Schools both at national and regional levels has received high priority and emphasis. The deliberations of some of the seminars on the training needs, as they apply to Malaysian School Inspectors, are hereby discussed.

1. Report of the Planning Meeting on Training of Personnel in Educational Administration and Supervision. Commonwealth Secretariat, London.

The Commonwealth Secretariat organised a planning meeting to consider the objectives and structure of regional training courses for educational administrators and supervisors. The meeting was held at the University of Nairobi from 25 to 28 November, 1975. The meeting was called to examine the nature of the need for training, to formulate specific proposals regarding the content of courses and how they should be arranged. Such proposals would provide a basic system and rationale of training which could be adapted in all regions of the Commonwealth. On the content of structure of and of content of training courses for Inspectors of Schools, the Committee's deliberations were:

- (1) Training should focuss on task areas common to

administrative and supervisory staff. In this way,

the understanding of basic concepts could be related to practical training in the administrative processes of planning, decision-making, organising, co-ordinating, communicating, influencing and evaluating in each task area.

- (2) The training programme would comprise seminars, workshops, case studies and simulation exercises, together with a practicum arranged during the course to enable participants to undertake a period of internship.
- (3) Special courses could be provided for supervisors, developed on the basis of clinical supervision.
- (4) The following skills should be developed: observing, interviewing, counselling, report-writing, researching and linking teachers with their colleagues and with the headquarters.¹

2. Report of the Commonwealth Regional Seminar/Workshop on Educational Administration and Supervision. Kuala Lumpur, Malaysia, 27 May - 6 June 1975.

The professional development of Inspectors received considerable interest. It was felt that the process of development

1. Report of the Planning Meeting on Training of Personnel in Educational Administration and Supervision. Commonwealth Secretariat, London, 1975. pp. 7-10.

of competence could be accelerated in the following ways:

- (1) If suitable training is to be provided, the terms of reference of the Inspector and a job description must be formulated. Professional competence, sound experience, commitment and goodwill are the basic qualities of the good Inspector. Skills necessary to make the best use of these qualities include skills in communication, administration, teaching, research, planning committee work and interviewing.
- (2) An induction or probationary period for new Inspectors is desirable, in the course of which structured training should be provided.
- (3) Investment in in-service training is likely to yield immediate returns in improved quality and morale in the schools.
- (4) Inspectors can work to their best level of efficiency only if given adequate supporting services which would include library and access to other sources of up-to-date information. Mutual reinforcement through conferences, seminars, workshops, visits and attachments provide effective means by which Inspectors can keep abreast of developments at a time of accelerating educational change.¹

1. The Report, pp. 86-87.

3. Report of the Sixth Commonwealth Education Conference, Jamaica, June 1974. Commonwealth Secretariat, London.

The views of the Conference, attended by 36 Commonwealth Education Ministers and senior Education Ministry officials, as regards the professional development of the Inspector/Supervisor were expressed in the following terms:

- (1) The need for skill in human relations, the need to keep in touch with his professional colleagues and particularly the need to keep in touch with current thought, practices and latest research, all demand continued training for the Inspector. A library for reading is clearly essential.
- (2) It is becoming accepted that in-service courses for Inspectors should more often be run jointly by university institutes of education and experienced Inspectors themselves, in order to blend practical experience with research and current thought. Where such courses exist or are newly instituted, they should emphasize inter-personal skills and the principles of group dynamics, and utilize case studies and field experiences.
- (3) Among the qualities and qualifications an Inspector should possess are an understanding of national goals, a sensitive understanding of the educational system,

superior teaching skills, the ability to win the respect and confidence of the people with whom he works and the capacity to contribute to the creation of new policy and the improvement of the educational system as a whole.¹

The views expressed at these Commonwealth Conferences on Educational Administration and Supervision underscore the belief that Federal Inspectors of Schools in Peninsular Malaysia must perform certain significant tasks and that the competent performance of these tasks requires specialized training in developing technical, conceptual and human skills.

1. The Report., pp. 17-18.

CHAPTER VI

PRESENTATION AND ANALYSIS OF DATA

TASKS OF FEDERAL INSPECTORS OF SCHOOLS

The basic function of supervision is to improve the learning situation for children and help teachers release their full potential. Supervision consists of all the activities leading to the improvement of instruction, activities related to morale, improving human relations, in-service education and curriculum development. Supervisors play an important role and perform one set of activities or duties. In the performance of their duties, how do Federal Inspectors of Schools in Peninsular Malaysia relate to those they come into contact with?

The responses of Federal Inspectors of Schools, Headmasters/Headmistresses of secondary schools in Peninsular Malaysia and selected Ministry of Education officials to section II of the Questionnaire provided answers to these questions:

1. What tasks of Federal Inspectors of Schools were considered by each respondent group to be important?
2. To what extent is Inspectors' involvement in the advisory and Assessment functions perceived by Inspectors themselves and by Headmasters/Headmistresses?

3. Did the respondents consider some tasks performed by Inspectors at present to be unimportant?
4. For what tasks did the opinions of Inspectors and other respondents differ?
5. What significant tasks of the Federal Inspectorate of Schools were not recognised as such?

In the analysis of data to determine the significance of tasks performed by Inspectors of Schools, the following statistical methods and procedures were adopted:

For each of the thirty-three tasks specified under six responsibility areas of Inspectors of Schools, the replies of the first two categories (very important, important) and last two categories (of little importance, not important) on the four-point scale were combined and collapsed to yield a distribution of opinions classified as important and unimportant tasks. For example, the frequency of opinions by Federal Inspectors of Schools to task number 9, "Informing schools of research and development by other organisations, e.g. curriculum development centres and educational research organisations", was as follows:

(1)	(2)	(3)	(4)
Very Important	Important	Of little Importance	Not Important
8	18	4	2

Combining replies, the frequency of opinions for task 9 would now read:

Very Important	Of little Importance
or	or
Important	Not Important
26	6

To determine whether this particular task was considered Important (incorporating frequencies under Very Important and Important) or Unimportant (Of little Importance/Not Important) by Inspectors, the following statistical procedure was adopted to test the divergence of observed frequencies from those expected on the hypothesis of equal probability with regard to each task:

1. Statement of the null hypothesis. ($H_0: I = U$,
where I denotes 'Important' and U 'Unimportant').
2. Statement of alternate hypotheses $(H_1: I > U)$
($I < U$)
3. The statistical test chosen for testing H_0 which most closely approximates the conditions of the research was the Test of Proportion/Percentage.
4. Arbitrary specification of a significance level (0.05).
If the probability is equal to or less than 0.05 of asserting that there is a difference between the two

means, for example, when no such difference exists, then the difference is said to be significant at the 0.05 or 5 per cent level or less.

5. Specification of sample size (N).
6. Definition of the region of rejection.
7. Computation of the value of the statistical test, using the data obtained from the samples. If that value is in the region of rejection, the decision is to reject H_0 ; if that value is outside the region of rejection, the decision is that H_0 cannot be rejected at the chosen level of significance. To compute the value, the test of proportion/percentage formula¹ was used

$$z = \frac{p_s - \frac{1}{2}}{\sqrt{\frac{\frac{1}{2}(1-\frac{1}{2})}{N}}}$$

$$= 2(p_s - \frac{1}{2})/\sqrt{N}$$

where p_s is percentage of sample considered very Important/Important and N is the sample size.

1. Vide:

- (i) Freund, John E. Modern Elementary Statistics. Prentice-Hall, Inc., Englewood Cliffs, N.J. 1976. pp. 283-284.
- (ii) Ferguson, George A. Statistical Analysis in Psychology and Education. McGraw-Hill Book Company, New York, 1959. pp. 160-164.
- (iii) Downie, N.M. and Heath, R.W. Basic Statistical Methods. Harper & Row, New York, 1959. pp. 188-194.
- (iv) Edwards, Allen L. Statistical Methods. Holt, Rinehart and Winston, Inc., New York, 1967. pp. 323-327.

For the present example (Task number 9), we would have:

$$\begin{aligned} z &= 2(p_s - \frac{1}{2})/\sqrt{N} \\ &= 2(.81 - .50)/\sqrt{32} \\ &= \underline{3.507} \end{aligned}$$

As this value falls in the region when the alternative hypothesis $H_1 : I > U$ is used, the task is considered significantly important at 0.05 level.

The procedure described above was also followed to determine the tasks of Inspectors considered important or unimportant by Headmasters/Headmistresses of secondary schools in Peninsular Malaysia and by selected Ministry of Education officials.

I.A. TASKS OF THE ADVISORY FUNCTION

Inspectors' Opinions

Table 6 on pages 197-198 summarizes the responses of Federal Inspectors of Schools to tasks which were classified in Section II of the questionnaire for Inspectors as tasks of the Advisory function of Inspectors. These tasks were:

1. Stimulation of professional interest and growth of teachers.

Table 6

Opinions of Federal Inspectors of Schools on the Importance of
the Advisory Function of Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Number and Per Cent of Inspectors saying:					Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important or Important	Of little Importance or Unimportant	
1	23 71.88%	9 28.12%	0 0	0 0	32	100	0	*
2	27 84.38%	5 15.62%	0 0	0 0	32	100	0	*
3	23 71.88%	9 28.12%	0 0	0 0	32	100	0	*
4	12 37.50%	18 56.25%	2 6.25	0 0	32	93.75	6.25	**
5	17 53.13	14 43.75	0 0	1 3.12	32	96.88	3.12	*

Table 6 (cont'd)

Task Number (Section II of the Questionnaire)	Number and Per Cent of Inspectors saying†					Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important or Important	Of little Important or Unimportant	
6	5 15.63%	21 65.62%	4 12.50%	2 6.25%	32	81.25	18.75	**
7	18 58.06%	12 38.71%	1 3.23%	0 0	31	96.77	3.23	*
8	8 25.00%	16 50.00%	7 21.88%	1 3.12%	32	75.00	25.00	*
9	8 25.00%	18 56.25%	4 12.50%	2 6.25%	32	81.25	18.75	*
10	12 37.50%	14 43.75%	6 18.75%	0 0	32	81.25	18.75	**

* Significant at 0.05 level

** Significant at 0.025 level.

thirty-two Inspectors of Schools. The test of proportion/percentage led to the conclusion that Inspectors considered each task to be an important task of their Advisory function.

Opinions of Headmasters/Headmistresses.

The responses of Headmasters/Headmistresses of secondary schools are summarized in Table 7 on pages 200-201.

Responses of this group show that tasks number 3, "Advise headteachers on organising the school as an effective educational unit", and 4, "Working closely with heads of schools to help them establish their own problem-solving/decision-making procedures", were considered not significantly important, indicating the likelihood that heads of schools feel that these two tasks ought to be performed by themselves rather than by Inspectors. Also considered not important was task number 8, "Disseminating the best practices from one school to another by arranging for direct contact and visits between their staffs". Responses to task 6, "To advise heads of schools on the development of school-community relationships", show that heads of Malay-medium and English-medium secondary schools are in near-unanimous agreement that the task is not an important task for Inspectors to perform. The test of proportion revealed that task 6 was considered significantly important at 0.025 level. The rest of the tasks of the Advisory function were considered to be significantly important.

Table 7

Opinions of Headmasters/Headmistresses on the Importance of
the Advisory Function of Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Responses of National Secondary Schools (Malay-medium) Headmasters/Headmistresses					Responses of National Secondary Schools (English-medium) Headmasters/Headmistresses					Combined Percentage Replies		Significance
	Very Important	Important	Of little Importance	Not Important	N	Very Important	Important	Of little Importance	Not Important	N	Very Important/ Important	Of little Importance/ Not Important	
1	8 16.33%	29 59.18%	9 18.37%	3 6.12%	49	14 29.79%	24 51.06%	7 14.89%	2 4.26%	47	78.13	21.87	*
2	20 40.82%	24 48.98%	3 6.12%	2 4.08%	49	30 63.83%	16 34.04%	1 2.13%	0 0	47	93.75	6.25	*
3	6 12.24%	18 36.73%	18 36.73%	7 14.29%	49	7 15.22%	22 47.83%	13 28.26%	4 8.69%	46	55.79	44.21	NS
4	11 22.45%	10 20.41%	20 40.82%	8 16.32%	49	4 8.51%	18 38.30%	18 38.30%	7 14.89%	47	44.79	55.21	NS
5	11 22.45%	21 42.86%	13 26.53%	4 8.16%		7 14.89%	21 44.68%	14 29.79%	5 10.64%	47	62.50	37.50	*

Table 7 (cont'd)

Responses of National Secondary Schools (Malay-medium) Headmasters/Headmistresses						Responses of National Secondary Schools (English-medium) Headmasters/Headmistresses					Combined Percentage Replies		
Task Number (Section II of the Questionnaire)	Very Important	Important	Of little Importance	Not Important	N	Very Important	Important	Of little Importance	Not Important	N	Very Important/ Important	Of little Importance/ Not Important	Significance
6	2 4.08%	7 14.29%	19 38.78%	21 42.85%	49	1 2.13%	8 17.02%	8 46.81%	22 34.04%	47	18.75	81.25	**
7	9 18.37%	27 55.10%	7 14.29%	6 12.24%	49	13 27.66%	22 46.81%	5 10.64%	7 14.89%	47	73.96	26.04	*
8	4 8.16%	21 42.86%	18 36.74%	6 12.24%	49	9 19.15%	21 44.68%	11 23.41%	6 12.76%	47	57.29	42.71	NS
9	12 24.49%	22 44.90%	12 24.49%	3 6.12%	49	17 36.17%	20 42.55%	7 14.89%	3 6.38%	47	73.96	26.04	*
10	10 20.41%	24 48.98%	12 24.49%	3 6.12%	49	13 27.66%	21 44.68%	9 19.15%	4 8.51%	47	70.83	29.17	**

* Significant at 0.05 level

** Significant at 0.025 level

NS -- Not Significant

Selected Ministry of Education Officials' Opinions.

Table 8 on pages 203-204 reveals that of the ten tasks specified, those numbered 1, 2, 3, 5, 7, 8 and 9 were considered by this group to be significantly important, while Tasks 4, 6 and 10 were considered not significant tasks of the Inspectorate.

Summary.

From the data contained in Tables 6 to 8 inclusive, the following conclusions may be drawn.

1. Federal Inspectors of Schools considered all tasks of the Advisory function of Inspectors to be significantly important.
2. The responses of Headmasters/Headmistresses revealed that this group regarded all tasks of the Advisory function except tasks 3, 4 and 8 to be significantly important.
3. Selected Ministry of Education officials perceived all tasks of the Advisory function, except tasks 4, 6 and 10 to be significantly important.
4. The conclusion was reached, therefore, that all the tasks classified as tasks of the Advisory function, with the exception of task number 4, was considered by all respondent groups to be significantly important tasks.

Table 8

Opinions of Selected Ministry of Education Officials on the Importance
of the Advisory Function of Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Number and Per Cent of Officials saying:					Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
1	11 78.57%	2 14.29%	0 0	1 7.14%	14	92.86	7.14	*
2	10 71.43%	2 14.29%	2 14.29%	0 0	14	85.71	14.29	*
3	3 21.43%	9 64.29%	1 7.14%	1 7.14%	14	85.71	14.29	*
4	1 7.14%	7 50.00%	6 42.86%	0 0	14	57.14	42.86	NS
5	3 21.43%	10 71.43%	1 7.14%	0 0	14	92.86	7.14	*

Table 8 (cont'd)

Task Number (Section II of the Questionnaire)	Number and Per Cent of Officials saying:					Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
6	2 14.29%	8 57.14%	3 21.43%	1 7.14%	14	71.43	28.57	NS
7	7 50.00%	4 28.57%	2 14.29%	1 7.14%	14	78.57	21.43	*
8	8 57.14% 57.14%	4 28.57% 28.57%	1 7.14% 7.14%	1 7.14% 7.14%	14	85.72	14.28	*
9	5 35.71%	7 50.00%	2 14.29%	0 0	14	85.72	14.28	*
10	0 0	6 42.86	6 42.86%	2 14.29%	14	42.86	57.14	NS

* Significant at 0.05 level

NS - Not Significant

Rank Order of Opinions of Respondent Groups on the Importance of Task Areas of the Advisory Function of Federal Inspectors of Schools.

Section II of the questionnaire for each respondent group sought to provide information simultaneously for an analysis of the rank order of tasks of the Advisory function as perceived by Inspectors, headteachers and selected Ministry of Education officials. The respondents were requested to rank the tasks according to four categories: very important, important, of little importance and not important. Data was so treated to obtain frequencies of responses for each category. The frequencies are reported as percentages of the total number of respondents for each of the three groups - Inspectors, Headteachers and Ministry officials. Data so obtained was treated to obtain mean weight for each task area and these were used to rank the tasks of the Advisory function in Tables 9, 10 and 11. Table 12 shows a comparison of the rank order of the three respondent groups on the importance of tasks of the Advisory function of Inspectors.

Inspectors' Opinions.

As Table 9 on pages 206-207 shows, Inspectors of Schools perceived those tasks that involve them with working with teachers and heads of schools as being the most significant. Their perceptions of the first two most significant tasks, "Advising teachers on specific, new and better teaching techniques and procedures", and "stimulation of professional interest and growth of teachers", appears to be in

Table 9

Rank Order of Opinions of Federal Inspectors of
Schools on the Importance of the Advisory
Function of Inspectors.

Rank	Mean Wt.*	Task	Very Important	Important	Of little importance	Not Important	N
1	3.844	Advise teachers on specific, new and better teaching techniques and procedures.	27 84.38%	5 15.62%	0 0	0 0	32
2	3.719	Stimulation of professional interest and growth of teachers.	23 71.87%	9 28.13%	0 0	0 0	32
2	3.719	Advise headmasters on organising the school as an effective educational unit.	23 71.87%	9 28.13%	0 0	0 0	32
4	3.548	Giving sympathetic guidance and support to beginning teachers.	18 58.06%	12 38.71%	1 3.23%	0 0	31
5	3.469	Visiting schools to discuss the problems and needs of schools which heads have diagnosed and the solutions and developments which they (heads of schools) envisage.	17 53.13%	14 43.75%	0 0	1 3.12%	32

* Mean weight to determine Rank 1 is as follows.

$\frac{x_i}{4}$	$\frac{f_i}{27}$	$\frac{fix_i}{108}$
3	5	15
2	0	0
1	0	0
	$\Sigma = 32$	$\Sigma = 123$

$$\begin{aligned}
 \text{Mean wt.} &= \frac{\Sigma fix_i}{\Sigma f_i} \\
 &= \frac{123}{32} \\
 &= 3.844
 \end{aligned}$$

Table 9 (cont'd)

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	
6	3.313	Working closely with heads of schools to help them establish their own problem-solving/decision-making procedures.	12 37.50%	18 56.25%	2 6.25%	0 0	32
7	3.188	Actual demonstration in classroom by the Inspector.	12 37.50%	14 43.75%	6 18.75%	0 0	32
8	3.000	Informing schools of research and development by other organisations, e.g. curriculum development centres and educational research organisations.	8 25.00%	18 56.25%	4 12.50%	2 6.25%	32
9	2.969	Disseminating the best practices from one school to another by arranging for direct contact and visits between their staffs.	8 25.00%	16 50.00%	7 21.88%	1 3.12%	32
10	2.906	To advise heads of schools on the development of school/community relationships.	5 15.63%	21 65.62%	4 12.50%	2 6.25%	32

line with the emerging role of the Inspector as an adviser and friend of the teacher.

Tasks considered by Inspectors least important were, "To advise heads of schools on development of school-community relationships", "Disseminating the best practices from one school to another", "Informing schools of research and development in education", and, "actual demonstration in classroom by the Inspector".

Opinions of Headmasters/Headmistresses.

Headteachers' perceptions of the importance of tasks of the Advisory function of Inspectors, as shown in Table 10 on pages 209-210 relates more to the teachers' work and the classroom situation. For example, the tasks, "Informing schools of research and development in education", and, "Actual demonstration in classroom by the Inspector", received higher priority than is given by Inspectors. Tasks that involve actual school organisation and development of school-community relationships are considered least important by secondary school heads.

Opinions of Selected Ministry of Education Officials.

The opinions of selected Ministry of Education officials on the importance of the Advisory function tasks are such as to place importance on ways and means to promote greater professionalism among teachers. Those tasks that involve advising heads of schools

Table 10

Opinions of Headmasters/Headmistresses,
Secondary Schools, on the Importance
of the Advisory Function of Federal
Inspectors of Schools.

Rank	Mean Wt.	Task	Very Important	Important	Of little importance	Not Important	N
1	3.438	Advise teachers on specific, new and better teaching techniques and procedures.	50 52.08%	40 41.67%	4 4.17%	2 2.08%	96
2	2.979	Informing schools of research and development by other organisations, e.g. curriculum development centres and educational research organisations.	29 30.21%	42 43.75%	19 19.79%	6 6.25%	96
3	2.958	Stimulation of professional interest and growth of teachers.	22 22.92%	53 55.20%	16 16.67%	5 5.21%	96
4	2.875	Actual demonstration in classroom by the Inspector.	23 23.95%	45 46.88%	21 21.88%	7 7.29%	96
5	2.833	Giving sympathetic guidance and support to beginning teachers.	22 22.92%	49 51.04%	12 12.50%	13 13.54%	96

Table 10 (cont'd)

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
6	2.719	Visiting schools to discuss the problems and needs of schools which heads have diagnosed and the solutions and developments which they (heads of schools) envisage.	18 18.75%	42 43.75%	27 28.13%	9 9.37%	96
7	2.583	Disseminating the best practices from one school to another by arranging for direct contact and visits between their staffs.	13 13.54%	42 43.75%	29 30.21%	12 12.50%	96
8	2.579	Advise headmasters on organising the school as an effective educational unit.	13 13.68%	40 42.11%	31 32.63%	11 11.58%	95
9	2.448	Working closely with heads of schools to help them establish their own problem-solving/decision-making procedures.	15 15.63%	28 29.17%	38 39.58%	15 15.63%	96
10	1.833	To advise heads of schools on the development of school/community relationships.	3 3.12%	15 15.63%	41 42.71%	37 38.54%	96

on school organisation and administration are perceived to be least important. The opinions of this group are summarized in Table 11 pages 212-213.

Comparison of Rank Order of Respondent Groups on the Importance of Tasks of the Advisory Function of Inspectors of Schools.

The rank order assigned by each of the three respondent groups to each task of the Advisory function of Inspectors of Schools was compared and is shown in Table 12 on page 214. A comparison of the rank order was made to obtain perceptions of the three respondent groups on areas of agreement/disagreement in importance of tasks performed by Inspectors of Schools. The results of the perceptions of importance of task areas as revealed in the rank order may be summarized as follows:

1. Task areas for which there was a clear consensus of opinions/agreement among the three respondent groups.
 - (i) Advise teachers on specific, new and better teaching techniques and procedures.
 - (ii) Stimulation of professional interest and growth of teachers.
 - (iii) Giving sympathetic guidance and support to beginning teachers.
 - (iv) Visiting schools to discuss the problems and needs of schools which heads have diagnosed and the solutions and developments which they (heads of schools) envisage.

Table 11

Opinions of Selected Ministry of Education Officials
on the Importance of the Advisory Function of
Federal Inspectors of Schools.

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	3.643	Stimulation of professional interest and growth of teachers.	11 78.57%	2 14.29%	0 0	1 7.14%	14
2	3.571	Advise teachers on specific, new and better teaching techniques and procedures.	10 71.42%	2 14.29%	2 14.29%	0 0	14
3	3.357	Disseminating the best practices from one school to another by arranging for direct contact and visits between their staffs.	8 57.14%	4 28.57%	1 7.14%	1 7.14%	14
4	3.214	Giving sympathetic guidance and support to beginning teachers.	7 50.00%	4 28.57%	2 14.29%	1 7.14%	14
4	3.214	Informing schools of research and development by other organisations, e.g. curriculum development centres and educational research organisations.	5 35.71%	7 50.00%	2 14.29%	0 0	14

Table 11 (cont'd)

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	
6	3.143	Visiting schools to discuss the problems and needs of schools which heads have diagnosed and the solutions and developments which they (heads of schools) envisage.	3 21.43%	10 71.43%	1 7.14%	0 0	14
7	3.000	Advising headmasters on organising the school as an effective educational unit.	3 21.43%	9 64.29%	1 7.14%	1 7.14%	14
8	2.786	To advise heads of schools on the development of school-community relationships.	2 14.29%	8 57.14%	3 21.43%	1 7.14%	14
9	2.643	Working closely with heads of schools to help them establish their own problem-solving/decision-making procedures.	1 7.14%	7 50.00%	6 42.86%	0 0	14
10	2.286	Actual demonstration in classroom by the Inspector.	0 0	6 42.86%	6 42.86%	2 14.28%	14

Table 12

Comparison of Rank Order of Respondent Groups on
the Importance of Tasks of the Advisory Function
of Federal Inspectors of Schools.

Task Number (Section II of Questionnaire)	Rank Order by		
	Inspectors of Schools	Headmasters/ Headmistresses	Ministry Officials
1	2	3	1
2	1	1	2
3	2	8	7
4	6	9	9
5	5	6	6
6	10	10	8
7	4	5	4
8	9	7	3
9	8	2	4
10	7	4	10

2. Task areas in which the three respondent groups somewhat agreed:

(i) Working closely with heads of schools to help them establish their own problem-solving/decision-making procedures.

(ii) To advise heads of schools on the development of school-community relationships.

3. Task areas in which all three respondent groups differed significantly.

(i) Informing schools of research and development by other organisations, e.g. curriculum development centres and educational research organisations.

(ii) Advise headmasters on organising the school as an effective educational unit.

(iii) Disseminating the best practices from one school to another by arranging for direct contact and visits between their staffs.

(iv) Actual demonstration in classroom by the Inspector.

I.B. EXTENT OF INVOLVEMENT IN THE ADVISORY FUNCTION TASKS.

Having determined the importance of tasks of the Advisory function of Inspectors of Schools, it would be interesting to note

to what extent Inspectors were involved in performing these tasks. For this purpose, the views of Inspectors and headteachers only were sought as the latter group, when compared to Ministry of Education officials, are in an obviously distinct 'field' position to observe Inspectors of Schools at work.

Rank Order of Opinions of Inspectors and Headteachers on the Extent of Involvement in Tasks of the Advisory Function of Inspectors of Schools.

Inspectors' Opinions.

Inspectors' opinions on their involvement in the tasks of the Advisory function appear in Table 13 on pages 217-218. Inspectors consider the following five tasks to occupy a considerable portion of their time and effort: (1) Advise teachers on specific, new and better teaching techniques and procedures, (2) Stimulation of professional interest and growth of teachers, (3) Advise headteachers on organising the school as an effective educational unit, (4) Giving sympathetic guidance and support to beginning teachers, and (5) Visiting schools to discuss problems with heads. Tasks considered to have least amount of Inspectors' time/effort were "advising heads of schools on the development of school-community relationships", and "Disseminating the best practices from one school to another".

Table 13

Rank Order of Opinions of Federal Inspectors of Schools on the Extent of Involvement in the Advisory Function of Inspectors of Schools.

Rank	Mean Wt.	Task	Major Involvement	Moderate Involvement	Slight Involvement	No Involvement	N
1	3.813	Advise teachers on specific, new and better teaching techniques and procedures.	26 81.25%	6 18.75%	0 0	0 0	32
2	3.548	Stimulation of professional interest and growth of teachers.	17 54.84%	14 45.16%	0 0	0 0	31
3	3.219	Advise headmasters on organising the school as an effective educational unit.	12 37.50%	16 50.00%	3 9.38%	1 3.12%	32
4	3.031	Giving sympathetic guidance and support to beginning teachers.	10 31.25%	14 43.75%	7 21.88%	1 3.12%	32
5	3.000	Visiting schools to discuss the problems and needs of schools which heads have diagnosed and the solutions and developments which they (heads of schools) envisage.	8 25.00%	17 53.13%	6 18.75%	1 3.12%	32

Table 13 (cont'd)

Rank	Mean Wt.	Task	Major Involvement	Moderate Involvement	Slight Involvement	No Involvement	N
6	2.906	Actual demonstration in classroom by the Inspector.	5 15.63%	20 62.50%	6 18.75%	1 3.12%	32
7	2.750	Working closely with heads of schools to help them establish their own problem-solving/decision-making procedures.	8 25.00%	10 31.25%	12 37.50%	2 6.25%	32
8	2.563	Informing schools of research and development by other organisations, e.g. curriculum development centres and educational research organisations.	5 15.63%	10 31.25%	15 46.87%	2 6.25%	32
9	2.219	To advise heads of schools on the development of school-community relationships.	2 6.25%	9 28.13%	15 46.87%	6 18.75%	32
10	2.156	Disseminating the best practices from one school to another by arranging for direct contact and visits between their staffs.	4 12.50%	4 12.50%	17 53.13%	7 21.88%	32

Headmasters'/Headmistresses' Opinions.

Headteachers' opinions, summarized in Table 14 on pages 220-221, show this group to be of the opinion that Inspectors' work involve them in advising teachers to resort to better teaching methods, stimulating professional interest among teachers and informing schools of research. Tasks considered to have least Inspector involvement include those which Headteachers themselves are actively involved in and which they (heads) perhaps feel are within their responsibility areas - organising the school as an effective educational unit, establishment of problem-solving/decision-making procedures and school-community relationships.

Comparison of Rank Order of Inspector and Headteacher Groups on the Extent of Involvement in Tasks of the Advisory Function of Inspectors of Schools.

When the rank order of the extent of involvement in tasks of the Advisory function of Inspectors were compared (Table 15, page 222), the following generalisations emerged:

1. Task areas for which there was absolute agreement among the two respondent groups.
 - (i) Advise teachers on specific, new and better teaching techniques.
 - (ii) Stimulation of professional interest and growth of teachers.

Table 14

Rank Order of Opinions of Headmasters/Headmistresses,
Secondary Schools, on the Extent of Involvement in
the Advisory Function by Federal
Inspectors of Schools.

Rank	Mean Wt.	Task	Major Involvement	Moderate Involvement	Slight Involvement	No Involvement	N
1	3.104	Advise teachers on specific, new and better teaching techniques and procedures.	37 38.54%	36 37.50%	19 19.79%	4 4.17%	96
2	2.771	Stimulation of professional interest and growth of teachers.	19 19.79%	43 44.79%	27 28.13%	7 7.29%	96
3	2.469	Giving sympathetic guidance and support to beginning teachers.	18 18.75%	29 30.21%	29 30.21%	20 20.83%	96
4	2.417	Informing schools of research and development by other organisations, e.g. curriculum development centres and educational research organisations.	19 19.79%	26 27.08%	27 28.13%	24 25.00%	96
5	2.354	Actual demonstration in classroom by Inspectors.	17 17.71%	25 26.04%	29 30.21%	25 26.04%	96

Table 14 (cont'd)

Rank	Mean Wt.	Task	Major Involvement	Moderate Involvement	Slight Involvement	No Involvement	N
6	2.333	Visiting schools to discuss the problems and needs of schools which heads have diagnosed and the solutions and developments which they (heads of schools) envisage.	11 11.46%	25 26.04%	45 46.88%	15 15.62%	96
7	2.167	Disseminating the best practices from one school to another by arranging for direct contact and visits between their staffs.	11 11.46%	22 22.92%	35 36.46%	28 29.17%	96
8	2.158	Advise headmasters on organising the school as an effective educational unit.	8 8.42%	20 21.05%	46 48.42%	21 22.11%	96
9	1.823	Working closely with heads of schools to help them establish their own problem-solving/decision-making procedures.	11 11.46%	22 22.92%	32 33.33%	31 32.29%	96
10	1.542	To advise heads of schools on the development of school-community relationships.	2 2.08%	7 7.29%	32 33.33%	55 57.29%	96

Table 15

Comparison of Rank Order of Inspector and Headteacher Groups on the Extent of Involvement in Tasks of the Advisory Function of Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Rank Order by	
	Inspectors of Schools	Headmasters/ Headmistresses
1	2	2
2	1	1
3	3	8
4	7	9
5	5	6
6	9	10
7	4	3
8	10	7
9	8	4
10	6	5

2. Task areas for which there was strong agreement among the two respondent groups.
 - (i) Giving sympathetic guidance and support to beginning teachers.
 - (ii) Visiting schools to discuss the problems and needs of schools which heads have diagnosed and the solutions and developments which they (heads of schools) envisage.
 - (iii) Actual demonstration in classroom by Inspector.
 - (iv) To advise heads of schools on the development of school-community relationships.
3. Task areas in which the two respondent groups somewhat agreed.
 - (i) Working closely with heads of schools to help them establish their own problem-solving/decision-making procedures.
 - (ii) Disseminating the best practices from one school to another by arranging for direct contact and visits between their staff.
4. Task areas in which the two respondent groups differed strongly.
 - (i) Advise headteachers on organising the school as an effective educational unit.

- (ii) Informing schools of research and development by other organisations, e.g. curriculum development centres and educational research organisations.

II. A. TASKS OF THE ASSESSMENT FUNCTION

Opinions were sought from respondents regarding the importance of the four tasks classified in the Assessment function of Inspectors of Schools. These tasks, as numbered in the questionnaire, were:

11. Assessment of principles and procedures by which the school operates.
12. To obtain an overview of achievement of how well pupils are achieving stated goals in skills, information and attitudes.
13. Assessment of teachers with regard to satisfactory service.
14. To assess the potential of teachers for promotion to positions of greater responsibility.

Inspectors' Opinions.

Table 16 on page 225 reveals that, in the opinion of 75% or more Inspectors, all of the tasks of the Assessment function were considered to be important.

Table 16

Opinions of Federal Inspectors of Schools on the Importance of
the Assessment Function of Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Number and Per Cent of Inspectors saying:					Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
11	12 37.50%	14 43.75%	6 18.75%	0 0	32	81.25	18.75	*
12	14 43.75%	15 46.88%	3 9.37%	0 0	32	90.63	9.37	*
13	10 31.25%	14 43.75%	6 18.75%	2 6.25%	32	75.00	25.00	**
14	9 28.12%	15 46.88%	3 9.37%	5 15.63%	32	75.00	25.00	**

* Significant at 0.05 level

** Significant at 0.025 level

Opinions of Headmasters/Headmistresses.

The responses of Headmasters/Headmistresses on the importance of the Assessment function tasks are summarized in Table 17 on page 227. The table reveals that all tasks, except number 14, "To assess the potential of teachers for promotion to positions of greater responsibility", were considered to be significant. The difference between the observed frequencies and those expected on the hypothesis of equal probability was not statistically significant for task 14. It is not difficult to see why heads of school regard this task as not significant for Inspectors to perform - headteachers are required under the present educational set-up to report on teachers annually, including those who show potential for promotion.

Opinions of Ministry of Education Officials.

The opinions of selected officials of the Ministry of Education regarding the importance of tasks of the Assessment function are summarized in Table 18 on page 228. The table reveals that Ministry of Education officials considered tasks 11 and 12 to be significant tasks of Inspectors, while task 13, "Assessment of teachers with regard to satisfactory service", and task 14, "To assess the potential of teachers for promotion to positions of greater responsibility", were considered significantly unimportant by this group.

Table 17

Opinions of Headmasters/Headmistresses on the Importance of
the Assessment Function of Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Responses of National Secondary Schools (Malay-medium) Headmasters/Headmistresses					Responses of National Secondary Schools (English-medium) Headmasters/Headmistresses					Combined Percentage Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
11	2 4.08%	31 63.27%	13 26.53%	3 6.12%	49	3 6.38%	25 53.19%	14 29.79%	5 10.64%	47	63.54	36.46	*
12	6 12.24%	34 69.39%	8 16.33%	1 2.04%	49	11 23.40%	25 53.19%	9 19.15%	2 4.26%	47	79.17	20.83	*
13	6 12.24%	24 48.98%	14 28.57%	5 10.20%	49	10 21.28%	23 48.94%	7 14.89%	7 14.89%	47	65.63	34.37	**
14	4 8.16%	18 36.73%	15 30.61%	12 24.49%	49	9 19.15%	15 31.91%	8 17.02%	15 31.91%	47	47.92	52.08	NS

* Significant at 0.05 level

** Significant at 0.025 level

NS - Not Significant

Table 18

Opinions of Selected Ministry of Education Officials on the Importance
of the Assessment Function of Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Number and Per Cent of Inspectors saying:					Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
11	4 28.57%	7 50.00%	2 14.29%	1 7.14%	14	78.57	21.43	*
12	6 42.86%	6 42.86%	2 14.29%	0 0	14	85.71	14.29	*
13	2 14.29%	4 28.57%	7 50.00%	1 7.14%	14	42.86	57.14	NS
14	1 7.14%	5 35.71%	6 42.86%	2 14.29%	14	42.86	57.14	NS

* Significant at 0.05 level

NS - Not Significant

Summary.

From the data obtained in Table 16 to 18 inclusive, the following conclusions may be drawn:

1. Federal Inspectors of Schools considered all tasks of the Assessment function to be significant.
2. The opinions of Headmasters/Headmistresses revealed that all tasks of the Assessment function, except task number 14, were considered significant.
3. Selected Ministry of Education officials regarded tasks 11 and 12 to be significantly important, while tasks 13 and 14 were considered not significant.
4. For the purposes of this study, task number 14, "To assess the potential of teachers for promotion to positions of greater responsibility", was considered to be not significantly important.

Rank Order of Opinions of Respondent Groups on the Importance of Task Areas of the Assessment Function of Inspectors of Schools.

As with the rank order of importance of tasks of the Advisory function of Inspectors of Schools, data gathered was treated to obtain the mean weight of each task area. The rank order of tasks of the Assessment function for each respondent group was obtained and these appear in Tables 19, 20 and 21. Table 22 shows a comparison of rank order of respondent groups on the importance of the Assessment function of Federal Inspectors of Schools.

Inspectors' Opinions.

In the opinion of Inspectors, task areas that involve them in (a) obtaining an overview of how well pupils are achieving, and (b) assessment of principles and procedures by which the school operates, receive greater importance than do tasks that involve Inspectors in (c) assessing teachers with regard to confirmation in service and (d) assessment of potential of teachers with regard to promoting them. The opinions of Inspectors are summarized in Table 19 on page 231.

Opinions of Headmasters/Headmistresses.

The headteachers' group feels that of the Assessment function tasks performed by Inspectors of Schools, those that involve Inspectors with obtaining an overview of how well pupils are performing in school receive the highest ranking. Headteachers also feel that Inspectors ought to assess teachers with regard to satisfactory service and this task is ranked next in importance. However, 52% of heads of schools regarded as unimportant a task that heads themselves perform - "Assessment of potential of teachers for promotion to positions of greater responsibility" - and this task is ranked fourth and last (Table 20, page 232).

Opinions of Ministry of Education Officials.

It is interesting to note that the opinions of Inspectors of Schools and those of selected Ministry of Education officials (Table 21, page 233) are identical in so far as importance of task areas of the Assessment function are concerned.

Table 19

Rank Order of Opinions of Federal Inspectors of
Schools on the Importance of the Assessment
Function of Inspectors.

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	3.344	To obtain an overview of achievement of how well pupils are achieving stated goals in skills, information and attitudes.	14 43.75%	15 46.88%	3 9.37%	0 0	32
2	3.188	Assessment of principles and procedures by which the school operates.	12 37.50%	14 43.75%	6 18.75%	0 0	32
3	3.000	Assessment of teachers with regard to satisfactory service.	10 31.25%	14 43.75%	6 18.75%	2 6.35%	32
4	2.875	To assess the potential of teachers for promotion to positions of greater responsibility.	9 28.13%	15 46.87%	3 9.37%	5 15.63%	32

Table 20

Opinions of Headmasters/Headmistresses, Secondary Schools, on the Importance of the Assessment Function of Federal Inspectors of Schools.

Rank	Mean Wt.	Task	Very Important	Important	Of little importance	Not Important	N
1	2.938	To obtain an overview of achievement of how well pupils are achieving stated goals in skills, information and attitudes.	17 17.71%	59 61.46%	17 17.71%	3 3.12%	96
2	2.698	Assessment of teachers with regard to satisfactory service.	16 16.67%	47 48.96%	21 21.88%	12 12.50%	96
3	2.604	Assessment of principles and procedures by which the school operates.	5 5.21%	56 58.33%	27 28.13%	8 8.33%	96
4	2.333	To assess the potential of teachers for promotion to positions of greater responsibility.	13 13.54%	33 34.38%	23 23.96%	27 28.12%	96

Table 21

Rank Order of Opinions of Selected Ministry of
Education Officials on the Importance of the
Assessment Function of Federal
Inspectors of Schools.

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	3.286	To obtain an overview of achievement of how well pupils are achieving stated goals in skills, information and attitudes.	6 42.86%	6 42.86%	2 14.28%	0 0	14
2	3.000	Assessment of principles and procedures by which the school operates.	4 28.57%	7 50.00%	2 14.28%	1 7.14%	14
3	2.500	Assessment of teachers with regard to satisfactory service.	2 14.28%	4 28.57%	7 50.00%	1 7.14%	14
4	2.357	To assess the potential of teachers for promotion to positions of greater responsibility.	1 7.14%	5 35.71%	6 42.86%	2 14.28%	14

Comparison of Rank Order of Respondent Groups on the Importance of Tasks of the Assessment Function of Inspectors of Schools.

In table 22 on page 235, the rank order of respondent groups on the importance of tasks of the Assessment function of Inspectors of Schools was compared. Inspectors of Schools and Ministry officials were in complete accord as to the rank order of tasks. Also, all three respondent groups were in complete agreement that of the four tasks specified for this function, task 12, "To obtain an overview of achievement of how well pupils are achieving stated goals in skills, information and attitudes", is the most significant task. Task 14, "Assessment of potential of teachers for promotion to positions of greater responsibility", was viewed by all three respondent groups to be least important.

II. B. EXTENT OF INVOLVEMENT IN TASKS OF THE ASSESSMENT FUNCTION.

Rank Order of Opinions on the Extent of Involvement in Tasks of the Assessment Function.

Just as the extent of involvement in tasks of the Advisory function was determined in rank order, the views of Inspectors and Headteachers were also sought on the extent of involvement of Inspectors in the tasks of the Assessment function.

Table 22

Comparison of Rank Order of Respondent Groups on
the Importance of the Assessment Function of
Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Rank Order by		
	Federal Inspec- tors of Schools	Headmasters/ Headmistresses	Ministry Officials
11	2	3	2
12	1	1	1
13	3	2	3
14	4	4	4

Inspectors' Opinions.

Inspectors are of the opinion that those tasks which relate to (i) obtaining an overview of pupils' achievement in schools, and (2) assessment of principles by which the school operates receive substantial portion of their time/effort. While views of Inspectors were divided on the extent of involvement of Inspectors in the assessment of teachers with regard to satisfactory service, thirty-one of the 32 Inspectors indicated that they had only slight or no involvement in assessing the potential of teachers for promotion to positions of greater responsibility. The views of this group are summarized in Table 23 on page 237.

Opinions of Headmasters/Headmistresses.

The views of headteachers on the extent of involvement in tasks of the Assessment function differ only slightly from the views of Inspectors. While heads of schools perceive Inspectors to be involved to a significant extent in obtaining an overview of pupils' achievement, slightly over 50% of headteachers still thought Inspectors assessed teachers with regard to satisfactory service. Seventy-two of all headteachers (75%) opinioned that Inspectors have slight or no involvement in assessing potential of teachers for promotion. The opinions of this group are summarized in Table 24 on page 238.

Table 23

Rank Order of Opinions of Federal Inspectors of
Schools on the Extent of Involvement of
Inspectors in the Assessment Function.

Rank	Mean Wt.	Task	Major Involvement	Moderate Involvement	Slight Involvement	No Involvement	N
1	2.875	To obtain an overview of achievement of how well pupils are achieving stated goals in skills, information and attitudes.	8 25.00%	14 43.75%	8 25.00%	2 6.25%	32
2	2.839	Assessment of principles and procedures by which the school operates.	9 29.03%	11 35.48%	8 25.81%	3 9.68%	31
3	2.375	Assessment of teachers with regard to satisfactory service.	5 15.62%	9 28.13%	11 34.37%	7 21.88%	32
4	1.156	To assess the potential of teachers for promotion to positions of greater responsibility.	0 0	1 3.12%	3 9.38%	28 87.50%	32

Table 24

Rank Order of Opinions of Headmasters/Headmistresses
on the Extent of Involvement in the Assessment
Function of Federal Inspectors of Schools.

Rank	Mean Wt.	Task	Major Involvement	Moderate Involvement	Slight Involvement	No Involvement	N
1	2.563	To obtain an overview of how well pupils are achieving stated goals in skill, information and attitudes.	10 10.42%	44 45.83%	32 33.33%	10 10.42%	96
2	2.510	Assessment of teachers with regard to satisfactory service.	14 14.58%	37 38.54%	29 30.21%	16 16.67%	96
3	2.375	Assessment of principles and procedures by which the school operates.	5 5.21%	43 44.79%	31 32.29%	17 17.71%	96
4	1.844	To assess the potential of teachers for promotion to positions of greater responsibility.	8 8.33%	16 16.67%	25 26.04%	47 48.96%	96

Comparison of Rank Order of Inspector and Headteacher Groups on the Extent of Involvement in Tasks of the Assessment Function of Inspectors of Schools.

Table 25 below shows a comparison of rank order of Inspectors of Schools and Headmasters/Headmistresses on the extent of involvement in the Assessment function of Inspectors of Schools. The table shows that Inspectors and Headteachers are in complete agreement as to the rank order of task numbers 12 and 14, while the rank order for task numbers 11 and 13 are reversed by the two respondent groups.

Table 25

Comparison of Rank Order of Inspectors of Schools and Headteachers on the Extent of Involvement in Tasks of the Assessment Function of Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Rank Order by	
	Federal Inspectors of Schools	Headmasters/ Headmistresses
11	2	3
12	1	1
13	3	2
14	4	4

III. TASKS OF THE ADMINISTRATIVE FUNCTION

Responses of Inspectors, Headmasters/Headmistresses of Secondary schools and selected Ministry of Education officials were sought on the importance of the tasks of the Administration function of Inspectors. These tasks were:

15. Implementation and interpretation of educational policy to teachers, including those laid down in the Education Act, 1961, Regulations and Administrative Instructions.
16. To foster professional development within each school.
17. Development of school organisation based on sound principles in relation to such matters as utilization of staff, routine organisation and administration of schools.
18. The development of sound procedures and methods for teachers to assess pupils' performance and standards.
19. Plan work-shops, conferences, in-service training courses and seminars for teachers at State and Federal level.

Inspectors' Opinions.

A significant number of Inspectors of Schools (87% or more) viewed all tasks of the Administrative function to be significantly

important. Curiously enough, one Inspector did not consider it important enough to "foster professional within each school". The opinions of Inspectors are summarized in Table 26 on page 242.

Opinions of Headmasters/Headmistresses.

Like the Inspector group, at least 62% or more heads of schools perceived all tasks of the Administration function of Inspectors to be significantly important, as shown in Table 27 on page 243.

Opinions of Selected Ministry of Education Officials.

The views of this group tended to confirm the views of Inspectors and Headteachers alike regarding the significance of tasks of the Administration function. A greater proportion of selected Ministry of Education officials (74% or more) regarded all tasks of the Administration function to be significantly important than did other respondent groups. The data obtained for this group is summarized in Table 28, page 244.

Summary

The data obtained in Tables 26 to 28 inclusive confirmed the view that all three respondent groups regarded all tasks of the Administration function of Inspectors of Schools to be significantly important.

Table 26

Opinions of Federal Inspectors of Schools on the Importance of
the Administrative Function of Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Number and Per Cent of Inspectors saying:				N	Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)		Very Important/ Important	Of little Importance/ Not Important	
15	19 59.37%	10 31.25%	2 6.25%	1 3.13%	32	90.62	9.38	*
16	18 56.25%	13 40.62%	0 0	1 3.13%	32	96.87	3.13	*
17	14 43.75%	16 50.00%	1 3.12%	1 3.12%	32	93.75	6.25	*
18	15 46.87%	13 40.62%	3 9.38%	1 3.13%	32	87.50	12.50	*
19	9 29.03%	18 58.06%	2 6.45%	2 6.45%	31	87.10	12.90	*

* Significant at 0.05 level

Table 27

Opinions of Headmasters/Headmistresses on the Importance of the Administrative Function of Federal Inspectors of Schools

Task Number (Section II of the Questionnaire)	Responses of National Secondary Schools (Malay-medium) Headmasters/Headmistresses					Responses of National Secondary Schools (English-medium) Headmasters/Headmistresses					Combined Percentage Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
15	13 26.53%	19 38.77%	12 24.49%	5 10.21%	49	9 19.15%	21 44.68%	12 25.53%	5 10.64%	47	64.58	35.42	*
16	8 16.33%	23 46.94%	15 30.61%	3 6.12%	49	8 17.02%	24 51.06%	13 27.66%	2 4.26%	47	65.62	34.38	*
17	3 6.12%	28 57.14%	10 20.41%	8 16.33%	49	4 8.51%	25 53.19%	13 27.66%	5 10.64%	47	62.50	37.50	*
18	5 10.20%	27 55.10%	12 24.49%	5 10.21%	49	20 42.55%	22 46.81%	3 6.38%	2 4.26%	47	77.08	22.92	*
19	25 51.02%	18 36.73%	5 10.21%	1 2.04%	49	25 53.19%	19 40.42%	1 2.13%	2 4.26%	47	90.61	9.38	*

* Significant at 0.05 level

Table 28

Opinions of Selected Ministry of Education Officials on the Importance of the Administrative Function of Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Number and Per Cent of Inspectors saying:				N	Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)		Very Important/ Important	Of little Importance/ not Important	
15	2 14.29%	10 71.43%	1 7.14%	1 7.14%	14	85.71	14.29	*
16	12 85.71%	0 0	1 7.14%	1 7.14%	14	85.71	14.29	*
17	1 7.14%	9 64.29%	3 21.43%	1 7.14%	14	71.43	28.57	*
18	6 42.86%	6 42.86%	2 14.29%	0 0	14	85.71	14.29	*
19	6 42.86%	6 42.86%	2 14.29%	0 0	14	85.71	14.29	*

* Significant at 0.05 level

Rank Order of Opinions of Respondent Groups on the Importance of the Administration Function Tasks of Inspectors of Schools.

Inspectors' Opinions.

Table 29 on page 246 shows the rank order of opinions of Federal Inspectors of Schools on the importance of the Administrative tasks of Inspectors of Schools. Inspectors have considered task number 16, "To foster professional development within each school", as the most significant task to be performed by them. Inspectors also viewed "Implementation and interpretation of education policy to teachers", as also highly significant. On the other end of the importance scale, "Development of sound procedures and methods for teachers to assess pupils' performances", and "planning workshops, conferences and in-service training courses", are viewed as least significant of tasks of the Administration function.

Opinions of Headmasters/Headmistresses.

As Table 30 on page 247 shows, the task considered least important by Inspectors of Schools - "Planning workshops, conferences, in-service training courses for teachers" - is viewed by this respondent group to be the most significant, followed by task number 18, "Development of sound procedures to assess pupils' performance and standards". Tasks considered by Headmasters/Headmistresses to be least important are task numbers 16, "To foster professional development within each school", and 17, "Development of school organisation based on sound principles".

Table 29

Rank Order of Opinions of Federal Inspectors of Schools on the Importance of the Administration Function of Inspectors of Schools.

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	3.500	To foster professional development within each school.	18 56.25%	13 40.63%	0 0	1 3.12%	32
2	3.469	Implementation and interpretation of educational policy to teachers, including those laid down in the Education Act 1961, Regulations and Administrative Instructions.	19 59.38%	10 31.25%	2 6.25%	1 3.12%	32
3	3.344	Development of school organisation based on sound principles in relation to such matters as utilization of staff, routine organisation and administration of school.	14 43.75%	16 50.00%	1 3.12%	1 3.12%	32
4	3.313	The development of sound procedures and methods for teachers to assess pupils' performances and standards.	15 46.88%	13 40.63%	3 9.37%	1 3.12%	32
5	3.097	Plan workshops, conferences, in-service training courses and seminars for teachers at State and Federal level.	9 29.03%	18 58.06%	2 6.45%	2 6.45%	31

Table 30

Rank Order of Opinions of Headmasters/Headmistresses
on the Importance of the Administration Function of
Federal Inspectors of Schools.

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	3.396	Plan workshops, conferences, in-service training courses and seminars for teachers at State and Federal level.	50 52.08%	37 38.54%	6 6.25%	3 3.13%	96
2	2.958	The development of sound procedures and methods for teachers to assess pupils' performances and standards.	25 26.04%	49 51.04%	15 15.63%	7 7.29%	96
3	2.771	Implementation and interpretation of educational policy to teachers, including those laid down in the Education Act 1961, Regulations and Administrative Instructions.	22 22.92%	40 41.67%	24 25.00%	10 10.41%	96
3	2.771	To foster professional development within each school.	16 16.67%	47 48.96%	28 29.17%	5 5.21%	96
5	2.563	Development of school organisation based on sound principles in relation to such matters as utilization of staff, routine organisation and administration of school.	7 7.29%	53 55.20%	23 23.96%	13 13.54%	96

Opinions of Selected Ministry of Education Officials.

At least 85% of selected Ministry of Education officials are of the opinion that "professional development of teachers within each school" ought to merit Inspectors' major time/effort. Also viewed as significant was task 18, "The development of sound procedures and methods for teachers to assess pupils' performance and standards". Tasks considered to merit lesser attention by Inspectors are, "Implementation and interpretation of education policy to teachers", task 15, and "Development of school organisation based on sound principles", task number 17. Table 31 on page 249 sets out the responses of Ministry officials.

Comparison of Rank Order of Respondent Groups on the Importance of Tasks of the Administration Function of Inspectors of Schools.

Table 32 on page 250 compares the rank order assigned by respondent groups to the importance of the Administration function tasks of Inspectors. It will be noted that task number 16, "To foster professional development within each school", is ranked first by Inspectors and Education Ministry officials. It will be noted also that Headteachers and Ministry officials have ranked second the task number 18, "The development of sound procedures and methods for teachers to assess pupils' performance and standards", a task which Inspectors have ranked fourth. Headteachers and Ministry officials have also given a much higher ranking (1 and 2 respectively) to task number 19 than have Inspectors, who ranked it fifth.

Table 31

Rank Order of Opinions of Selected Ministry of
Education Officials on the Importance of the
Administrative Function of Inspectors.

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not important	N
1	3.643	To foster professional development within each school.	12 85.72%	0 0	1 7.14%	1 7.14%	
2	3.286	The development of sound procedures and methods for teachers to assess pupils' performances and standards.	6 42.86%	6 42.86%	2 14.28%	0 0	14
2	3.286	Plan workshops, conferences, in-service training courses and seminars for teachers at State and Federal level.	6 42.86%	6 42.86%	2 14.28%	0 0	14
4	2.929	Implementation and interpretation of educational policy to teachers, including those laid down in the Education Act 1961, Regulations and Administrative Instructions.	2 14.28%	10 71.43%	1 7.14%	1 7.14%	14
5	2.714	Development of school organisation based on sound principles in relation to such matters as utilization of staff, routine organisation and administration of school.	1 7.14%	9 64.29%	3 21.43%	1 7.14%	14

Table 32

Comparison of Rank Order of Respondent Groups
on the Importance of the Administrative
Function of Federal Inspectors
of Schools.

Task Number (Section II of the Questionnaire)	Rank Order by		
	Inspectors of Schools	Headmasters/ Headmistresses	Ministry Officials
15	2	3	4
16	1	3	1
17	3	5	5
18	4	2	2
19	5	1	2

IV. DUTIES OF INSPECTORS OF SCHOOLS AS EXECUTIVE (EDUCATION) OFFICERS, MINISTRY OF EDUCATION.

The tasks of Inspectors of Schools under this responsibility area were listed as follows:

20. Providing specialist consultative information/advice via in-service training courses with a view to promoting change in schools.
21. Interpret to competent authority (the Ministry of Education) the needs, expectations and aspirations of headteachers and teachers.
22. Conducting in-service courses for teachers.
23. Sitting on professional committees - curricula, ETV., etc.
24. Planning and attending annual conference of Inspectors of Schools.

Inspectors' Opinions.

Of the five tasks listed under this responsibility area of Federal Inspectors of Schools, 84% or more Inspectors viewed all tasks as significantly important. The responses of this group are summarized in Table 33 on page 252.

Opinions of Headmasters/Headmistresses.

The analysis of responses of this respondent group showed that a similarly high percentage of Headteachers (84% or more)

Table 33

Opinions of Federal Inspectors of Schools on the Importance of the
Duties of Inspectors of Schools as Executive (Education)
Officers, Ministry of Education.

Task Number (Section II of the Questionnaire)	Number and Per Cent of Inspectors saying:				N	Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)		Very Important/ Important	Of little Importance/ Not Important	
20	18 56.25%	13 40.62%	0 0	1 3.13%	32	96.87	3.13	*
21	19 59.37%	12 37.50%	0 0	1 3.13%	32	96.87	3.13	*
22	10 31.25%	19 59.37%	2 6.25%	1 3.13%	32	90.63	9.37	*
23	16 50.00%	15 46.87%	1 3.13%	0 0	32	96.87	3.13	*
24	16 50.00%	11 34.37%	3 9.38%	2 6.25%	32	84.38	15.62	*

* Significant at 0.05 level

regarded all tasks of the responsibility area as significantly important. (Table 34 page 254).

Opinions of Selected Ministry of Education Officials.

This respondent group, as the results of Table 35 page 255 shows, also found all tasks of duties of Inspectors as Education officers of the Ministry of Education significantly important at the 0.05 level.

Summary.

The conclusion was reached that from an analysis of Tables 33 to 35 inclusive, a high majority of each respondent group found all the tasks of the duties of Inspectors as Executive (Education) officers, Ministry of Education, to be significantly important.

Rank Order of Opinions of Respondent Groups on the Importance of the Duties of Inspectors as Executive (Education) Officers, Ministry of Education.

Inspectors' Opinions.

Of the five tasks listed under this responsibility area, Inspectors have viewed task 21 which expects them to relate the needs, expectations and aspirations of headteachers and teachers to the Ministry of Education as the most significant task to be performed. Table 36 on page 256 also shows Inspectors viewing the next most important tasks as "providing information and advice through in-service

Table 34

Opinions of Headmasters/Headmistresses on the Importance of Duties of Federal Inspectors of Schools as Executive (Education) Officers, Ministry of Education.

Task Number (Section II of the Questionnaire)	Responses of National Secondary Schools (Malay-medium) Headmasters/Headmistresses					Responses of National Secondary Schools (English-medium) Headmasters/Headmistresses					Combined Percentage Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
20	31 63.27%	15 30.61%	3 6.12%	0 0	49	22 46.81%	23 48.94%	1 2.13%	1 2.13%	47	94.79	5.21	*
21	28 57.14%	20 40.82%	1 2.04%	0 0	49	25 53.19%	20 42.55%	2 4.26%	0 0	47	96.87	3.13	*
22	21 42.86%	23 46.94%	5 10.20%	0 0	49	20 42.55%	22 46.81%	3 6.38%	2 4.26%	47	89.58	10.42	*
23	16 32.65%	27 55.10%	6 12.24%	0 0	49	16 34.04%	22 46.81%	8 17.02%	1 2.13%	47	84.37	15.63	*
24	22 44.90%	24 48.98%	1 2.04%	2 4.08%	49	22 47.83%	14 30.43%	8 17.39%	2 4.35%	47	86.32	13.68	*

* Significant at 0.05 level

Table 35

Opinions of Selected Ministry of Education Officials on the Importance
of Federal Inspectors of Schools as Executive (Education) Officers,
Ministry of Education.

Task Number (Section II of the Questionnaire)	Number and Per Cent of Officials saying:					Percentage of Replies		
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	Significance
20	9 64.29%	3 21.43%	2 14.29%	0 0	14	85.71	14.29	*
21	7 50.00%	6 42.86%	1 7.14%	0 0	14	92.86	7.14	*
22	6 42.86%	4 28.57%	4 28.57%	0 0	14	71.43	28.57	*
23	3 21.43%	11 78.57%	0 0	0 0	14	100.00	0	*
24	4 28.57%	9 64.29%	1 7.14%	0 0	14	92.86	7.14	*

* Significant at 0.05 level

Table 36

Rank Order of Opinions of Federal Inspectors of
Schools on the Importance of the Duties of
Inspectors as Executive (Education)
Officers, Ministry of Education.

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	3.531	Interpret to competent authority (the Ministry of Education) the needs, expectations and aspirations of headmasters and teachers.	19 59.38%	12 37.50%	0 0	1 3.12%	32
2	3.500	Providing specialist consultative information/advice via in-service training courses with a view to promoting changes in schools.	18 56.25%	13 40.63%	0	1 3.12%	32
3	3.469	Sitting on professional committees - curricula, ETV, etc.	16 50.00%	15 46.88%	1 3.12%	0 0	32
4	3.281	Planning and attending annual conference of Inspectors of Schools.	16 50.00%	11 34.37%	3 9.38%	2 6.25%	32
5	3.188	Conducting in-service courses for teachers.	10 31.25%	19 59.38%	2 6.25%	1 3.12%	32

training courses for teachers", and "sitting on professional committees, e.g. ETV etc. The tasks considered least important were "planning and attending annual conference of Inspectors", and "conducting in-service courses for teachers".

Opinions of Headmasters/Headmistresses.

There is consensus of opinions among Headteachers and Inspectors on the two most important tasks to be performed by Inspectors as Table 37 on page 258 shows. However, unlike Inspectors, Headteachers perceive the next most important task as "Conducting in-service courses for teachers". Planning and attending annual conference of Inspectors of Schools", and "Sitting on professional committees" were viewed to be least important.

Opinions of Selected Ministry of Education Officials.

The responses of Ministry of Education officials are summarized in Table 38 on page 259. Ministry officials, by and large, share the views of the other two respondent groups on the most important task that ought to be performed by Inspectors. "Providing specialist consultative information/advice to teachers", and "Interpret to Ministry of Education the needs and aspirations of teachers" are viewed by this group to be the next most significant. However, like Inspectors, "Conducting in-service courses for teachers", is held to be the least important task.

Table 37

Rank Order of Opinions of Headmasters/Headmistresses,
Secondary Schools, on the Importance of Duties of
Federal Inspectors of Schools as Executive
(Education) Officers, Ministry of Education

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	3.521	Interpret to competent authority (the Ministry of Education) the needs, expectations and aspirations of headmasters and teachers.	53 55.20%	40 41.67%	3 3.13%	0 0	96
2	3.490	Providing specialist consultative information/advice via in-service training courses with a view to promoting changes in schools.	53 55.20%	38 39.58%	4 4.17%	1 1.04%	96
3	3.302	Conducting in-service courses for teachers.	41 42.71%	45 46.88%	8 8.33%	2 2.08%	96
4	3.284	Planning and attending annual conference of Inspectors of Schools.	44 46.32%	38 40.00%	9 9.47%	4 4.21%	95
5	3.167	Sitting on professional committees - curricula, ETV, etc.	32 33.33%	49 51.04%	14 14.58%	1 1.04%	96

Table 38

Rank Order of Opinions of Selected Ministry of
Education Officials on the Importance of
Duties of Federal Inspectors of Schools
as Executive (Education) Officers,
Ministry of Education.

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	3.500	Providing specialist consultative information/ advice via in-service training courses with a view to promoting changes in schools.	9 64.29%	3 21.43%	2 14.28%	0 0	14
2	3.429	Interpret to competent authority (the Ministry of Education) the needs, expectations and aspirations of headmasters and teachers.	7 50.00%	6 42.86%	1 7.14%	0 0	14
3	3.214	Planning and attending annual conference of Inspectors of Schools.	4 28.57%	9 64.29%	1 7.14%	0 0	14
3	3.214	Sitting on professional committees - curricula, ETV, etc.	3 21.43%	11 78.57%	0 0	0 0	14
5	3.143	Conducting in-service courses for teachers.	6 42.86%	4 28.57%	4 28.57%	0 0	14

Comparison of Rank Order of Respondent Groups on the Importance of the Duties of Inspectors as Executive (Education) Officers, Ministry of Education.

Table 39 on page 261 shows the rank order of respondent groups of duties of Inspectors as Executive (Education) officers, Ministry of Education. It will be noted that for each task of this responsibility area, two of the three respondent groups concur on a common rank order for the task. Headteachers and Inspectors themselves felt strongly that Inspectors ought to interpret to Ministry of Education the needs, expectations and aspirations of headteachers and teachers. Accordingly, this task has been ranked first. There is again strong agreement among respondent groups that task number 20 - providing specialist consultative information/advice through in-service training of teachers - is important and is ranked second. Task numbers ranked next in importance are 23, 24 and 22.

V. SELF-GROWTH OF INSPECTORS OF SCHOOLS.

Opinions of the three respondent groups were sought to determine the significance of tasks of self-growth of Inspectors of Schools. These tasks as numbered in the questionnaire were:

25. Keeping abreast of developments in the field of education, particularly in the areas of educational inspection and supervision.

Table 39

Comparison of Rank Order of Respondent Groups on the
Importance of Duties of Federal Inspectors of
Schools as Executive (Education) Officers,
Ministry of Education.

Task Number (Section II of the Questionnaire)	Rank Order by		
	Inspectors of Schools	Headmasters/ Headmistresses	Ministry Officials
20	2	2	1
21	1	1	2
22	5	3	5
23	3	5	3
24	4	4	3

26. Regular meetings of Inspectors to exchange ideas and seek common solutions.
27. Enrollings for higher degree courses.
28. Preparation of educational journals, pamphlets and other publications issued by the Ministry of Education.
29. Develop a personally-directed research project.

Inspectors' Opinions.

Table 40 on page 263 reveals that in the opinion of 75% or more Inspectors of Schools, all the tasks of Self-Growth of Inspectors were considered significantly important.

Opinions of Headmasters/Headmistresses.

The opinions of Headmasters/Headmistresses on the importance of Self-growth tasks are recorded in Table 41 on page 264. Task numbers 25, 26 and 28 were considered to be significantly important by this group while tasks 27, "Enrolling for higher-degree courses", and 29, "Develop a personally-directed research project", were considered not significantly important.

Opinions of Selected Ministry of Education Officials.

The opinions of selected Ministry of Education officials on the importance of tasks of self-growth of Inspectors of Schools are summarized in Table 42 on page 265. The table reveals that

Table 40

Opinions of Federal Inspectors of Schools on the Importance of
Self-Growth of Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Number and Per Cent of Inspectors saying:					Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
25	30 93.75%	2 6.25%	0	0	32	100	0	*
26	24 75.00%	8 25.00%	0 0	0 0	32	100	0	*
27	13 40.62%	18 56.25%	0 0	1 3.13%	32	96.87	3.13	*
28	10 31.25%	21 65.62%	1 3.13%	0 0	32	96.87	3.13	*
29	8 25.00%	16 50.00%	8 25.00%	0 0	32	75.00	25.00	*

* Significant at 0.05 level

Table 41

Opinions of Headmasters/Headmistresses on the Importance of
Self-Growth of Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Responses of National Secondary Schools (Malay-medium) Headmasters/Headmistresses					Responses of National Secondary Schools (English-medium) Headmasters/Headmistresses					Combined Percentage Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
25	11 22.45%	31 63.26%	7 14.29%	0 0	49	39 84.78%	6 13.04%	0 0	1 2.17%	46	91.58	8.42	*
26	26 54.17%	19 39.58%	2 4.17%	1 2.08	48	26 55.32%	21 44.68%	0 0	0 0	47	96.84	3.16	*
27	8 16.33%	23 46.94%	13 26.53%	5 10.20%	49	9 19.56%	15 32.61%	20 43.48%	2 4.35%	46	57.89	42.11	NS
28	15 30.61%	27 55.10%	7 14.29%	0 0	49	12 25.53%	25 53.19%	9 19.15%	1 2.13%	47	82.29	17.71	*
29	4 8.16%	25 51.02%	20 40.82%	0 0	49	7 14.89%	19 40.43%	20 42.55%	1 2.13%	47	57.29	42.71	NS

* Significant at 0.05 level

NS - Not Significant

Table 42

Opinions of Selected Ministry of Education Officials on the Importance of
Self-Growth of Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Number and Per Cent of Officials saying:					Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
25	13 92.86%	1 7.14%	0 0	0 0	14	100	0	*
26	4 28.57%	10 71.43%	0 0	0 0	14	100	0	*
27	1 7.14%	9 64.29%	4 28.57%	0 0	14	71.43	28.57	*
28	2 14.29%	11 78.57%	1 7.14%	0 0	14	92.86	7.14	*
29	1 7.14%	9 64.29%	4 28.57%	0 0	14	71.43	28.57	*

* Significant at 0.05 level

71% or more Ministry of Education officials considered all tasks of Self-growth of Inspectors to be significantly important.

Summary.

From the data obtained in Tables 40 to 42 inclusive, the following conclusions may be drawn:

1. Federal Inspectors of Schools considered all tasks of the Self-growth function of Inspectors of Schools to be significantly important.
2. Headmasters/Headmistresses of secondary schools regarded tasks 25, 26 and 28 to be significantly important, while tasks 27 and 29 were considered not significantly important.
3. Selected Ministry of Education officials regarded all tasks of the Self-growth function of Inspectors of Schools to be significantly.
4. For the purpose of this study, all tasks of the Self-growth function of Federal Inspectors of Schools were regarded as significantly important by the respondent groups.

Rank Order of Opinions of Respondent Groups on the Importance of Tasks of the Self-Growth Function of Inspectors of Schools.

Inspectors' Opinions.

Inspectors were almost unanimous (30 out of 32) in maintaining that they ought to "keep abreast of developments in the field of education, particularly in the areas of educational inspection and supervision", and accordingly this task is ranked first by the group. Also all of them regard as very important or important the value of "regular meetings of Inspectors to exchange ideas and seek common solutions". This task is ranked second. One Inspector has considered it "not important" enrolling for higher degree courses and this task was ranked third. Tasks considered least significant of the Self-growth tasks of Inspectors were "Preparation of educational journals and pamphlets" and "Developing a personally-directed research project". (Table 43, page 268).

Opinions of Headmasters/Headmistresses.

Of the five tasks listed for this responsibility area, the Headteachers' group has listed as most significant task number 26, "Regular meetings of Inspectors to exchange ideas and seek common solutions". Task number 25, "Keeping abreast of developments in education", a task ranked first by Inspectors, is ranked second by this group. However, eight heads of schools (8%) thought Inspectors' efforts to keep abreast of developments in the field

Table 43

Rank Order of Opinions of Federal Inspectors
of Schools on the Importance of
Self-Growth of Inspectors.

Rank	Area Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	3.938	Keeping abreast of developments in the field of education, particularly in the areas of educational inspection and supervision.	30 93.75%	2 6.25%	0 0	0 0	32
2	3.750	Regular meetings of Inspectors to exchange ideas and seek common solutions.	24 75.00%	8 25.00%	0 0	0 0	32
3	3.344	Enrolling for higher degree courses.	13 40.63%	18 56.25%	0 0	1 3.12%	32
4	3.281	Preparation of educational journals, pamphlets and other publications issued by the Ministry of Education.	10 31.25%	21 65.63%	1 3.12%	0 0	32
5	3.000	Develop a personally-directed research project.	8 25.00%	16 50.00%	8 25.00%	0 0	32

of education as being of little importance or not important at all. Tasks considered least important by the Headteachers' group were "Enrolling for higher degree courses", and "Developing a personally-directed research project". (Table 44, page 270).

Opinions of Selected Ministry of Education Officials.

The opinions of selected Ministry of Education officials regarding the importance of Self-growth tasks of Inspectors are summarized in Table 45 on page 271. The opinions of this group follow a pattern similar to the perceptions of Headteachers except that the rank order of the two most important tasks are reversed. Ministry officials viewed "Keeping abreast of developments in the field of education" as being the most important tasks of Inspectors. "Preparation of educational journals and pamphlets", "Enrolling for higher degree courses", and "Developing a personally-directed research project" were viewed to be less important of the five tasks in the responsibility area.

Comparison of Rank Order of Respondent Groups on the Importance of Self-Growth of Inspectors of Schools.

Table 46 on page 272 shows the rank order of respondent groups to tasks of Self-growth of Inspectors of Schools. The table shows that for each task of this responsibility area, two of the three respondent groups concur on a common rank order for that task. Ministry officials and Inspectors themselves have ranked first task

Table 44

Rank Order of Opinions of Headmasters/Headmistresses,
Secondary Schools, on the Importance of Self-
Growth of Federal Inspectors of Schools.

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	3.505	Regular meetings of Inspectors to exchange ideas and seek common solutions.	52 54.74%	40 42.11%	2 2.11%	1 1.04%	95
2	3.432	Keeping abreast of developments in the field of education, particularly in the areas of educational inspection and supervision.	50 52.63%	37 38.95%	7 7.37%	1 1.05%	95
3	3.094	Preparation of educational journals, pamphlets and other publications issued by the Ministry of Education.	37 28.12%	52 54.17%	16 16.67%	1 1.04%	96
4	2.684	Enrolling for higher degree courses.	17 17.89%	38 40.00%	33 34.74%	7 7.37%	95
5	2.677	Develop a personally-directed research project.	11 11.46%	44 45.83%	40 41.67%	1 1.04%	96

Table 45

Rank Order of Opinions of Selected Ministry of
Education Officials on the Importance of
Self-Growth of Federal
Inspectors of Schools.

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	3.929	Keeping abreast of developments in the field of education, particularly in the areas of educational inspection and supervision.	13 92.86%	1 7.14%	0 0	0 0	14
2	3.286	Regular meetings of Inspectors to exchange ideas and seek common solutions.	4 28.57%	10 71.43%	0 0	0 0	14
3	3.071	Preparation of educational journals, pamphlets and other publications issued by the Ministry of Education	2 14.29%	11 78.57%	1 7.14%	0 0	14
4	2.786	Enrolling for higher degree courses.	1 7.14%	9 64.29%	4 28.57%	0 0	14
4	2.786	Develop a personally-directed research project.	1 7.14%	9 64.29%	4 28.57%	0 0	14

Table 46

Comparison of Rank Order of Respondent Groups on
the Importance of Self-Growth of Federal
Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Rank Order by		
	Inspectors of Schools	Headmasters/ Headmistresses	Ministry Officials
25	1	2	1
26	2	1	2
27	3	4	4
28	4	3	3
29	5	5	4

number 20, "Keeping abreast of developments in the field of education".

The same two respondent groups have ranked second task number 26,

"Regular meetings of Inspectors to exchange ideas and seek common

solutions", a task that Headteachers consider most significant. Task

areas for which there was somewhat strong agreement were tasks 28 and

27. The task considered least significant by the respondent groups

was task 29, "Developing a personally-directed research project".

VI. TASKS OF SCHOOL-COMMUNITY LEADERSHIP FUNCTION.

In the questionnaire for each respondent group, tasks

30 to 33 inclusive were broadly classified as "task of the School-

Community Leadership function". These tasks were:

30. Acquainting the community with the needs, accomplishments
and methods of schools.

31. Developing community understanding of proposals for
changes in the school programme.

32. Securing community co-operation and participation in
the improvement of the school system.

33. To develop public understanding and positive relationships
with the community both by personal effort and by
encouragement of school policy and procedures.

Inspectors' Opinions.

The data presented in Table 47 on page 275 reveals that at least 65% or more Inspectors of Schools judged all four tasks of the School-Community Leadership function to be significantly important.

Opinions of Headmasters/Headmistresses.

This respondent group considered tasks 30 to 33 inclusive to be significantly unimportant. Headteachers may perhaps regard the tasks of School-Community Leadership function to be tasks that they (Headteachers) should perform themselves. These conclusions were based on the data in Table 48 on 276.

Opinions of Selected Ministry of Education Officials.

The data summarized in Table 49 on page 277 shows that, in the opinion of selected Ministry of Education officials, only task number 31, "Developing community understandings of proposals for changes in the school programme" was considered to be significantly important. Ministry officials share the views of Headmasters/Headmistresses that task number 30, 32 and 33 were significantly unimportant.

Summary.

From the data obtained in Tables 47 to 49 inclusive, the following conclusions may be drawn:

1. Federal Inspectors of Schools regarded all four

Table 47

Opinions of Federal Inspectors of Schools on the Importance of the School-Community
Leadership Function of Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Number and Per Cent of Inspectors saying:					Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
30	2 6.25%	20 62.50%	9 28.12%	1 3.13%	32	68.75	31.25	*
31	4 12.50%	17 53.12%	10 31.25%	1 3.13%	32	65.62	34.38	*
32	5 15.62%	18 56.25%	8 25.00%	1 3.13%	32	71.87	28.13	*
33	4 12.50%	19 59.38%	7 21.87%	2 6.25%	32	71.87	28.13	*

* Significant at 0.05 level

Table 48

Opinions of Headmasters/Headmistresses on the Importance of the School-
Community Leadership Function of Federal Inspectors of Schools.

(Task Number (Section II of The Questionnaire))	Responses of National Secondary Schools (Malay-medium) Headmasters/Headmistresses					Responses of National Secondary Schools (English-medium) Headmasters/Headmistresses					Combined Percentage Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
30	8 16.33%	23 46.94%	15 30.61%	3 6.12%	49	2 4.25%	23 48.94%	17 36.17%	5 10.64%	47	58.33	41.67	NS
31	9 18.37%	20 40.82%	17 34.69%	3 6.12%	49	2 4.25%	23 48.94%	16 34.04%	6 12.77%	47	56.25	43.75	NS
32	6 12.24%	20 40.82%	20 40.82%	3 6.12%	49	6 12.76%	22 46.81%	13 27.66%	6 12.77%	47	56.25	43.75%	NS
33	4 8.16%	19 38.78%	21 42.86%	5 10.20%	49	4 8.51%	27 57.45%	10 21.28%	6 12.76%	47	56.25	43.75	NS

NS - Not Significant

Table 49

Opinions of Selected Ministry of Education Officials on the Importance of the
School-Community Leadership Function of Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Number and Per Cent of Officials saying:					Percentage of Replies		Significance
	Very Important (1)	Important (2)	Of little Importance (3)	Not Important (4)	N	Very Important/ Important	Of little Importance/ Not Important	
30	1 7.14%	8 57.14%	4 28.57%	1 7.14%	14	64.29	35.71	NS
31	0 0	10 71.43	3 21.43	1 7.14	14	71.43	28.57	*
32	1 7.14%	7 50.00%	5 35.71%	1 7.14%	14	57.14	42.86	NS
33	1 7.14%	8 57.14%	5 35.71%	0 0	14	64.29	35.71	NS

* Significant at 0.05 level

NS - Not Significant

tasks of the School-Community Leadership function of Inspectors to be significantly important.

2. Headmasters and Headmistresses were of the opinion that all four tasks of the School-Community Leadership function were significantly unimportant.
3. Selected Ministry of Education officials regarded only task number 31 to be significantly important; they regarded task numbers 30, 32 and 33 to be significantly unimportant.
4. For the purposes of this study, task numbers 30, 32 and 33 were considered significantly unimportant.

Rank Order of Opinions of Respondent Groups on the Importance of Tasks of the School-Community Leadership Function of Inspectors of Schools.

Inspectors' Opinions.

The data presented in Table 50 on page 279 reveals that 70% of Inspectors ranked task number 32, "Securing community co-operation and participation in the improvement of the school system", as their most significant task in the School-Community Leadership function. Inspectors ranked task number 33 as the next most important task. The task considered least important of this responsibility area was task 30, "Acquainting the community with the needs, accomplishments and methods of schools".

Table 50

Rank Order of Opinions of Federal Inspectors of Schools on the Importance of School-Community Leadership Function of Inspectors.

Rank	Mean Wt.	Task	Very Important	Important	Of little importance	Not Important	N
1	2.844	Securing community cooperation and participation in the improvement of the school system.	5 15.62%	18 56.25%	8 25.00%	1 3.12%	32
2	2.781	To develop public understanding and positive relationships with the community both by personal effort and by encouragement of school policy and procedures.	4 12.50%	19 59.38%	7 21.88%	2 6.24%	32
3	2.750	Developing community understanding of proposals for changes in the school programme.	4 12.50%	17 53.13%	10 31.25%	1 3.12%	32
4	2.719	Acquainting the community with the needs, accomplishments and methods of schools.	2 6.25%	20 62.50%	9 28.13%	1 3.12%	32

Opinions of Headmasters/Headmistresses.

The opinions of heads of schools are summarized in Table 51 on page 281. Headteachers think Inspectors ought to "Acquaint the community with the needs, accomplishments and methods of schools", and so have ranked this task (number 30) highest. A closely related task and which is ranked second is, "Securing community understanding of proposals for changes in the school programme". The task considered least important by this group is task number 33.

Opinions of Selected Ministry of Education Officials.

The responses of this group on the importance of tasks of the School-Community Leadership function are summarized in Table 52 on page 282. 64% of all Inspectors regarded task number 33 as the most significant - To develop public understanding and positive relationships with the community". Task numbers 30 and 31 are ranked equal second while the least significant task of the School-Community Leadership role of Inspectors is task number 32, "Securing community cooperation and participation in the improvement of the school system.

Comparison of Rank Order of Respondent Groups on the Importance of the School-Community Leadership Function of Inspectors of Schools.

Table 53 on page 283 shows a comparison of rank order of tasks of the School-Community Leadership function of Inspectors of Schools. It is to observed that only for task number 31, "Developing community understanding of proposals for changes in the school

Table 51

Rank Order of Opinions of Headmasters/Headmistresses,
Secondary Schools, on the Importance of the
School-Community Leadership Function of
Federal Inspectors of Schools.

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	2.604	Acquainting the community with the needs, accomplishments and methods of schools.	10 10.42%	46 47.92%	32 33.33%	8 8.33%	96
2	2.594	Securing community cooperation and participation in the improvement of the school system.	12 12.50%	42 43.75%	33 34.38%	9 9.37%	96
3	2.583	Developing community understanding of proposals for changes in the school programme.	11 11.46%	43 44.79%	33 34.38%	9 9.37%	96
4	2.531	To develop public understanding and positive relationships with the community both by personal effort and by encouragement of school policy and procedures.	8 8.33%	46 47.92%	31 32.29%	11 11.46%	96

Table 52

Rank Order of Opinions of Selected Ministry of
Education Officials on the Importance of the
School-Community Leadership Function of
Federal Inspectors of Schools.

Rank	Mean Wt.	Task	Very Important	Important	Of little Importance	Not Important	N
1	2.714	To develop public understanding and positive relationships with the community both by personal effort and by encouragement of school policy and procedures.	1 7.14%	8 57.14%	5 35.71%	0 0	14
2	2.643	Acquainting the community with the needs, accomplishments and methods of schools.	1 7.14%	8 57.14%	4 28.57%	1 7.14%	14
2	2.643	Developing community understanding of proposals for changes in the school programme.	0 0	10 71.43%	3 21.43%	1 7.14%	14
4	2.571	Securing community cooperation and participation in the improvement of the school system.	1 7.14%	7 50.00%	5 35.71%	1 7.14%	14

Table 53

Comparison of Rank Order of Respondent Groups on the Importance of School-Community Leadership Function of Federal Inspectors of Schools.

Task Number (Section II of the Questionnaire)	Rank Order by		
	Inspectors of Schools	Headmasters/ Headmistresses	Ministry Officials
30	4	1	2
31	3	3	2
32	1	2	4
33	2	4	1

programme", is there close agreement on the rank order of that task; for each of the other tasks of this responsibility area there is marked disagreement by one group on the rank order of task. Thus, for task number 30, "Acquainting the community with the needs, accomplishments and methods of schools", heads of schools and Ministry officials have ranked the task first and second respectively, while Inspectors have ranked it fourth and last. Likewise for task number 32, Inspectors and school heads have ranked it first and second, whereas Ministry officials have ranked it fourth. The same trend is noticeable for task number 33.

VII. CONCLUDING STATEMENT.

The foregoing data contained in Tables 6 to 53 inclusive enabled the investigator to organise tasks of Inspectors of Schools into five groups.

1. Tasks considered to be significantly important by all three respondent groups.
2. Tasks considered significantly unimportant by all three respondent groups.
3. Tasks in which Inspector involvement in tasks was considered significant by Inspectors and Headmasters/Headmistresses.

4. Tasks in which Inspector involvement in tasks was considered not significant by Inspectors and Headmasters/Headmistresses.
5. Tasks on which the opinions of Federal Inspectors of Schools and the other respondents differed significantly.

This information follows:

Tasks Considered to be Important.

Task area: Advisory function.

- Task 1. Stimulation of professional interest and growth of teachers.
2. Advise teachers on specific, new and better teaching techniques and procedures.
 3. Advise heads of schools on organising the school as an effective educational unit.
 5. Visiting schools to discuss the problems and needs of schools which heads have diagnosed and the solutions and developments which they (heads of schools) envisage.
 7. Giving sympathetic guidance and support to beginning teachers.
 8. Disseminating the best practices from one school to another by arranging for direct contact and visits between their staffs.

Task area: Assessment function.

Task 11. Assessment of principles and procedures by which the school operates.

12. To obtain an overview of achievement of how well pupils are achieving stated goals in skills, information and attitudes.

Task area: Administration function.

Task 15. Implementation and interpretation of educational policy to teachers, including those laid down in the Education Act 1961, Regulations and Administrative Instructions.

16. To foster professional development within each school.

Task area: Administration function.

Task 17. Development of school organisation based on sound principles in relation to such matters as utilization of staff, routine organisation and administration of school.

18. The development of sound procedures and methods for teachers to assess pupils' performance and standards.

19. Plan workshops, conferences, in-service training courses and seminars for teachers at State and Federal level.

Task area: Duties as an Executive (Education) officer, Ministry of Education.

Task 20. Providing specialist consultative information/advice via in-service training courses with a view to promoting changes in schools.

21. Interpret to competent authority (the Ministry of Education) the needs, expectations and aspirations of headteachers and teachers.

22. Conducting in-service courses for teachers.

23. Sitting on professional committees - curricular, ETV, etc.

24. Planning and attending annual conference of Inspectors of Schools.

Task area: Self-Growth.

Task 25. Keeping abreast of developments in the field of education, particularly in the areas of educational inspection and supervision.

26. Regular meetings of Inspectors to exchange ideas and seek common solutions.

27. Enrolling for higher degree courses.

28. Preparation of educational journals, pamphlets and other publications issued by the Ministry of Education.

29. Develop a personally-directed research project.

Task area: School-Community Leadership function.

Task 31. Developing community understanding of proposals for changes in the school programme.

Tasks Considered to be Unimportant.

Task 4. Working closely with heads of schools to help them establish their own problem-solving/decision-making procedures.

14. To assess the potential of teachers for promotion to positions of greater responsibility.

30. Acquainting the community with the needs, accomplishments and methods of schools.

32. Securing community co-operation and participation in the improvement of the school system.

33. To develop public understanding and positive relationships with the community both by personal effort and by encouragement of school policy and procedures.

Tasks in which Inspector Involvement was Significant.

Task area: Advisory function.

Task 1. Stimulation of professional interest and growth of teachers.

2. Advise teachers on specific, new and better teaching techniques and procedures.

5. Visiting schools to discuss the problems and needs of schools which heads have diagnosed and the solutions and developments which they (heads of schools) envisage.

7. Giving sympathetic guidance and support to beginning teachers.

10. Actual demonstration in classroom by Inspector.

Task area: Assessment function.

Task 11. Assessment of principles and procedures by which the school operates.

12. To obtain an overview of achievement of how well pupils are achieving stated goals in skills, information and attitudes.

Tasks in which Inspector Involvement was not Significant.

Task area: Advisory function.

Task 3. Advise headteachers on organising the school as an effective educational unit.

4. Working closely with heads of schools to help them establish their own problem-solving/decision-making procedures.

6. To advise heads of schools on the development of school-community relationships.

8. Disseminating the best practices from one school to another by arranging for direct contact and visits between their staffs.

9. Informing schools of research and development by other organisations, e.g. curriculum development centres and educational research organisations.

Task area: Assessment function.

Task 13. Assessment of teachers with regard to satisfactory service.

14. To assess the potential of teachers for promotion to positions of greater responsibility.

Tasks on which Opinions of Federal Inspectors of Schools and Other Respondents Differed Significantly.

Task 6. To advise heads of schools on the development of school-community relationships.

9. Informing schools of research and development by other organisations, e.g. curriculum development centres and educational research organisations.

10. Actual demonstration in classroom by Inspector.

13. Assessment of teachers with regard to satisfactory service.

Subject to the limitations acknowledged, these generalisations emerged:

1. The tasks of the Advisory function, Assessment, Administration, Duties as Executive (Education) officer of the Ministry of Education and Self-Growth functions were, for the most part, considered by all respondent groups to be important.

2. Some tasks of the Advisory, Assessment and School-Community Leadership functions were considered to be unimportant.
3. In the Advisory and Assessment functions, there were some marked differences of opinions among the respondent groups. It would appear, for example, in the case of task number 6, "Organising the school as an effective educational unit", all Inspectors of Schools perceived the task as important and with 80% of all Inspectors saying it incurred substantial involvement of their time/effort. On the other hand, only 56% of Headmasters/Headmistresses thought the task important for Inspectors to perform while only 30% of all heads of schools considered Inspectors devoting sufficient time/effort to this task.
4. Some significant tasks in the Advisory and Assessment functions were not recognised as such.

CHAPTER VII

RELATIVE IMPORTANCE OF TASK AREAS

In addition to judging particular tasks of major responsibility areas of Federal Inspectors of Schools as important or unimportant, the three respondent groups (Inspectors, Headmasters/Headmistresses and Selected Ministry of Education Officials) were asked to rank the six task areas in order of relative importance. From their replies was developed a statement of ranks assigned by each respondent group. Furthermore, the opinions of Inspectors, Headmasters/Headmistresses, and selected Ministry officials on the relative importance of task areas were compared.

I. RANKS ASSIGNED BY RESPONDENT GROUPS

For each task area, a frequency distribution of the ranks assigned by each respondent group was tabulated and the median of this distribution calculated. The relative sizes of the medians tested by the median test for significant differences at the 0.05 level determined the rank order assigned by each respondent group.

Inspectors' Ranks

The data contained in Table 54 on page 294, revealed that the 32 Federal Inspectors of Schools assigned the following rank order to the six task areas:

<u>Rank</u>	<u>Task Area</u>
1	Advisory Function
2	Assessment Function
3	Self-Growth
4	Administration Function
5	Duties as an Executive (Education) Officer, Ministry of Education
6	School-Community Leadership Function.

Ranks assigned by Headmasters/Headmistresses, Secondary Schools, (Malay-medium)

Table 55 on page 295 indicates the responses of Malay-medium secondary school heads. In order of the relative importance, this group of respondents ranked the given task areas as follows:

<u>Rank</u>	<u>Task Area</u>
1	Advisory Function
2	Assessment Function
3	Duties of Inspectors as Executive (Education) Officers, Ministry of Education
4	Administration Function
5	School-Community Leadership Function
6	Self-Growth

Table 54Ranks Assigned to Task Areas of Federal
Inspectors of Schools by Inspectors

Task Area	Frequency of Responses (32)							Rank Order
	Rank							
	1	2	3	4	5	6	Median Value	
Advisory Function	29	3	0	0	0	0	1.0938	1
Assessment Function	7	14	7	1	3	0	2.3437	2
Administration Function	1	7	7	7	10	0	3.5625	4
Duties as Executive (Education) Officer, Ministry of Education	0	7	9	8	2	4	3.5667	5
Self-Growth	8	4	10	5	1	4	2.9687	3
School-Community Leadership Function	0	4	4	9	6	9	4.3750	6

Table 55

Ranks Assigned to Task Areas of Federal Inspectors
of Schools by Headmasters/Headmistresses,
Malay-medium Secondary Schools.

Task Area	Frequency of Responses (49)							Rank Order
	Rank							
	1	2	3	4	5	6	Median Value	
Advisory Function	37	10	0	1	1	0	1.3469	1
Assessment Function	12	22	6	3	2	4	2.4489	2
Administration Function	2	17	7	10	7	6	3.4286	4
Duties as an Executive (Education) Officer, Ministry of Education	9	13	12	6	7	2	2.8979	3
Self-Growth	4	11	8	12	8	6	3.5510	6
School-Community Leaderwhip Function	5	9	13	8	6	8	3.5102	5

Ranks Assigned by Headmasters/Headmistresses, Secondary Schools,
(English-medium)

Table 56 on page 297 summarizes responses of English-medium secondary school heads in ranking the six task areas. The resultant ranking order is as follows for this group:

<u>Rank</u>	<u>Task Area</u>
1	Advisory Function
2	Assessment Function
3	Duties as an Executive (Education) Officer, Ministry of Education
4	Administration Function
5	Self-Growth
6	School-Community Leadership Function

Ranks Assigned by Selected Ministry of Education Officials

Ranks assigned by selected Ministry of Education Officials are shown in Table 57 on page 298. The rank order obtained for this group is as follows:

<u>Rank</u>	<u>Task Area</u>
1	Advisory Function
2	Assessment Function
3	Self-Growth
4	Administration Function
5	Duties as an Executive (Education) Officer, Ministry of Education
6	School-Community Leadership Function.

Table 56

Ranks Assigned to Task Areas of Federal Inspectors
of Schools by Headmasters/Headmistresses,
English-medium Secondary Schools.

Task Area	Frequency of Responses (46)							Rank Order
	Rank							
	1	2	3	4	5	6	Median Value	
Advisory Function	40	6	0	0	0	0	1.13	1
Assessment Function	6	27	6	2	5	0	2.41	2
Administration Function	1	9	22	7	6	1	3.24	4
Duties as an Executive (Education) Officer, Ministry of Education	2	10	16	14	2	2	3.22	3
Self-Growth	1	9	8	7	10	11	4.07	5
School-Community Leadership Function	1	7	4	11	10	13	4.33	6

Table 57

Ranks Assigned to Task Areas of Federal Inspectors
of Schools by Selected Ministry of
Education Officials.

Task Area	Frequency of Responses (14)							Rank Order
	Rank							
	1	2	3	4	5	6	Median Value	
Advisory Function	11	2	0	1	0	0	1.36	1
Assessment Function	3	6	2	1	2	0	2.50	2
Administration Function	1	3	2	3	4	1	3.65	4
Duties as an Executive (Education) Officer, Ministry of Education	0	1	4	1	2	6	4.57	5
Self-Growth	0	3	5	3	2	1	3.50	3
School-Community Leadership Function	0	1	1	4	3	5	4.71	6

It is interesting to compare Tables 54 and 57 and note that Inspectors of Schools and Ministry of Education Officials are in complete agreement on rank order for the six task areas.

II. COMPARISON OF RANKS ASSIGNED

The median test was also used to compare the ranks assigned by respondent groups. First for each task area, the data from ALL groups were combined and the median found. The number of observations in each group which exceeded the combined median and those which did not exceed the median were used to calculate the value of χ^2 for the resulting 2 x 3 table, as illustrated below:

Task Area: Self-Growth

Respondent Group	Scores Exceeding Combined Median	Scores not Exceeding Combined Median	
Inspectors of Schools	10	22	32
Headmasters/Head- mistresses	54	41	95
Ministry of Education officials	6	8	14
	70	71	141

O	E	O-E	$(O-E)^2$	$(O-E)^2/E$
10	15.89	-5.89	34.69	2.18
22	16.11	-5.89	34.69	2.15
54	47.16	6.84	46.79	0.99
41	47.84	6.84	46.79	0.97
6	6.95	-0.95	0.90	0.129
8	7.05	0.95	0.90	0.127
				$x^2 = 6.546$

$x^2 = 6.546$ which with 2 degrees of freedom is significant at the 0.05 level (critical value at 5%; 5.99).

Table 58 on page 301 summarizes the results of the median test applied to each of the six task areas. Except for tasks of Self-Growth, it is evident that the null hypothesis of a common median is tenable.

III. CONCLUSIONS

The data obtained in Tables 54-58 inclusive have indicated that between Inspectors of Schools, Heads of Secondary Schools and Ministry officials there was a very high degree of agreement on the relative importance of the six task areas. Relatively speaking, in terms of greatest, average and least important task areas,

Table 58

Comparison of Ranks Assigned by Respondent
Groups: Summary of Median Test Results.

Task Area	Combined Median (Inspectors, Headmasters/ Headmistresses and Ministry Officials)	χ^2	df	Significance
Advisory Function	1.173	2.94	2	Not significant at 0.05
Assessment Function	2.411	0.54	2	Not significant at 0.05
Administrative Function	3.418	3.04	2	Not significant at 0.05
Duties as an Executive (Education) Officer, Ministry of Education	3.317	5.07	2	Not significant at 0.05
Self-Growth	3.582	6.55	2	Not significant at 0.05
School-Community Leadership Function	4.092	1.97	2	Not significant at 0.05

respondents generally agreed on the order shown below:

1. Task areas of greatest importance.
 - (i) Advisory function tasks
 - (ii) Assessment function tasks
2. Tasks of average importance.
 - (i) Duties as an Executive (Education) Officer,
Ministry of Education
 - (ii) Administration function tasks
3. Tasks of least importance.
 - (i) Self-Growth
 - (ii) Tasks of School-Community Leadership function.

The purpose of determining the relative importance of task areas was to establish some task priorities which should be considered in preparing school Inspectors to perform competently these tasks. Whether Federal Inspectors of Schools have been adequately prepared to perform these tasks is considered in the next chapter.

It should be emphasized that the relative importance of task areas as established by the respondent groups is not necessarily the correct order, nor are these task areas ranked necessarily of little significance. It is not surprising, however, that tasks of School-Community Leadership function were ranked relatively low since, as reported in Chapter 6, respondents did not consider some tasks in this area important.

IV. INNOVATION IN SCHOOL INSPECTION AND SUPERVISION

Section III, C. II of the questionnaire for Headmasters/Headmistresses and Section I. 9 of the questionnaire for Inspectors of Schools sought the views of these two respondent groups on the extent to which Inspectors acted as change agents in education.

To the question, "Do you regard the work of Federal Inspectors of Schools in Peninsular Malaysia as helping to bring about changes in education?" responses of respondents are shown in Table 59 on page 304 .

Almost all of the Inspectors of Schools perceived themselves as helping to bring about change in education to a significant extent. One Inspector, however, felt he (or she) had only a small contribution to make to help bring about change in education. It could be that this Inspector lacked the experience in the job. Where an Inspector perceives himself highly committed to innovation, this might be because of the very conservatism of most teachers in his/her area, thus making him/her feel by contrast more innovative than he/she would in another context.

A significant percentage of Headmasters/Headmistresses of Malay-medium secondary schools (69%) also felt Inspectors were making a significant contribution to bringing about changes in education. However, four of them felt Inspectors did not make any contribution at all.

Table 59

Extent to Which Inspectors and Other Respondent Groups
Regarded the Work of an Inspector of Schools as
Helping to Bring About Change in Education.

Extent of Involvement	Federal Inspectors of Schools		Headmasters/ Headmistresses, Secondary Malay-medium Schools		Headmasters/ Headmistresses, Secondary English-medium Schools	
	N	%	N	%	N	%
To a large extent	16	50.00	3	6.12	3	6.67
To some extent	15	46.87	31	63.27	20	44.44
To a very small extent	1	3.13	11	22.45	11	42.22
None at all	0	0	4	8.16	3	6.67
Total	32	100.00	49	100.00	45	100.00

A smaller percentage, just over 51%, of English-medium secondary school heads thought Inspectors making a significant contribution to bringing about change in education. This view is so expressed as generally the Inspectorate places greater emphasis on visits to National Secondary Schools (Malay-medium) which are by and large rural-based when compared to the urban English-medium schools. There is, hence, lesser Inspector/Headteacher contact as far as English-medium schools are concerned.

V. ATTITUDES TOWARDS SCHOOL INSPECTION

The views of Headmasters/Headmistresses in both media secondary schools were sought on their attitudes towards school inspection.

Table 60 on pages 306-307 summarizes responses of Malay-medium and English-medium school heads to eight questions relating to educational inspection and supervision.

On the question of whether Heads of Schools asked Inspectors of Schools questions and advice on matters concerning problems connected with school organisation, a significantly higher proportion of Headteachers of English-medium schools sought Inspectors' advice than did Heads of Malay-medium schools (81% against 55%).

Table 60

*Attitudes Towards Inspection: Analysis of Replies from Headmasters/Headmistresses,
Secondary Schools, to Questions Relating to Educational Inspection and Supervision.*

Question			National Secondary Schools (Malay-medium) Headmasters/ Headmistresses			National Secondary Schools (English-medium) Headmasters/ Headmistresses		
			Yes	No	N	Yes	No	N
1	1. Do you ask the Inspector of Schools questions and advice on matters concerning problems connected with school organisation?	Number Per Cent	27 55.10	22 44.90	49	38 80.85	9 19.15	47
2	2. Do you ask the Inspector for advice on matters concerning relations between you and parents or the community?	Number Per Cent	4 8.16	45 91.84	49	2 4.26	45 95.74	47
3	3. Do you ask the Inspector for advice on the subject of (i) problem children?	Number Per Cent	15 30.61	34 69.39	49	21 44.68	26 55.32	47
	(ii) gifted children?	Number Per Cent	9 18.37	40 81.63	49	10 21.28	37 78.72	47
4	4. Do you consider the Inspector's visit of value to you (i) in conveying new ideas in education?	Number Per Cent	40 81.63	9 18.37	49	39 82.98	8 17.02	47
	(ii) in estimating success of work in classroom?	Number Per Cent	31 64.58	17 35.42	48	32 68.09	15 31.91	47
	(iii) as inspiring to experiment with new methods/ procedures in school administration?	Number Per Cent	32 66.67	16 33.33	48	30 63.83	17 36.17	47

Table 60 (cont'd)

Question			National Secondary Schools (Malay-medium Headmasters/ Headmistresses	National Secondary Schools (English-medium Headmasters/ Headmistresses
5	Which type of Inspectoral visit do you prefer?	Number	15	4
	(i) Formal	Per Cent	31.25	8.51
	(ii) Informal	Number	33	43
		Per Cent	68.75	91.49

It will be recalled that in Chapter VI when the importance of task areas was being ascertained, heads of schools had generally regarded as unimportant the activity by Inspectors of advising school heads on the development of school-community relationships. The same view is reflected in the responses of Headteachers to the question, "Do you ask the Inspector for advice on matters concerning relations between you and parents or the community?" A high percentage of 94% of both respondent groups indicated they did not ask Inspectors for advice on this question, being satisfied perhaps with dealing with the matter themselves.

To question 3 on seeking advice from Inspectors on the subject of problem and gifted children, relatively more heads of both media schools asked for advice in this area than they did in matters of school-community relations. However, 55% of English-medium school heads and 69% of Malay-medium schools did not seek advice from Inspectors on the subject of problem children. Fewer heads of schools asked the Inspector for advice on gifted children.

A further analysis of responses from secondary school heads to the three related questions in Question 4 revealed the following order of value of the Inspectoral visit:

1. in conveying new ideas in education (82.29%)
2. in estimating success of work in classroom (66.32%)
3. as inspiring to experiment with new methods/procedures in school administration (65.26%).

Informal visits by Inspectors are preferred to formal visits by the majority of school heads, the percentage varying from 69% for Malay-medium school heads and 91% for English-medium school heads.

VI. PERCEPTIONS OF PROBLEMS AND ISSUES FACING FEDERAL INSPECTORS OF SCHOOLS

Section VI of the questionnaire for Inspectors of Schools sought to provide information for an analysis of the issues and challenges facing the Inspectorate in the 'field'. Likewise, heads of secondary schools were also asked to state in section III, part (iii) of their questionnaire, the major weaknesses of the present Inspectoral system. The purpose of the exercise is to obtain a statement of significant weaknesses and problems of school inspection identified by both groups so that action could be taken by the Inspectorate to arrest these problems and effect necessary change.

Inspectors' Opinions

The responses of Inspectors on the significance of problems and challenges facing them are shown in Table 61 on pages 310-311. The most significant problem perceived by Inspectors as preventing them from achieving their ideal in their job was, "too many teachers in the district to supervise effectively". Not surprisingly a closely related problem, "rapidly increasing school enrolments", was placed

Table 61

Inspectors' Perceptions of the Significance of Problems and Challenges Preventing Inspectors of Schools from Achieving their Ideal in their Job.

Rank	Mean Wt.	Problem/Challenge	Very significant	Significant	Of little significance	Not significant	N
1	3.438	Too many teachers in the district to supervise effectively.	16 50.00%	15 46.87%	0 0	1 3.13%	32
2	3.250	Rapidly increasing school enrolments.	12 37.50%	16 50.00%	4 12.50%	0 0	32
3	3.188	Lack of academic and in-service training facilities in the continuing education for Inspectors.	11 34.37%	16 50.00%	5 15.63%	0 0	32
4	3.000	Limited promotional opportunity - e.g. to serve in other Divisions of the Ministry, Teacher-Training Colleges, etc.	14 43.75%	8 25.00%	6 18.75%	4 12.50%	32
5	2.781	Social and cultural issues such as community relations and racial integration.	7 21.87%	12 37.50%	12 37.50%	1 3.13%	32
6	2.625	Too much time taken up by administrative work and report-writing.	5 15.63%	14 43.75%	9 28.12%	4 12.50%	32
7	2.594	Re-organisation of small school districts into larger units for the purpose of more effective supervision.	3 9.37%	18 56.25%	6 18.75%	5 15.63%	32

Table 61 (cont'd)

Rank	Mean Wt.	Problem/Challenge	Very significant	Significant	Of little significance	Not significant	N
8	2.500	Overlap in functions of Inspectors and State Supervisors, Asst. Organisers, etc.	5 15.63%	12 37.50%	9 28.12%	6 18.75%	32
9	2.500	Lack of support and recognition by the public of the work of Inspectors.	6 18.75%	9 28.12%	12 37.50%	5 15.63%	32
10	2.438	Inspectors vested with insufficient executive power.	4 12.50%	13 40.63%	8 25.00%	7 21.87%	32
11	2.281	The problem of drug abuse among schoolchildren.	1 3.13%	10 31.25%	18 56.25%	3 9.37%	32
12	2.250	Rigid procedure of inspecting and reporting.	2 6.25%	10 31.25%	14 43.75%	6 18.75%	32
13	2.065	The incompatibility of the roles of Inspectors - that of providing guidance and evaluating work of teachers.	0 0	7 22.58%	19 61.29%	5 16.13%	31
14	2.00	Exact nature of function of Inspectors not clearly defined.	1 3.13%	8 25.00%	13 40.63%	10 31.25%	32

second. It is not difficult to see why these problems are viewed as colossal by Inspectors. In 1976, the staff establishment of the Federal Inspectorate of Schools at 65 gave a working ratio of one Inspector to 79 schools (primary and secondary) or one Inspector to 1185 school teachers. Problems facing Inspectors which were ranked third and fourth by them involved Inspectors' own position in the educational setting. These were "lack of academic and in-service training facilities in continuing education for Inspectors", and "lack of promotional opportunities to serve in other Divisions of the Ministry". Inspector perceptions of problems considered least important were: (1) the problem of drug abuse, ranked eleventh, (2) rigid procedure of inspection and reporting, (3) the incompatibility of the roles of Inspectors - that of providing guidance and evaluating work of teachers, and (4) exact nature of functions of Inspectors not clearly defined.

Opinions of Headmasters/Headmistresses

Responses of secondary school Headmasters/Headmistresses are set out in Table 62 on pages 313 to 314. This group's primary concern was with "too few Inspectoral visits". Another significant weakness rated by heads was "primary purpose of Inspectoral visit is fault-finding". Since there were invariably no follow-ups to visits made by Inspectors in the view of school heads, this weakness was ranked third. Secondary school heads also showed a concern for lack

Table 62

Headteachers' Attitudes Towards School Inspection;
A Summary of Perceptions of Major Weaknesses.

	Weakness	Number of times mentioned by:	
		National Secondary Schools (Malay-medium) Headmasters/ Headmistresses	National Secondary Schools (English-medium) Headmasters/ Headmistresses
1	Too few Inspectoral visits to schools.	17	10
2	Primary purpose of Inspectoral visit is 'fault-finding'.	10	10
3	No follow-up to visits made by Inspectors.	7	12
4	Inspectors lack the necessary experience to deal with their work.	9	8
5	Too few Inspectors, especially subject specialists.	5	9
6	Inspectors of Schools not aware of problems/shortcomings at local (school) level.	5	6
7	Visits too formal and emphasise assessment function instead of advisory role.	5	4
8	Too little time spent at school by Inspectors during visits.	4	4
9	Inspectors lack uniformity and differ in their approach to school inspection.	4	4

Table 62 (cont'd)

	Weakness Inspectors/teachers	Number of times mentioned by:	
		National Secondary Schools (Malay-medium) Headmasters/ Headmistresses	National Secondary Schools (English-medium) Headmasters/ Headmistresses
10	Inspectors do not give sufficient new ideas nor disseminate new information in subject areas.	5	3
11	Inspectors unable to cope with work as they are not suitably qualified.	5	3

of experience in work by Inspectors (ranked fourth) and "too few Inspectors, especially subject specialists" (ranked fifth). Other weaknesses pointed out by Headmasters/Headmistresses were:

1. Poor rapport between Inspectors/Headteachers and Inspectors/teachers.
2. Inspectors are arrogant and impatient.
3. Advice given "ideal, not practical".
4. In inspections, Inspector concerned only with his subject specialization.
5. Inspectoral visits upset school work/routine.
6. Teachers still regard with fear (awe) visits by Inspectors.
7. Inspectors lack the executive power (authority) to effect changes.
8. Inspectors not adequately trained.
9. Inspectors' report late in coming (to schools).
10. Inspectors lack sense of priority in work, instead look to trivial matters.
11. Visits by Inspectors to school at odd times.
12. Visiting schools without giving advance notice.
13. Rural schools not provided with resource materials.
14. Teachers regard Inspectors as educational policemen.
15. Inspectors not welcomed by staff.
16. When relating to teachers, Inspectors regard themselves as superiors.

17. Inspectorate district too large.
18. No proper procedure or system in selection of
Inspectors of Schools.
19. Inspectoral visits are mere visits without effecting
change.
20. Lack of co-ordination in work of Inspectors and
Education Department officials.
21. Inspectors tend to "sugar-coat problems".
22. Report submitted by Inspector after visit not based
on actual visit.
23. Inspectors unable to relate to law-making bodies.
24. Federal Inspectorate of Schools too highly centralised.
25. Inspectors' outlook too critical.
26. No clear conception of Inspectors' specific role by
heads and teachers.
27. Inspectors lack instruction in religious knowledge.

VII. IMPROVEMENTS DESIRED IN SCHOOL INSPECTION

As a follow-up to Section III, part (iii) of the questionnaire where Headmasters/Headmistresses elaborated freely on weaknesses of present Inspectoral system, this same respondent group was asked to

make suggestions or remarks that were relevant and beneficial. From Section III, part (iv), was obtained the responses that are summarized in Table 63 on pages 318 to 319.

As is evident, the suggestions for improvement of the present inspection situation arise direct from weaknesses pointed out. Among the most urgent steps required to bringing about change were the following suggested by the Headteachers group:

1. Suggestions made by Inspectors should be followed up by practical demonstration in classroom.
2. Inspectors should show more tact and diplomacy to win confidence of teachers they meet.
3. Report of Inspectors should touch on good points of school organisation as well.
4. Inspectors should have available an extensive resource material list for use by schools.
5. Inspectors to be more experienced than heads of schools.
6. Inspectors should give equal emphasis to subjects they inspect instead of their area of specialisation.
7. More regular meetings among Inspectors to establish priority areas of work by Inspectors.
8. Inspectoral reports on schools to arrive promptly.
9. Inspectors should assess teachers for promotion.
10. Post-inspectorial visit discussion with heads and teachers to seek realistic solutions to weaknesses observed.

Table 63

Headteachers' Attitudes Towards School Inspection;
Summary of Suggestions to making School
Inspection More Effective and Beneficial.

	Suggestion	Number of times mentioned by:	
		National Secondary Schools (Malay-medium) Headmasters/ Headmistresses	National Secondary Schools (English-medium) Headmasters/ Headmistresses
1	More frequent visits by Inspectors.	15	8
2	Need for Inspectors to establish closer contact/ rapport with teachers and Headteachers.	12	10
3	Follow-up to visits made by Inspectors.	8	12
4	Select Inspectors who have wide experience as teachers/ headteachers.	10	5
5	More informal visits by Inspectors to emphasise advisory rather than assessment function.	11	3
6	More Inspectors of Schools should be recruited.	3	8
7	Greater specialisation, especially in pedagogy, by Inspectors.	5	5
8	Criticism by Inspectors to be constructive.	6	2

Table 63 (cont'd)

	Suggestion	Number of times mentioned by:	
		National Secondary Schools (Malay-medium) Headmasters/Headmistresses	National Secondary Schools (English-medium) Headmasters/Headmistresses
9	Need for greater coordination in work between Inspectors and Education Department officials.	5	3
10	Inspectors to provide more in-service courses for teachers	6	2
11	Inspectors need to be trained in management education to be effective.	4	4

11. Schools to be informed earlier of visit by Inspector so that Heads of Schools can discuss problems faced.
12. Inspectors to go back to teaching after five years of service with the Inspectorate.
13. Inspectors ought to play a greater role as the link between Ministry of Education and schools.
14. Inspectors to be enplaced on Superscale 'G' at least to be in line with heads of Grade A schools.
15. Set-up of Federal Inspectorate of Schools to be re-organised.
16. Inspectors should communicate with student leaders and parents if they want to make a fair assessment and influence the society.
17. Proper planning by Inspectors for the year essential.
18. Inspectors to have an "open-mind" when inspecting schools.
19. Inspectors ought to "respect teachers as knowledgeable people rather than breathe authority with every word spoken".
20. A Staff Training Centre for Inspectors of Schools to be established.
21. Unpleasant and "cutting" remarks to teachers - especially before the students - should be avoided.
22. Inspectors to be given study leave to obtain higher qualifications.

23. Unfair criticism by Inspectors of newly trained teachers to be avoided.

24. The word "Inspector" to be changed.

Summary

1. Rank order of Task Areas of Inspectors.

The conclusions reached on the rank order of Task Areas of Inspectors by Inspectors themselves, Headmasters/Headmistresses and selected Ministry of Education Officials in terms of greatest, average and least important task areas were as follows:

A. Task Areas of greatest importance.

(i) Tasks of Advisory Function.

(ii) Tasks of Assessment Function.

B. Task Areas of average importance.

(i) Duties as an Executive (Education) Officer, Ministry of Education.

(ii) Administration Function.

C. Task Areas of least importance.

(i) Self-Growth

(ii) Tasks of School-Community leadership function.

2. Innovation in Education.

(i) With the exception of one Inspector, all school Inspectors regarded involvement in their work as contributing to change in education.

- (ii) Responses of Headmasters/Headmistresses on the role of Inspectors in bringing about change in education revealed 60% of Malay-medium school heads being convinced Inspectors were involved significantly in effecting change in schools while only slightly more than 50% of English-medium secondary school heads thought Inspectors significantly involved in this role.

3. Attitudes Towards School Inspection.

Analysis of responses of both groups of English-medium and Malay-medium secondary school heads revealed the following order of value of the Inspectoral visit:

- (i) in conveying new ideas in education (82.29%).
- (ii) in estimating success of work in classroom (66.32%).
- (iii) as inspiring to experiment with new methods/procedures in school administration (65.26%).

4. Significance of Problems and Challenges facing Inspectors of Schools.

In order of most significant, Inspectors' perceptions of the five most significant problems were:

- 1. Too many teachers in the district to supervise effectively.
- 2. Rapidly increasing school enrolments.
- 3. Lack of academic and in-service training facilities in the continuing education for Inspectors.

4. Limited promotional opportunities - e.g. to serve in other Divisions of the Ministry, Teacher-Training College, etc.

5. Social and cultural issues such as community relations and racial integration.

5. Opinions of Headmasters/Headmistresses.

This respondent group perceived the following five major weaknesses of the present Inspectoral system:

1. Too few Inspectoral visits to schools.
2. Primary purpose of Inspectoral visit is "fault-finding".
3. No follow-up to visits made by Inspectors.
4. Inspectors lack the necessary experience to deal with their work.
5. Too few Inspectors, especially subject specialists.

6. Suggestions in improvement desired to making school inspection more effective and beneficial.

The rank order of the five most important suggestions made by school heads, in terms of most number of times mentioned by them, was as follows:

1. More frequent visits by Inspectors.
2. Need for Inspectors to establish closer contact/rapport with teachers and Headteachers.
3. Follow-up to visits made by Inspectors.

4. Select Inspectors who have wide experience as teachers/
Headteachers.
5. More informal visits by Inspectors to emphasise
advisory rather than assessment function.

From the data obtained in Chapter VI, the conclusion was

reached that Federal Inspectors of Schools did not perform a number
of significant tasks. To what extent was the non-performance of
significant tasks related to inadequate preparation?

The present chapter examines the extent of the preparation
of Federal Inspectors of Schools. It seeks to answer the following
questions:

1. How inadequate was the preparation
received by Inspectors of Schools? Did this preparation
enable them to perform the significant tasks of the
Inspectorate? If prepared, what to perform these
significant tasks competently?
2. How effective was the Inspectorate's formal in-service
training programme for Inspectors of Schools?
3. What types of in-service training do Inspectors favour?
4. What areas of present study or experience do Inspectors
consider helpful to support in the Inspectorate that
could be included in the formal training programme of
Inspectors of Schools?

CHAPTER VIII

ADEQUACY OF PREPARATION

From the data obtained in Chapter VI, the conclusion was reached that Federal Inspectors of Schools did not recognise a number of significant tasks. To what extent was the non-recognition of significant tasks related to inadequate preparation?

The present chapter examines the adequacy of the preparation of Federal Inspectors of Schools. It seeks to answer the following questions:

1. How inadequate was the pre-service preparation received by Inspectors of Schools? Did this preparation enable them to recognise the significant tasks of the Inspectorate? Did it prepare them to perform these significant tasks competently?
2. How effective was the Inspectorate's formal in-service training programme for Inspectors of Schools?
3. What types of in-service training do Inspectors favour?
4. What areas of graduate study or experience do Inspectors consider helpful to success in the Inspectorate that could be included in the formal training programme of Inspectors of Schools?

I. PRE-SERVICE PREPARATION

The formal pre-service preparation level of Federal Inspectors of Schools was determined through an analysis of the academic and professional qualifications of Inspectors and additional training courses attended or being pursued. No attempt was made to relate academic achievement to the quality of preparation nor was any attempt made to determine the content and quality of specific courses. Rather, the adequacy of the preparation of Inspectors of Schools was judged by these criteria:

1. 'Ideal' preparation as outlined in Chapter III.
2. The opinions of Federal Inspectors of Schools on their competence in task areas.
3. The opinions of Inspectors of Schools on the career value of their University training.

Academic Qualifications of Inspectors of Schools.

The analysis of the academic qualifications of Federal Inspectors of Schools, summarized in Table 64 on page 327, was obtained from the responses to Section I of the Questionnaire for Inspectors of Schools.

The responses in Table 64 shows that only 6(18.75%) out of the 32 Federal Inspectors of Schools in the sample of Inspectors were non-graduates. This fact speaks well of the Federal Inspectorate

Table 64

Academic Qualifications of Federal
Inspectors of Schools.

Academic qualifications	N
Cambridge Overseas School Certificate	4
Cambridge Higher School Certificate	2
B.A./ (Hons.)	15
B.Sc./ (Hons.)	1
B.Sc. (Ed.)	1
B.Ed.	1
M.A.	2
M.Ed.	4
Raffles College Diploma	1
Total number of Inspectors	32

of Schools in Peninsula Malaysia as improvements in school inspection comes with greater professionalism. It is also to be noted that six Inspectors have post-graduate qualifications (18.75%). The present policy of the Inspectorate to encourage more Inspectors to obtain post-graduate qualifications will add a further dimension to Inspectors' work and efforts to improve quality of work in schools.

Years of Experience as Inspectors of Schools.

Table 65 below summarizes the data obtained from Inspectors relating to their experience in the Federal Inspectorate of Schools, the information being obtained from Section I of the questionnaire for Inspectors.

Table 65

Responses of Inspectors of Schools to Years of Experience in the Inspectorate of Schools.

Years of experience	N
0 - 1	4
1(+) - 3	2
3(+) - 5	11
5(+) - 7	4
7(+) - 9	0
9(+) - 11	1
11(+) - 13	8
Over 13 years.	2
Total number of Inspectors	32
Total number of years of experience (up to 1.1.78)	211 years 8 months
Mean number of years of experience	6 years 7 months

Of the two Inspectors with more than 13 years experience, one had joined the Inspectorate since its establishment while the other Inspector had 14 years experience.

Adequacy in Terms of 'Ideal' Preparation.

Since the content of a preparation programme for educational administrators, including Inspectors of Schools, is sufficiently known to be provided for at University departments or institutes of education, a pertinent question to ask is "Did the present incumbents of the Inspectoral position pursue courses in universities at graduate or post-graduate level considered helpful to Inspectors in their job prior to joining the Inspectorate of Schools?"

An examination of responses to academic qualifications of Inspectors reveals the following information: Of the total of 23 graduates selected to join the School Inspectorate, 18 possessed B.A. or B.A.(Hons.) degrees, 2 B.Sc.(Hons.) degrees and 3 held post-graduate qualifications - two with M.Ed. degrees and 1 a M.A. Holders of Bachelors degrees, excluding the science graduates, majored in one of the following subject areas during their course of studies - history, geography, Bahasa Malaysia, English and Economics. The majority of first-degree holders followed no courses in education in the course of the 3-year or 4-years studies. In contrast, the holders of Masters degrees pursued the following courses prior to joining the Inspectorate:

Inspector 1	-	Psychology of Education
	-	Educational Administration
	-	Statistical and Research Methods
	-	Vocational Education and Guidance and Counselling
	-	Curriculum Development.
Inspector 2	-	Philosophy of Education
	-	Educational Administration
	-	Statistical and Research Methods
	-	Curriculum Development
	-	Sociology of Education
	-	Educational Psychology.
Inspector 3	-	Psychology of Education
	-	Statistical and Research Methods
	-	Special Education.

Granted that Inspectors of Schools attended relevant courses in education after joining the Inspectorate of Schools, does the picture change dramatically whereby in-service training courses attended by Inspectors equip them adequately to perform the functions of Inspectors?

Table 66 on page 331-332 shows the number of Inspectors of Schools, including the three post-graduate degree holders mentioned above, who have taken one or more courses beyond the professional certificate or diploma in education. The table shows, for example,

Table 66

Courses Taken by Inspectors of Schools During Pre-Service
and In-Service Preparation.

Subject Area	N
HUMANITIES	
1. English Language: (TESL/TOEFL, etc.)	10
2. Bahasa Malaysia	7
3. Philosophy	0
4. Music	1
5. Art and Craft	4
6. Applied Linguistics	1
SOCIAL SCIENCES	
1. History	2
2. Economics	2
3. Political Science/Public Administration	1
4. Psychology of Education	6
5. Sociology of Education	5
6. Human Resource Development	1
NATURAL SCIENCES	
1. Biology	-
2. Physics	-
3. Chemistry	1
MATHEMATICS	
	3

Table 66 (cont'd)

Subject Area	N
EDUCATION	
1. Philosophy of Education	3
2. History of Education	3
3. Educational Administration	4
4. Principles of Supervision	2
5. Methods of Teaching	6
6. Statistical and Research Methods	8
7. Tests and Educational Measurement	4
8. Vocational Education	2
9. Guidance and Counselling	4
10. Audio-Visual Aids	2
11. Library Science	3
12. Physical Education	2
13. Curriculum Development	4
14. Industrial Arts/Technical Drawing	6
15. Educational TV.	3
16. Remedial Education	3
17. Computer Programming	1

that of the 32 Inspectors whose qualifications were examined, 10 Inspectors had pursued courses in English Language, 30 out of 32 Inspectors had no courses in history, 30 also no courses in economics, 31 had no courses in political science/public administration. The data also revealed information that 26 had no courses in psychology of education and 27 no courses in sociology (of education). In the pursuit of quality in their work Inspectors must develop an appreciation of these important tasks:

1. The maintainance and development of constructive school-community relations
2. The improvement of the nature and quality of the educational programme
3. The development of staff personnel.

It is submitted that the Inspector can only appreciate the significance of the tasks of school-community leadership function from a thorough orientation in social sciences, which broadens his perceptions of the total social milieu. The conclusion was reached that a significant number of Inspectors lacked these broad understandings from the social science disciplines.

The data from Table 66 also revealed further deficiencies in preparation for the task of improving the nature and quality of the educational programme. To illustrate, 29 Inspectors had no course in the history of education, 28 had no formal training in

Tests and Measurement that could be of use in School surveys/data collection; 24 had no courses in statistical and Research methods, 28 no courses in principles and theory of curriculum and 29 Inspectors had no formal training in the philosophy of education.

Preparation for the task of developing staff personnel in schools show additional deficiencies. Gaps are particularly evident in specialized training courses in educational administration and principles of supervision. Table 66 shows only 4 Inspectors who had pursued courses in educational administration, while 2 studied principles of supervision. It was obvious that a significantly large portion of Federal Inspectors of Schools lacked the specialized training that would enable them to be most effective in the staff personnel development task.

Summary.

New approaches to training during the past two decades have been described in Chapter V. Most of the concepts used in the study of educational administration at the present time are derived from political science, social psychology, sociology and individual psychology. We would do well to introduce our School Inspectors to the study of administrative theory, with its new emphasis on the insight to be obtained from the social sciences. In this respect, it would seem sensible to include in Inspector training, at some stage, a grasp and understanding of role theory in so far as it illuminates the work of the Inspector.

The data presented in Tables 64 to 66 inclusive above indicated a number of gaps in the pre-service preparation and selection of Inspectors of Schools. In terms of 'ideal' preparation for the recognition of competent performance of significant tasks, pre-service preparation deficiencies were evident in (i) the social science, (2) the conceptual and theoretical aspects of administration and (3) education courses related to improving the nature and quality of the education programme. For the most part, training was designed as preparation for the teaching profession rather than as specialized preparation for the Inspectorate.

Inspectors' Opinions on Competence.

Inspectors' replies to section III of their questionnaire provided some further evidence of inadequate pre-service preparation. For each of the six task areas, Inspectors were asked to indicate whether they felt competent, fairly competent or inadequate to perform these tasks. The replies of Inspectors are summarized in Table 67 on page 336.

By combining the replies of column II and III in the Table, it was possible to determine whether Inspectors felt reasonably competent or not competent to perform tasks in each area. From the combined responses, it was evident that Inspectors do not feel reasonably competent to perform the tasks of Assessment function (50%), Duties as an Executive (Education) Officer, Ministry of

Table 67

Opinions of Federal Inspectors of Schools
on their Competence in Task Areas.

Task Area	Degree of Competence*						N
	I		II		III		
	Number	%	Number	%	Number	%	
Advisory Function	26	81.25	6	18.75	0	0	32
Assessment Function	16	50.00	16	50.00	0	0	32
Administration Function	18	56.25	11	34.38	3	9.37	32
Duties as Education Officer, Ministry of Education	9	29.03	17	54.84	5	16.13	31
Self-Growth	10	32.26	18	58.06	3	9.68	31
School-Community Leadership Function	6	18.75	12	37.50	14	43.75	32

*Degree of Competence

- I - I feel competent to perform tasks in this responsibility area.
- II - I feel fairly competent to perform tasks in this responsibility area.
- III - I feel inadequate in performing tasks in this responsibility area.

Education (70.97%), Self-Growth (67.74%) and the School-Community Leadership function (81.25%). The conclusion was reached that one possible reason for the feelings of incompetence in the four responsibility areas was that Federal Inspectors of Schools had not received adequate pre-service preparation.

It should be emphasised that Inspectors' ideas of competence would be related to the job concept which they held. Had Inspectors taken relevant courses in pre-service preparation for the Inspectoral role, it is possible they would have felt even more important.

Opinions on Career Value of University Training.

Section III of the questionnaire for Inspectors provided further evidence of possible adequate preparation. Each Inspector who felt competent to perform tasks of the six specified responsibility areas was asked to indicate the chief reason for his competence in that task area by selecting one of the following reasons:

- A. Formal university training,
- B. Normal Class/College training,
- C. Experience as a teacher, administrator, and/or principal,
- D. Inspectors' formal in-service training programme, and
- E. Personal effort to improve oneself professionally.

The replies to Columns B, C, D and E in Table 68, page 338 were combined to yield two categories of responses - University training and other reasons as shown in Table 69 on page 339.

Table 68

Opinions of Federal Inspectors of Schools on Chief
Reason for Competence in Task Areas

Task Area	Chief Reason for Competence										n
	A		B		C		D		E		
	Number	%	Number	%	Number	%	Number	%	Number	%	
Advisory Function	7	22.58	1	3.22	12	38.71	3	9.68	8	25.81	31
Assessment Function	5	16.13	1	3.22	16	51.61	3	9.68	6	19.35	31
Administration Function	3	10.71	1	3.57	22	78.57	0	0	2	7.14	28
Duties as Education Officer, Ministry of Education	1	4.55	1	4.55	13	59.09	0	0	7	31.81	22
Self-Growth	7	25.00	1	3.57	4	14.29	1	3.57	15	53.57	28
School-Community Leadership Function	0	0	2	10.00	13	65.00	1	5.00	4	20.00	20

Note: A = My formal University training is the chief reason for my competence.
 B = My formal Normal Class/College training is the chief reason for my competence.
 C = My experience as a teacher, administrator and/or principal is the chief reason for my competence.
 D = The Inspectors' formal in-service training programme is the chief reason for my competence.
 E = My personal efforts to improve myself professionally since becoming an Inspector is the chief reason for my competence.

Table 69

Opinions of Federal Inspectors of Schools on Career
Value of University Training to Inspectors.

Task Area	Chief Reason for Competence		Significance	n
	University Training	Other Reasons		
Advisory Function	7 22.58%	24 77.42%	Significant at 0.05	31
Assessment Function	5 16.13%	26 83.87%	Significant at 0.05	31
Administration Function	3 10.71%	25 89.29%	Significant at 0.05	28
Duties as an Executive (Education) Officer, Ministry of Education	1 4.55%	21 95.45%	Significant at 0.05	22
Self-Growth	7 25.00%	21 75.00%	Significant at 0.05	28
School-Community Leadership Function	0 0	20 100.00%	Significant at 0.05	20

The opinions of Inspectors on the chief reason for competence in each task area as shown in Table 69 show that for each task area, seven or fewer Inspectors (23%) regarded their formal university training and study as the chief reason for their competence.

An examination of the distribution of responses in Table 69 reveals clearly that Inspectors did not have a high regard for the career value of their formal university studies that could have prepared them adequately for their job in the Inspectorate. It was concluded that one possible reason for Inspectors' expressed opinions was that their formal university training and studies had not contained relevant courses to prepare them to perform competently the significant tasks of the Inspectorate.

Summary: Adequacy of pre-service preparation.

The adequacy of the pre-service preparation of Federal Inspectors of Schools had been judged from three viewpoints:

1. Preparation considered adequate for the recognition and the competent performance of tasks,
2. Inspectors' opinions on their competence, and
3. Inspectors' opinions on the career value of their pre-service preparation.

In terms of 'ideal' preparation, a number of deficiencies were discovered. There appeared to be a particular need for preparation in the conceptual aspects of administration and

management, for specialised training in leadership principles and for a broader background in the social sciences and for the development of human relations skills.

Inspectors' opinions on their competence in task areas tended to confirm the basic hypothesis of inadequate preparation. As a group, Federal Inspectors do not feel reasonably competent to perform the tasks in the areas of the Assessment Function, Duties as Executive (Education) Officers, Self-Growth tasks and the tasks of School-Community Leadership Function. The evidence pointed up the need for specialised training in these areas, with the Inspectorate deciding priority areas with available means and resources.

Also the opinions of Inspectors on the career value of their university training and studies offered further evidence of inadequate preparation. The data showed conclusively that Inspectors did not consider their university studies and training to be the chief reason for whatever competence they possessed. One might well question the adequacy of pre-service preparation which was so poorly regarded.

II. IN-SERVICE PREPARATION

The Federal Inspectorate of Schools has a formal programme of in-service education and training for its Inspectors. There is a

short period of orientation for new appointees. There is an annual conference involving all Inspectors. In addition a number of Federal Inspectors of Schools have annually been sent to the United Kingdom on attachment to Her Majesty's Inspectorate for a period of nine weeks under the Anglo-Malaysian Education Collaboration Scheme (AMEC). Periodic Commonwealth Regional Seminars/Workshops on Educational Administration and Supervision held in capitals of the Asia and Pacific region, including Kuala Lumpur in 1975, have involved substantial Inspector participation and benefitted the group as such. Opportunities also exist, although on a very limited scale, for Inspectors to pursue relevant post-graduate study overseas or pursue a Master of Education degree course at the Faculty of Education, University of Malaya as part-time students and where a course in educational administration has been offered for a number of years now.

Opinions on Career Value of In-service Training Programme.

It will be recalled that Inspectors did not regard too highly the career value of their formal in-service preparation. The inadequacy of the in-service programme was also judged from Inspectors' opinions.

The data from Table 68 given earlier on page 338 shows that the number of Inspectors who felt that the in-service training

Table 70

Opinions of Federal Inspectors of Schools on the Career
Value of In-service Training Programme for Inspectors.

Task Area	Chief Reason for Competence		Significance	n
	In-service programme	Other reasons		
Advisory Function	4 12.50%	28 87.50%	Significant at 0.05	32
Assessment Function	4 12.50%	28 87.50%	Significant at 0.05	32
Administration Function	0 0	28 100.00%	Significant at 0.05	28
Duties as Executive (Education) Officer, Ministry of Education	0 0	22 100.00%	Significant at 0.05	22
Self-Growth	2 7.14%	26 92.86%	Significant at 0.05	28
School-Community Leadership Function	1 5.00%	19 95.00%	Significant at 0.05	20

Table 71

Types of In-service Training Desired by
Federal Inspectors of Schools.

Type of Training	TASK AREA						Totals
	Total Responses						
	Advisory	Assessment	Adminis- tration	Education Officer	Self-Growth	School- Community Leadership	
A	9	5	4	5	21	4	48
B	14	10	3	7	18	3	55
C	11	8	6	10	14	9	57
D	7	5	3	5	12	3	35
E	7	13	3	4	5	6	38
F	11	9	4	10	9	3	46
G	13	6	11	9	14	5	58
H	11	7	8	9	14	7	56
I	13	6	2	4	3	4	32
J	10	8	2	7	12	1	40
K	9	6	26	11	6	3	61
L	4	5	2	6	14	2	33
M	7	6	8	12	2	1	36
N	4	3	1	3	6	2	19
O	8	8	5	3	7	1	32
P	11	10	3	9	13	7	53
Q	25	4	2	2	6	1	40

Table 71 (cont'd)

Type of Training	TASK AREA						Totals
	Total Responses						
	Advisory	Assessment	Adminis- tration	Education Officer	Self-Growth	School- Community Leadership	
R	16	5	1	2	4	2	30
S	10	16	2	6	3	2	39
T	11	9	2	6	17	2	47
U	9	8	4	7	10	4	42
V	8	9	14	6	4	1	42
W	8	6	5	4	16	5	44
X(i)	11	14	7	8	13	13	66
(ii)	11	19	7	7	12	6	62
(iii)	11	14	7	9	12	6	59
(iv)	11	14	7	7	13	7	59

2. Courses in evaluation and testing techniques $\sqrt{X(ii)}$
3. Special training in the arts of administration and supervision (K)
4. Research techniques in education $\sqrt{X(iii)}$
5. Techniques of communication $\sqrt{X(iv)}$
6. Participation in international conferences for Inspectors of Schools/educational administrators (G)
7. Lectures by eminent educationists/education consultants (C)
8. Attendance at seminars in education, local and overseas (H)
9. Special library covering literature on new educational experiments, ideas and viewpoints (B)
10. Visits to education systems in East Malaysia and overseas (P).

In view of the opinions of Inspectors on the career value of university training, it was surprising that there were many requests for areas of study which can only be taken at university level. Apparently some Inspectors regarded that graduate courses in leadership principles, evaluation and testing techniques, special training in arts of administration and supervision, research techniques in education and communication would be more closely geared the nature of their work than their undergraduate courses had been.

The types of in-service training desired least by Inspectors were:

1. Periods of lecturing at teacher-training colleges.

(Type N)

2. Long-term studies of the effect of particular forms of advisory services in one school or classroom over the years. (R)
3. Development of more systematic and effective induction procedures for newly-appointed Inspectors of Schools. (O)
4. More in-service workshops with teachers. (I)
5. Developing a personally-directed research project. (L)

III. PERCEPTIONS OF FEDERAL INSPECTORS OF SCHOOLS ON THE IMPORTANCE OF GRADUATE AREAS OF STUDY OR EXPERIENCE CONSIDERED HELPFUL TO SUCCESS IN THE INSPECTORATE.

Section V of the questionnaire for Inspectors of Schools sought their opinions on the importance of 26 graduate areas of study or experience considered helpful to success in the Inspectorate. Inspectors were asked to rank each graduate area of study or experience on a 4-point scale: very important, important, of limited importance, unimportant. The total responses of Inspectors to each area of study or experience were recorded and the median found. The following rank order, with the median value shown in brackets, was obtained:

1. Primary and/or school curriculum. (Median 1.226)
2. Teaching methods courses. (1.258)
3. Child growth and development. (1.355)
3. Human relations. (1.355)

5. Principles of supervision. (1.452)
6. Internship. (1.500)
7. School surveys/data collection. (1.567)
8. The school principalship. (1.581)
9. Organisations (the study of). (1.581)
10. Philosophy of Education. (1.700)
11. Personnel Administration. (1.750)
12. Research methods. (1.759)
13. Administrative Theory. (1.871)
14. Mathematics. (1.964)
15. Statistics. (2.000)
15. Social psychology. (2.000)
17. History of Education (in Malaysia). (2.032)
18. Public relations. (2.034)
19. Speech therapy. (2.103)
20. Sociology. (2.194).
21. Art and Craft. (2.207)
22. Biological science. (2.286)
23. Drama. (2.500)
24. Music. (2.633)
25. Social anthropology. (3.167)
26. Political science. (3.221)

A point of note is that the literature reviewed in the field has indicated the value of social science content in the preparation

of educational administrators/supervisors. Inspectors of Schools have given rather low ranking order for sociology (ranked 20th), social anthropology (20) and political science (ranked 26th and last).

Summary.

The conclusions reached with regard to the value of in-service training programme for Inspectors show 88% or more Inspectors did not regard the Inspectors in-service training programme as the chief reason for their competence in each task area they perform.

Inspectors themselves have indicated the types of in-service training they desire if they are to make a more significant contribution to educational change in the country. A well-planned and thought-out in-service training programme for Inspectors ought to include graduate areas of study or experience identified by Inspectors which contribute to success in the Inspectorate.

CHAPTER IX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

The purpose of this study was to determine the preparation needs of Federal Inspectors of Schools in Peninsular Malaysia. More specifically, it sought to discover whether significant tasks of Inspectors of Schools were recognised, whether Inspectors had received adequate preparation for the competent performance of significant tasks and to discover the types of in-service training activities that might be employed to meet deficiencies in pre-service and in-service preparation.

The opinions of Federal Inspectors of Schools, Headmasters/Headmistresses of secondary schools, Peninsular Malaysia and selected Ministry of Education officials provided the major source of data and information. Through the use of the structured questionnaire, opinions were obtained on these questions:

1. The importance of tasks performed by Inspectors of Schools.
2. The extent of involvement in the tasks by Inspectors.
3. The relative importance of task areas.
4. Degrees of competence possessed by Inspectors.
5. Chief reasons for competence possessed by Inspectors.
6. Major problems/weaknesses in educational inspection and supervision.

7. Types of in-service training desired by Inspectors.

8. Graduate areas of study or experience considered

helpful by Inspectors to success in the Inspectorate.

Given the limitations of opinion measurement and of the questionnaire itself, respondents' replies were analysed by nonparametric statistical methods to discover whether significant tasks were recognised and what competence Inspectors possessed and how this competence was developed.

Adequacy of formal pre-service preparation was determined by an examination of respondents 'university training and courses pursued. Pre-service training was evaluated in terms of what was considered to be 'ideal' preparation as outlined in the literature and in the light of Inspectors' opinions on their competence and their opinions on the career value of their university preparation.

II. THE MAJOR FINDINGS

The major findings of this study should not be considered apart from the basic assumptions stated and the limitations outlined. In total the study should be viewed as critical evidence which challenges the adequacy of preparation of Inspectors of Schools.

Tasks of Federal Inspectors of Schools.

There appeared to be rather general agreement by Inspectors, Headteachers and selected Ministry of Education officials that the tasks of the Advisory function, Assessment function, Administration function, Duties of Inspectors as Executive (Education) officers of the Ministry of Education, Self-Growth and School-Community Leadership function were important. However, it was evident, too, that within all these task areas, some significant tasks were not recognised. In fact some significant tasks in these areas were considered unimportant.

While respondents were in general agreement on the importance or unimportance of tasks in each responsibility area, the opinions of Inspectors and other respondent groups showed a significant difference on some tasks in the Advisory and Assessment functions. It appeared that there might be role conflicts in these areas since Headmasters/Headmistresses and selected Ministry of Education officials seemed to have wider expectations of the Inspector.

In the light of total evidence relative to importance of tasks, it was concluded that the total concept of the Inspector's role was not fully understood. The non-recognition of significant tasks pointed up needed areas of preparation.

Relative Importance of Task Areas.

The relative importance of task areas assigned by each respondent group showed remarkably high agreement. Tasks in the

Advisory and Assessment functions were ranked highest, while the responsibility areas of Self-Growth and School-Community Leadership function were ranked lowest. In the middle range were ranked the areas of Duties of Inspectors as Executive (Education) officers of the Ministry of Education and Administration function.

Although this evidence provides no indication of preparation needs, it is useful in suggesting task priorities to be considered in a preparation programme for Inspectors.

Innovation in Education - the Inspectors' Role.

The responses of Inspectors and Headmasters/Headmistresses to the innovative role of Inspectors in effecting change in education provide some contrasting views. While the views of Inspectors are near-unanimous in helping to bring about change in education, Heads of secondary schools differed among themselves on the significance of the Inspectoral role in promoting change. A significantly larger percentage of Headmasters/Headmistresses in Malay-medium schools (68.75%) thought Inspectors playing a more positive role in helping to bring about change than did Heads of English-medium secondary schools (51.11%). This point is taken in view of the policy and new emphasis of the Inspectorate in requiring Inspectors to devote a greater proportion of their time/effort to supervision and inspection of rural Malay-medium schools than urban schools, which are by and large English-medium schools.

Attitudes Towards School Inspection.

As an indication to Federal Inspectors of Schools on how school inspection is perceived in the 'field', Heads of secondary schools in Peninsular Malaysia reported the following order of value of the Inspectors' visit:

1. in conveying new ideas in education (82.29%)
2. in estimating success of work in classroom (66.32%)
3. as inspiring to experiment with new methods/procedures in school administration (65.26%)

Heads of schools indicated a marked preference for informal school visits rather than formal by Inspectors, the percentage varying from 69% for Malay-medium school heads to 91% for English-medium school heads.

Perceptions of Significance of Problems and Issues Facing the Inspectorate of Schools.

Inspectors' perceptions of the most significant problems in school inspection facing them are:

1. Too many teachers in the district to supervise effectively.
2. Rapidly increasing school enrolments.
3. Lack of academic and in-service training facilities in the continuing education for Inspectors.
4. Limited promotional opportunity - e.g. to serve in other divisions of the Ministry, Teacher Training Colleges, etc.

5. Social and cultural issues such as community relations and social integration.

Headmasters'/Headmistresses' perceptions of weaknesses in the present inspectoral system are:

1. Too few Inspectoral visits to schools.
2. Primary purpose of Inspectoral visit is "fault-finding".
3. No follow-up to visits made by Inspectors.
4. Inspectors lack the necessary experience to deal with their work.
5. Too few Inspectors, especially subject specialists.

Improvements Desired in School Inspection.

Secondary school heads' suggestions to effect improvement in educational inspection and supervision are:

1. More frequent visits by Inspectors.
2. Need for Inspectors to establish closer contact/rapport with teachers and Headmasters/Headmistresses.
3. Follow-up to visits made by Inspectors.
4. Select Inspectors who have wide experience as teachers and Headteachers.
5. More informal visits by Inspectors to emphasise advisory rather than assessment function.

Adequacy of Preparation.

An evaluation of formal pre-service and in-service education of Inspectors provided additional insight into the preparation needs of Inspectors of Schools.

Pre-service Preparation.

The pre-service preparation of Federal Inspectors of Schools indicated deficiencies in conceptual and theoretical aspects of administration, in training in instructional leadership tasks, in the social sciences, in the areas of the Assessment function, Duties of Inspectors as Executive (Education) officers of the Ministry of Education, Self-Growth and School-Community Leadership function.

The task areas in which Inspectors felt most incompetent and their opinions on the adequacy of their pre-service preparation supported the general conclusion of inadequate preparation.

In-service Preparation.

In the opinions of Federal Inspectors of Schools, the career value of the Inspectorate's in-service training programme and education was considered by only three Inspectors or less as contributing to their competency in the task areas of Inspectors. Thus, it appears the in-service training programme had not been too successful in compensating for pre-service preparation deficiencies.

The types of in-service training activities desired most by Inspectors were:

1. Courses in leadership principles.
2. Courses in evaluation and testing techniques.
3. Special training in the arts of administration and supervision.
4. Research techniques in education.
5. Techniques in communication.

In-service activities that received least support were:

1. Developing a personally-directed research project.
2. More in-service workshops with teachers.
3. Development of a more systematic and effective induction programme for newly-appointed Inspectors of Schools.
4. Long-term studies of the effect of particular forms of advisory services in one school or classroom over the years.
5. Periods of lecturing at Teacher-Training Colleges.

The total evidence concerning the adequacy of the in-service training programme suggested that it was not as effective as it might be. The low regard for its career value, and the requests for activities and graduate areas of study and experience not included in the present programme pointed up the need for more adequate in-service preparation programme.

III. RECOMMENDATIONS

The major recommendations arising out of this study are summarized in the following statements.

Recruitment and Selection.

1. Recruitment and selection procedures for the Federal Inspectorate of Schools, Ministry of Education, Malaysia should be carefully reviewed. Particular attention should be paid in future to securing a better balance of recruits of the right calibre with experience in primary and secondary education and to the need to have within the Inspectorate some Inspectors with special knowledge of social developments affecting education.
2. There is an urgent need for the Inspectorate of Schools to be expanded to include more regional/state Inspectors to supplement efforts of the present incumbents. One of the most urgent needs in each state is to consider reducing the number of teachers in each Inspectors' district to give him/her more time for professional leadership.
3. In a job so dependent on high personal worth, personal quality should when necessary outweigh direct teaching/administrative experience and such persons should be actively sought as Inspectors of Schools.

4. Provision should be made to allow Inspectors, during their service, to be seconded to teaching and administrative positions in schools, teacher-training colleges, departments of education and other divisions of the Ministry and this should be embodied in their terms of service.
5. In order to recruit the best personnel, salaries paid to Inspectors should be at a level in keeping with specialized professional training required and the responsibilities of the position.

Pre-service Preparation.

1. Specialised training for the competent performance of significant tasks together with a successful internship programme should be a pre-requisite for future employment. The need for competent administrators requires that pre-service preparation programme for Inspectors be limited to universities which have the staff and facilities to offer a specialised programme.
2. There seems little doubt that, in the event of inadequate pre-service preparation, more systematic and effective induction procedures are desirable and necessary. These would deepen the Inspectors' understanding of the aims and methods of supervision and give him greater skill in the art of communication.

They would provide a stimulus for further professional reading and emphasise the essential part it plays in educational leadership. So far as an induction programme is concerned, the essential features must be an introduction to administration, an intensive survey of primary and secondary school courses and methods, and a study of both of the arts and processes of communication and of the dynamics of human relations.

3. A strong case exists for the creation of a special training institute (whether independently or as part of a university or a teachers college) providing a sound training of at least one year before selected senior teachers and heads of schools assume roles in the Inspectorate. The multiplying value of their training will more than justify both its financial and opportunity costs.

In-service Preparation.

1. The present in-service training programme for Inspectors should be carefully evaluated. This evaluation might well be undertaken by the staff members of a local university faculty of education, Ministry of Education officials and by Inspectors themselves.
2. Considerable responsibility rests on the administration to provide conditions and opportunities that will assist

and encourage Inspectors. In-service training possibilities are: adequate time to pursue particular studies, regular conferences, assignments in revision of curricula, study leave provisions at intervals of, say, five years, facilitation of overseas travel to attend conferences and periods of lecturing at teachers' colleges.

3. The Inspectors should persevere with his professional reading and provision made by the Inspectorate to update relevant reading material and references, particularly in educational administration and supervision.

A planned programme of in-service development should recognise general deficiencies which can be attacked on a broad front. At the same time it should be recognised that in-service development is largely a personal matter.

Of necessity a planned in-service programme must establish some priorities. While the relative importance of task areas as determined in this study offers some guidance, those task areas in which Inspectors did not feel reasonably competent should not be overlooked. As a matter of priority, this study has shown that preparation needs of Inspectors are greatest in the conceptual aspects of administration; supervision principles and educational theory and practice.

NEEDED RESEARCH AND A CONCEPTUAL FRAMEWORK

This study has led to the identification of certain aspects of the Inspectoral role which could be profitably researched. This study has been hampered from the outset by an absence of reliable national information about Inspectors of Schools. For example, very little historical research has been done on the development of advisory services in Peninsular Malaysia. These could be based on the supervisory work of State Organisers of Schools or upon the work nationally of particular Inspectors in particular subjects.

A number of unanswered questions related to the problem of this study suggested the need for future research and the development of a conceptual framework of the role of Federal Inspectors of Schools. Among those which should be undertaken are:

1. There is a clear need to develop, pilot and evaluate training materials and programmes for Inspectors of Schools in the light of this study's findings and other experiences.
2. Equally urgent is a study of the Inspector's work in evaluating performance and standards in schools. Here, too, instruments should be judged on their feasibility and attempts should be made to involve senior teachers in a self-monitoring exercise.

3. What is the exact nature of relationship between administrator variables (age, qualifications, pre-service and in-service training, experience as a teacher and/or principal) and competence in performing the tasks of the Inspectorate?
4. A normative study of the actual 'field' problems of school Inspectors and their causes, to the end that the pre-service and in-service education of the Inspector may be made more effective.
5. What is the relationship between various types of pupil achievement in a school and the way an Inspector operates?
6. A study should be made of ways in which advisers actually do and might operate in a consultancy role. This would necessarily involve some team training first.
7. How can an internship programme for Inspectors of Schools, if adopted, be made effective?
8. In what specific ways can the inter-disciplinary approach make its greatest contribution to the preparation for the Inspectoral tasks?

A Conceptual Framework.

The aim of needed research listed above would be to gain greater understanding of the potential and limitations of the Inspectoral role in supporting and developing good educational practice.

To achieve this aim it is finally suggested that the following conceptual framework be used and added to in these research activities.

1. Each Federal Inspector of Schools may be regarded as an innovator in the education system who attempts to bring out innovations (tasks) in certain innovative systems (target system).
2. Each Inspector of Schools may have access to two broad types of change strategy:
 - (i) Advisory: this will be based upon his authority as a professional educator.
 - (ii) Assessment: this will be based upon his authority as an Education (Executive) officer of the Ministry of Education, Malaysia, and will be power-coercive.
3. Each Inspector may seek to change two broad target systems within his/her area of operation:-
 - (i) Schools (i.e. teachers and school heads)
 - (ii) Ministry of Education/State Education Departments (i.e. education administrators)
4. This may be represented diagrammatically as follows:

Change Strategy \ Target Systems	Schools	Ministry of Education State Education Departments
Advisory/Professional	1	2
Inspectoral/Assessment	3	4

5. It can be hypothesised that their behaviour may vary along these two dimensions, i.e.

- (i) the extent to which they use each strategy;
- (ii) the extent to which they focuss upon each target system.

6. We may seek to explain their actual behaviour according to:

- (i) the characteristics of each innovation or task specified;
- (ii) the characteristics of the target system;
- (iii) their own characteristics as innovators in an educational setting, e.g.
 - (a) their personalities;
 - (b) their status (e.g. Chief Inspector, subject specialist)
 - (c) their contextual constraints (e.g. team structure, number of Inspectors in relation to schools/teachers, location/base of operation)
 - (d) other (e.g. primary vs secondary, sex)

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Dear Inspector,

1. This Ph.D. in education research study Questionnaire seeks to obtain your views on the expectations you hold of your role as a Federal Inspector of Schools, your considered opinion of your competence in certain task areas and types of in-service training favoured by you.
2. This study has been approved by Kementerian Pelajaran Malaysia.
3. You are NOT required to write your name - strict anonymity will be maintained.
4. Please note that this Questionnaire is not a test of facts or information. It merely seeks your professional views on a subject of direct importance to you.
5. Please complete ALL Sections of this Questionnaire.
6. Two copies of this research dissertation, when completed will be made available to the Federal Inspectorate of Schools for your perusal.

THANK YOU VERY MUCH FOR YOUR CO-OPERATION.

Serjit Singh,
Fakulti Pendidikan,
Universiti Malaya,
Kuala Lumpur.

APPENDIX AQuestionnaire for Federal Inspectors of Schools,
Peninsular Malaysia

A. BACKGROUND INFORMATION.

Please complete the following responses by checking (✓)
or complete the blanks as indicated.

1. Sex. (i) Male _____ (ii) Female _____
2. Age (as at 1.1.77) _____ Years _____ Months.
3. Race (i) Malay _____
(ii) Chinese _____
(iii) Indian _____
(iv) Eurasian _____
(v) Other (Please specify) _____

4. Indicate the highest academic qualifications you hold.

Qualification	Year obtained	Institution awarding qualification/degree
1. School Certificate		
2. Higher School Certificate		
3. Bachelor of Art/(Hons.)		
4. Bachelor of Science/(Hons.)		
5. Bachelor of Education		
6. Master of Art		
7. Master of Science		
8. Master of Education		

4. (Cont.)

Qualification	Year obtained	Institution awarding qualification/degree
9. Doctor of Philosophy		
10. Raffles College Diploma		
<u>Other (Please specify)</u>		
11.		
12.		
13.		

5. Indicate the professional qualifications you hold.

Qualification	Year qualified	Institution awarding professional qualification
1. Normal Class Trained		
2. College-trained		
3. Specialist Teacher-training Institute, Kuala Lumpur.		
4. Diploma in Education		
5. Certificate in Education		
6. Trainer's Certificate		
<u>Other (Please specify)</u>		
7.		
8.		
9.		

6. Previous experience. Have you ever been employed as a teacher, an administrator, lecturer or head of department or Principal in any of the following institution? If so, how long have you worked for in this capacity?

Institution	Number of years service	Period of Service, if known	Most senior post held
1. Primary School			
2. Secondary School			
3. Education Department			
4. Teacher-Training College			
5. Ministry of Education			
<u>Other (Please specify)</u>			
6.			
7.			
8.			

7. (a) Present job title/designation. _____
- (b) Date of first appointment as Federal Inspector of Schools. _____
- (c) Location. Where are you now based? _____
- (d) Do you have responsibilities for a subject (e.g. English Language, Science, Modern Mathematics, etc.)? _____ Yes _____ No.
- If yes, state for what subject area.
- _____

8. Training. Do you have any formal training for work as an Inspector of Schools? Yes _____; No _____.

If yes, please specify nature of training undertaken:

A. Before appointment as an Inspector of Schools.

Type of training	Where held and name of Institution/Dept. organising training.	Duration of training with dates

B. After appointment as an Inspector of Schools.

Type of training	Where held and name of Institution/Dept. organising training.	Duration of training with dates

9. Innovation. Do you generally regard the role of an Inspector, under normal circumstances, as helping to bring about changes in education? (Tick in appropriate box).

To a large extent	
To some extent	
To a very small extent	
Not at all	

10. Courses in education taken before and since joining the Federal Inspectorate of Schools.

The purpose of this section is to find out the varied educational background of Inspectors. Please complete particulars against the relevant subject area you pursued (or are pursuing) at College/University level.

Subject Areas	Duration of course with dates, if known	Qualification for which course was/is being taken (e.g. B.Ed., Dip.Ed., etc.)	Name of Institution awarding qualification
<u>HUMANITIES</u>			
1. English Language (TESL/TOEFL for Dip./Cert.)			
2. Bahasa Malaysia			
3. Philosophy			
4. Music			
5. Art & Craft			
6. Other (please specify)			

Subject Areas	Duration of course, with dates, if known	Qualification for which course was/is being taken (e.g. B.Ed., Dip.Ed., etc.)	Name of Institution awarding qualification
<u>EDUCATION</u>			
1. Philosophy of Education			
2. History of Education			
3. Educational Administration			
4. Principles of Supervision			
5. Methods of Teaching			
6. Statistical & Research Methods			
7. Tests & Educa- tional Measure- ment			
8. Vocational Education			
9. Guidance & Counselling			
10. Audio-visual aids			
11. Librarianship			
12. Physical Education			
13. Curriculum development			
Other (Please specify)			
14.			
15.			

Subject Areas	Duration of course, with dates, if known	Qualification for which course was/is being taken (e.g. B.Ed., Dip.Ed., etc.)	Name of Institution awarding qualification
<u>SOCIAL SCIENCES</u>			
1. History			
2. Economics			
3. Political Science/ Public Adminis- tration.			
4. Psychology of Education.			
5. Sociology of Education.			
6. Other (please specify)			
<u>NATURAL SCIENCES</u>			
1. Biology			
2. Physics			
3. Chemistry			
<u>MATHEMATICS</u>			

SECTION II

- B.1. The following is a checklist of activities that Inspectors may or may not be involved in when working with teachers. These activities are conveniently arranged under six responsibility areas.

For Task Areas I and II only (i.e. ADVISORY AND ASSESSMENT function), please state your responses on the Importance of and Degree of involvement in each activity. To the right and left of each item are printed the numbers 1 2 3 and 4. Please circle the number which best indicate your considered opinion of each task, using the key given below.

Importance of Task Area

1. Very important. (A task which absolutely must be performed by the Inspector if the school system is to operate effectively).
2. Important. (A task area which preferably should be performed by the Inspector if the school system is to operate effectively).
3. Of little importance. (A task whose performance may or may not make a small contribution to the effective operation of the school system).
4. Not important. (A task which the Inspector should not perform).

Involvement in Task Area

1. Major involvement. (A task area which occupies a significant part of an Inspector's time/effort).
2. Moderate involvement. (A task area that receives only a moderate involvement of an Inspector's time/effort).
3. Slight involvement.
4. No involvement.

I. TASK AREA: ADVISORY FUNCTION

Degree of Importance					Degree of Involvement			
Very Important	Important	Of little Importance	Not Important		Major Involvement	Moderate Involvement	Slight Involvement	No Involvement
1	2	3	4	1. Stimulation of professional interest and growth of teachers.	1	2	3	4
1	2	3	4	2. Advise teachers on specific, new and better teaching techniques and procedures.	1	2	3	4
1	2	3	4	3. Advise teachers on organising the school as an effective educational unit.	1	2	3	4
1	2	3	4	4. Working closely with heads of schools to help them establish their own problem-solving/decision-making procedures.	1	2	3	4
1	2	3	4	5. Visiting schools to discuss the problems and needs of schools which heads have diagnosed and the solutions and developments which they (heads of schools) envisage.	1	2	3	4
1	2	3	4	6. To advise heads of schools on the development of school/community relationships.	1	2	3	4

Degree of Importance					Degree of Involvement			
Very Important	Important	Of little Importance	Not Important		Major Involvement	Moderate Involvement	Slight Involvement	No Involvement
1	2	3	4	7. Giving sympathetic guidance and support to beginning teachers.	1	2	3	4
1	2	3	4	8. Disseminating the best practices from one school to another by arranging for direct contact and visits between their staffs.	1	2	3	4
1	2	3	4	9. Informing schools of research and development by other organisations, e.g. curriculum development centres and educational research organisations.	1	2	3	4
1	2	3	4	10. Actual demonstration in classroom by Inspector.	1	2	3	4
1	2	3	4	Please add other tasks in this area you think you perform and circle the appropriate numbers as you did above.				
1	2	3	4	(i) _____	1	2	3	4
1	2	3	4	(ii) _____	1	2	3	4

II. TASK AREA: ASSESSMENT FUNCTION

Degree of Importance					Degree of Involvement			
Very Important	Important	Of little Importance	Not Important		Major Involvement	Moderate Involvement	Slight Involvement	No Involvement
1	2	3	4		1	2	3	4
				11. Assessment of principles and procedures by which the school operates.				
				12. To obtain an overview of achievement of how well pupils are achieving stated goals in skills, information and attitudes.				
				13. Assessment of teachers with regard to satisfactory service.				
				14. To assess the potential of teachers for promotion to positions of greater responsibility.				
				Others (please specify)				
				(i) _____				
				(ii) _____				

III. ADMINISTRATION FUNCTION

	Degree of Importance			
	Very Important	Important	Of little Importance	Not Important
15. Implementation and interpretation of educational policy to teachers, including those laid down in the Education Act, 1961, Regulations and Administrative Instructions.	1	2	3	4
16. To foster professional development within each school.	1	2	3	4
17. Development of school organisation based on sound principles in relation to such matters as utilization of staff, routine organisation and administration of school.	1	2	3	4
18. The development of sound procedures and methods for teachers to assess pupils' performance and standards.	1	2	3	4
19. Plan workshops, conferences, in-service training courses and seminars for teachers at State and Federal level.	1	2	3	4
(i) _____	1	2	3	4
(ii) _____	1	2	3	4

IV. DUTIES AS AN EXECUTIVE (EDUCATION) OFFICER
OF THE MINISTRY OF EDUCATION

	Degree of Importance			
	Very important	Important	Of little importance	Not important
20. Providing specialist consultative information/advice via in-service training courses with a view to promoting change in schools.	1	2	3	4
21. Interpret to competent authority (the Ministry of Education) the needs, expectations and aspirations of headmasters and teachers.	1	2	3	4
22. Conducting in-service courses for teachers.	1	2	3	4
23. Sitting on professional committees-curricula, ETV, etc.	1	2	3	4
24. Planning and attending annual conference of Inspectors of Schools.	1	2	3	4
Others (Please specify)				
(i) _____	1	2	3	4
(ii) _____	1	2	3	4

V. TASK AREA: SELF-GROWTH

	Degree of Importance			
	Very Important	Important	Of little Importance	Not Important
25. Keeping abreast of developments in the field of education, particularly in the areas of educational inspection and supervision.	1	2	3	4
26. Regular meetings of Inspectors to exchange ideas and seek common solutions.	1	2	3	4
27. Enrolling for higher degrees courses.	1	2	3	4
28. Preparation of educational journals, pamphlets and other publications issued by the Ministry of Education.	1	2	3	4
29. Develop a personally-directed research project.	1	2	3	4
Others (Please specify)				
(i) _____	1	2	3	4
(ii) _____	1	2	3	4

VI. SCHOOL-COMMUNITY LEADERSHIP

	Degree of Importance			
	Very Important	Important	Of little Importance	Not Important
30. Acquainting the community with the needs, accomplishments and methods of schools.	1	2	3	4
31. Developing community understanding of proposals for changes in the school programme.	1	2	3	4
32. Securing community cooperation and participation in the improvement of the school system.	1	2	3	4
33. To develop public understanding and positive relationships with the community both by personal effort and by encouragement of school policy and procedures.	1	2	3	4
Others (Please specify)				
(i) _____	1	2	3	4
(ii) _____	1	2	3	4

B.2.

RELATIVE IMPORTANCE OF TASK AREAS

Please rank in order of importance the task areas of the Inspector by placing the number -

1 before the task area which you consider to be the most significant, 2 before the task area second in significance and so on. Task areas considered by you to be of equal significance may be given the same rating.

Please fill in all blanks.

- _____ Advisory function.
- _____ Assessment function.
- _____ Administration function.
- _____ Duties as an Education Officer.
- _____ Self-growth.
- _____ School-Community leadership.

SECTION III

- C. Please state frankly your considered opinion of your competence in each of the following task areas by placing a check mark (/) in the appropriate column.

- Column I - I feel competent to perform the tasks in this area.
- Column II - I feel fairly competent to perform tasks in this area.
- Column III - I feel inadequate in performing tasks in this area.

If you have placed a check mark in Column I or II, indicate the chief reason for your competence by placing (/) in one of the columns headed by the letters A, B, C, D or E.

Check in ONE column only.

- Column A - My formal University training is the chief reason for my competence.
- Column B - My formal Normal class/College training is the chief reason for my competence
- Column C - My experience as a teacher, administrator and/or principal is the chief reason for my competence.
- Column D - The Inspector's formal in-service training programme is the chief reason for my competence.
- Column E - My personal efforts to improve myself professionally since becoming an Inspector is the chief reason for my competence.

TASK AREA	Degree of competence			Chief reason for competence				
	I	II	III	A	B	C	D	E
I. Advisory function								
II. Assessment function								
III. Administrative function								
IV. Duties as an Executive (Education) Officer of Ministry of Education.								
V. Self-growth								
VI. School/Community leadership								
Other Areas. (<u>Please specify, if any</u>).								
VII. _____								
VIII. _____								

SECTION IV

TYPES OF IN-SERVICE TRAINING FAVOURED BY INSPECTORS

The list below contains types of in-service training considered useful to Inspectors of Schools (A to X). The list, however, is not exhaustive and so you may indicate against letters Y and Z additional types of training you think useful to Inspectors.

- A. Sabbatical leave for graduate study with partial salary.
- B. Special library covering literature on new educational experiments, ideas and viewpoints.

- C. Lectures by eminent educationists/educational consultants.
- D. Study circles/professional reading programme including box/classification schemes on various topics and summaries of research reports.
- E. More field trips and inter-district visitations to observe and contrast a variety of schools in action.
- F. Regular meetings with Inspectors themselves.
- G. Participation in international conferences for Inspectors of schools/educational administrators.
- H. Attendance at seminars in education, local and overseas.
- I. More in-service workshops with teachers.
- J. Curriculum research courses in appropriate fields.
- K. Special training in the arts of administration and supervision.
- L. Developing a personally-directed research project.
- M. Using resources of other divisions/sections/units of the Ministry of Education, e.g. EPRD, Teacher-Training, Technical and Vocational education, AVA, ETV, etc.
- N. Periods of lecturing at Teacher-Training Colleges.
- O. Development of more systematic and effective induction procedures for newly-appointed Inspectors of Schools.
- P. Visits to education systems in East Malaysia and overseas.
- Q. Case studies of successful advisory practices.
- R. Long-term studies of the effect of particular forms of advisory services in one school or classroom over the years.
- S. Close liaison with Teacher-training colleges to see purposes and methods of training and basis of assessment of trainee-teachers.
- T. Refresher courses in special areas of education.
- U. Workshop or study courses of some duration, e.g. one week or more courses for a small group of Inspectors to pursue particular problems and studies.
- V. The development of a Handbook of Procedures for Inspectors of Schools to supplement Inspectorate division Administrative instructions.
- W. Each Inspector to have at least 4-6 weeks each year, apart from annual holiday leave, to follow a programme of study or observation or inquiry limited only by the necessity to have for it the approval of his senior officer.

X. Courses in such areas as:

- (i) Leadership principles
- (ii) Evaluation and testing techniques
- (iii) Research techniques in education
- (iv) Techniques of communication.

If there are others please list this out here.

Y. _____

Z. _____

In the appropriate space now provided in the table, PRINT IN BLOCK LETTERS the letter or letters which correspond to the types of in-service training listed above which you favour, for each given task area.

Task Area	In-service training favoured
I. Advisory	
II. Assessment	
III. Administration	
IV. Duties as an Executive (Education) officer of the Ministry of Education.	
V. Self-growth	
VI. School-Community leadership	
Other areas (<u>Please elaborate, if any</u>)	
VII. _____	
VIII. _____	

SECTION V

Please rate the importance of each of the following graduate areas of study or experiences to success in the Inspectorate using the following number scales:

- 1 - Of great importance
- 2 - Important
- 3 - Of limited importance
- 4 - Unimportant

(i) Educational Administration Courses

- (1) Administrative Theory _____
 - (2) Human relations _____
 - (3) Organisations _____
 - (4) Personnel Administration _____
 - (5) Public relations _____
 - (6) The school principalship _____
 - (7) Other (specify) _____
-

(ii) Educational Foundations

- (8) Child growth and development _____
 - (9) History of Education (in Malaya) _____
 - (10) Philosophy of Education _____
 - (11) Research methods _____
 - (12) Other (specify) _____
-

(iii) Curriculum, Instruction and Supervision

- (13) Primary and/or Secondary school curriculum _____
 - (14) Principles of supervision _____
 - (15) Teaching methods courses _____
 - (16) Other (specify) _____
-

(iv) Social Science Courses

- (17) Sociology _____
 - (18) Social psychology _____
 - (19) Political science _____
 - (20) Social anthropology _____
 - (21) Other (specify) _____
-

(v) Science and Mathematics

- (22) Biological science _____
 - (23) Mathematics _____
 - (24) Statistics _____
 - (25) Other (specify) _____
-

(vi) Field experiences

*(26) Internship _____

(27) School surveys/data
collection _____(28) Other (specify) _____

(vii) Humanities and Fine Arts

(29) Art and Crafts _____

(30) Speech Therapy _____

(31) Drama _____

(32) Music _____

(33) Other (specify) _____

*The internship in educational administration is a phase of professional preparation in which a student who is nearing the completion of his formal study works in the field under the competent supervision of a practicing educational administrator for a considerable period of time for the purpose of developing competence in carrying out supervisory duties and responsibilities.

SECTION VI

ISSUES AND CHALLENGES FACING THE INSPECTORATE

Listed below are some issues and challenges facing the Inspectorate today which might prevent Inspectors from carrying out their responsibilities as they would like to.

Rank these problems in order of significance as stated by checking (/) against your response.

Issue/Challenge	Very significant	Significant	Of little significance	Not significant
1. Rapidly increasing school enrolments.	—	—	—	—
2. The problem of drug abuse among schoolchildren.	—	—	—	—
3. Social and cross-cultural issues such as community relations and racial integration.	—	—	—	—
4. Reorganisation of small school districts into larger units for the purpose of more effective supervision.	—	—	—	—
5. Too many teachers in the district to supervise effectively.	—	—	—	—
6. Lack of support and recognition by the public of the work of Inspectors.	—	—	—	—
7. Too much time taken up by administrative work and report writing.	—	—	—	—
8. Lack of academic and in-service training facilities in the continuing education for Inspectors.	—	—	—	—

Issue/Challenge	Very significant	Significant	Of little significance	Not significant
9. Exact nature of function of Inspectors not clearly defined.	—	—	—	—
10. The incompatibility of the roles of Inspectors - that of providing guidance and evaluating work of teachers.	—	—	—	—
11. Overlap in functions of Inspectors of Schools and State Supervisors, Asst. Organiser of Schools, etc.	—	—	—	—
12. Inspectors vested with insufficient executive power.	—	—	—	—
13. Rigid procedure of inspection and reporting.	—	—	—	—
14. Limited promotional opportunity - e.g. to serve in other Divisions of the Ministry, Teacher-Training College, etc.	—	—	—	—
Other (Please specify)				
15. _____	—	—	—	—
16. _____	—	—	—	—
17. _____	—	—	—	—

Dear Headmaster/Headmistress,

1. This Ph.D. in education research study Questionnaire seeks to obtain your views on the expectations you hold of the role of Federal Inspectors of Schools, the significance of tasks performed by Inspectors and the improvements you would like to see in school inspection and supervision.
2. This study has been approved by Kementerian Pelajaran Malaysia.
3. You are NOT required to write your name - strict anonymity will be kept.
4. Please note that this Questionnaire is not a test of facts or information. It merely seeks your professional views on an important subject.
5. Please complete all Sections of this Questionnaire yourself.
6. The sample of Headmasters and Headmistresses of Secondary Schools has been randomly selected.
7. A copy of this research dissertation, when completed, will be given to your professional organisation.

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Serjit Singh
Fakulti Pendidikan,
Universiti Malaya,
Kuala Lumpur.

APPENDIX BQuestionnaire for Headmasters/Headmistresses of Selected
Secondary Schools, Peninsular Malaysia.SECTION I

A. PARTICULARS OF SCHOOL.

1. Name of School. _____
2. Type of School (Sek. Men./Sek. Men. Jen. Keb./Sek. Men. Rendah).

3. Grade of School. (i.e. A or B or C) _____
4. Present enrolment.
(Include double-session enrolment,
if School has this). _____
5. Type of School.
(Tick (✓) in appropriate column)

(i) Boys only _____

(ii) Girls only _____

(iii) Co-educational _____

6. Record of visits by Federal Inspectors of Schools.

Year	Number of times School was visited by Inspector/s	Date of commencement/ending of visit, if known	Nature of visit	
			*Team Inspection	**Single Inspectoral visit
1977				
1976				
1975				
1974				
1973				

* Team inspection: that occasion when a team of Inspectors carry out a judicious inspection of a school, looking into all aspects of the working of a school - its organisation, teaching standards and equipment, intra and extra activities, staffing position and relationship with the community. At the end of the visit, a formal written report is compiled and submitted to the Chief Education Adviser, Ministry of Education, through the Chief Inspector.

** Single Inspectoral visit: This exercise, which is much more informal than a full inspection, is to give advice to head and teachers on any problem which they may bring to the attention of the Inspector, stimulate interest in educational development and generally encourage the staff to strive for greater achievements. The Inspector is not obliged to submit a written report following the visit.

SECTION II

TASKS OF FEDERAL INSPECTORS OF SCHOOLS

- B.1. The following is a checklist of activities that Inspectors of Schools may or may not be involved in when working with teachers. These activities are conveniently arranged under six responsibility areas.

For Task Areas I and II only (i.e. ADVISORY AND ASSESSMENT function), please state your responses on the Importance and Degree of involvement of each activity. To the right and left of each item are printed the numbers 1, 2, 3 and 4. Please circle the number which best indicates your considered opinion of each task, using the key given below.

Importance of Task Area

1. Very important. (A task which absolutely must be performed by the Inspector if the school system is to operate effectively).
2. Important. (A task area which preferably should be performed by the Inspector if the school system is to operate effectively).
3. Of little importance. (A task whose performance may or may not make a small contribution to the effective operation of the school system).
4. Not important. (A task which the Inspector should not perform).

Involvement in Task Area

1. Major involvement. (A task area which occupies a significant part of an Inspector's time/effort).
2. Moderate involvement. (A task area that gets only a moderate involvement of an Inspector's time/effort).

3. Slight involvement. (A task area that gets only a nominal involvement of Inspector's time/effort).

4. No involvement.

I. TASK AREA: ADVISORY FUNCTION

Degree of Importance					Degree of Involvement			
Very Important	Important	Of little Importance	Not Important		Major Involvement	Moderate Involvement	Slight Involvement	No Involvement
1	2	3	4	1. Stimulation of professional interest and growth of teachers.	1	2	3	4
1	2	3	4	2. Advise teachers on specific, new and better teaching techniques and procedures.	1	2	3	4
1	2	3	4	3. Advise headteachers on organising the school as an effective educational unit.	1	2	3	4
1	2	3	4	4. Working closely with heads of schools to help them establish their own problem-solving/decision-making procedures.	1	2	3	4
1	2	3	4	5. Visiting schools to discuss the problems and needs of schools which heads have diagnosed and the solutions and developments which they (heads of schools) envisage.	1	2	3	4

Degree of Importance					Degree of Involvement			
Very Important	Important	Of little Importance	Not Important		Major Involvement	Moderate Involvement	Slight Involvement	No Involvement
1	2	3	4	6. To advise heads of schools on the development of school/community relationships.	1	2	3	4
1	2	3	4	7. Giving sympathetic guidance and support to beginning teachers.	1	2	3	4
1	2	3	4	8. Disseminating the best practices from one school to another by arranging for direct contact and visits between their staffs.	1	2	3	4
1	2	3	4	9. Informing schools of research and development by other organisations, e.g. curriculum development centres and educational research organisations.	1	2	3	4
1	2	3	4	10. Actual demonstration in classroom by Inspector.	1	2	3	4
				Please add other tasks in this area you think you perform and circle the appropriate numbers as you did above.				
1	2	3	4	(i) _____	1	2	3	4
1	2	3	4	(ii) _____	1	2	3	4

III. ADMINISTRATION FUNCTION

	Degree of Importance			
	Very Important	Important	Of little importance	Not Important
15. Implementation and interpretation of educational policy to teachers, including those laid down in the Education Act, 1961, Regulations and Administrative Instructions.	1	2	3	4
16. To foster professional development within each school.	1	2	3	4
17. Development of school organisation based on sound principles in relation to such matters as utilization of staff, routine organisation and administration of school.	1	2	3	4
18. The development of sound procedures and methods for teachers to assess pupils' performances and standards.	1	2	3	4
19. Plan workshops, conferences, in-service training courses and seminars for teachers at State and Federal level.	1	2	3	4
Others (Please specify)				
(i) _____	1	2	3	4
(ii) _____	1	2	3	4

IV. DUTIES AS AN EXECUTIVE (EDUCATION) OFFICER
OF THE MINISTRY OF EDUCATION

	Degree of Importance			
	Very Important	Important	Of little Importance	Not Important
20. Providing specialist consultative information/advice via in-service training courses with a view to promoting changes in schools.	1	2	3	4
21. Interpret to competent authority (the Ministry of Education) the needs, expectations and aspirations of headteachers and teachers.	1	2	3	4
22. Conducting in-service courses for teachers.	1	2	3	4
23. Sitting on professional committees-curricula, ETV, etc.	1	2	3	4
24. Planning and attending annual conference of Inspectors of Schools.	1	2	3	4
Others (Please specify)				
(i) _____	1	2	3	4
(ii) _____	1	2	3	4

V. TASK AREA: SELF-GROWTH

	Degree of Importance			
	Very Important	Important	Of little Importance	Not Important
25. Keeping abreast of developments in the field of education, particularly in the areas of educational inspection and supervision.	1	2	3	4
26. Regular meetings of Inspectors to exchange ideas and seek common solutions.	1	2	3	4
27. Enrolling for higher degree courses.	1	2	3	4
28. Preparation of educational journals, pamphlets and other publications issued by the Ministry of Education.	1	2	3	4
29. Develop a personally-directed research project.	1	2	3	4
Others (Please specify)				
(i) _____	1	2	3	4
(ii) _____	1	2	3	4

VI. SCHOOL-COMMUNITY LEADERSHIP

Please rank according to what you consider to be order of importance of the task areas of by placing the number

1 before the task area which you consider to be the most significant; 2 before the task area second in importance; and so on. Task areas considered of less importance may be given the number 4.

	Degree of Importance			
	Very important	Important	Of little importance	Not important
30. Acquainting the community with the needs, accomplishments and methods of schools.	1	2	3	4
31. Developing community understanding of proposals for changes in the school programme.	1	2	3	4
32. Securing community cooperation and participation in the improvement of the school system.	1	2	3	4
33. To develop public understanding and positive relationships with the community both by personal effort and by encouragement of school policy and procedures.	1	2	3	4
Others (Please specify)				
(i) _____	1	2	3	4
(ii) _____	1	2	3	4

(1) Do you ask the Inspector of Schools questions and advice on matters concerning problems connected with school organisation?

B.2.

RELATIVE IMPORTANCE OF TASK AREAS

Please rank according to what you consider to be order of importance of the task areas of the Inspector by placing the number

1 before the task area which you consider to be the most significant; 2 before the task area second in significance and so on. Task areas considered by you to be of equal significance may be given the same rating.

Please fill in all blanks.

- _____ Advisory function
- _____ Assessment function
- _____ Administration function
- _____ Duties as an Education Officer
- _____ Self-growth
- _____ School-Community leadership

SECTION IIIC. Attitudes Towards School Inspection

I. Please write 'yes' or 'no' against each of the following questions.

- (1) Do you ask the Inspector of Schools questions and advice on matters concerning problems connected with school organisation?

- (2) Do you ask the Inspector for advice on matters concerning relations between you and parents or the community?
- _____

- (3) Do you ask the Inspector for advice on the subject of

(i) problem children? _____

(ii) gifted children? _____

- (4) Do you consider the Inspector's visit of value to you

(i) in conveying new ideas in education? _____

(ii) in estimating success of work in classroom? _____

(iii) as inspiring to experiment with new methods/ procedures in School administration? _____

- (5) Which type of Inspectoral visit do you prefer?

(Tick (/) against either one type)

Formal _____

Informal _____

II. Innovation

Do you regard the work of the Federal Inspectors of Schools in Peninsular Malaysia as helping to bring about changes in education? (Tick (/) in appropriate box)

To a large extent	
To some extent	
To a very small extent	
Not at all	

III. What do you consider to be the major weaknesses of the present Inspectoral system?

Please list those weaknesses most significant first and least significant last.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

IV. Suggestions and Remarks

In the space provided below, please feel free to make any suggestions or remarks that you think are relevant and important to making school inspection more effective and beneficial.

Please list those most significant first and least significant last.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Tuan Guru Besar/Puan Guru Besar,

1. Soalselidik pengajian Falsafah kedoktoran dalam pendidikan ini harap mendapat pandangan tuan/puan terhadap peranan Nazir-Nazir Sekolah-Sekolah, juga pandangan terhadap kepentingan tugas-tugas yang dijalankan oleh Nazir Sekolah-Sekolah dan kemajuan yang tuan/puan ingin lihat dalam pemeriksaan sekolah.
2. Pengajian ini telah di persetujui oleh Kementerian Pelajaran Malaysia.
3. Anda tidak dikehendaki menuliskan nama sama sekali.
4. Anda diingatkan janganlah menganggap bahawa Soalselidik ini bertujuan untuk mengaji penerangan dan kenyataan. Tujuan hanyalah untuk mendapatkan pandangan profesional anda mengenai sesuatu perkara penting yang berkaitan dengan pelajaran.
5. Anda dinasihatkan supaya menyelesaikan semua bahagian Soalselidik ini sendiri.
6. Pilihan kumpulan Guru-Guru Besar Sekolah Menengah yang terlibat dalam pengajian ini telah dibuat secara "random".
7. Satu naskah pengajian setelah diselesaikan akan diberi kepada Kesatuan Pengetua-Pengetua Sekolah-Sekolah Menengah Semenanjung Malaysia.

SAYA UCAPKAN RIBUAN TERIMA KASIH DIATAS KERJASAMA TUAN/PUAN.

Serjit Singh
Fakulti Pendidikan,
Universiti Malaya,
Kuala Lumpur.

APPENDIX CSoalselidik Untuk Guru-Guru Besar Sekolah-Sekolah
Menengah, Semenanjung Malaysia Yang Dipilih.BAHAGIAN I

A. KENYATAAN MENGENAI SEKOLAH.

1. Nama Sekolah. _____
2. Jenis Sekolah (Sek. Men./Sek. Men. Jen. Keb./Sek. Men. Rendah).

3. Pangkat Sekolah. (Gred A atau B atau C) _____
4. Bilangan pelajar sekarang.
(Termasuk sekolah bahagian petang
jika ada). _____
5. Jenis Sekolah
(Tanda ✓ di mana yang manasabah).
 - (i) Lelaki sahaja _____
 - (ii) Perempuan sahaja _____
 - (iii) Sekolah Bercampur _____

6. Rekod lawatan Nazir Sekolah-Sekolah.

Tahun	Berapa kali sekolah ini dilawati oleh Nazir Sekolah-Sekolah	Tarikh mulai/ penghabisan lawatan (jika diketahui)	Jenis Lawatan	
			Secara kumpulan	Persaorangan
1977				
1976				
1975				
1974				
1973				

BAHAGIAN II

TUGAS-TUGAS NAZIR-NAZIR SEKOLAH-SEKOLAH

- B.1. Berikut ialah sinarai kegiatan-kegiatan di mana Nazir-Nazir Sekolah-Sekolah mungkin terlibat atau tidak terlibat bila berhubung dengan guru-guru sekolah. Kegiatan-kegiatan ini disusun di bawah enam bahagian tanggung jawab.

Bagi Bidang Tugas I dan II (iaitu Fungsi-Fungsi Penasihat dan Penilaian) nyatakan kepentingan dan darjah pengelibatan bagi tiap-tiap aktiviti. Pada kiri dan kanan tiap-tiap aktiviti dicetak nombor-nombor 1, 2, 3 dan 4. Bagi tiap-tiap aktiviti tolong bulatkan apa yang sesuai bagi diri anda dengan menggunakan kenyataan di bawah ini.

Kepentingan Bidang Tugas

1. Sangat penting. (Tugas yang semata-mata dikendalikan oleh Nazir Sekolah itu jika pentadbiran sekolah itu dijalankan dengan berkesan).
2. Penting. (Tugas yang dikendalikan oleh Nazir Sekolah itu jika pentadbiran sekolah itu berkesan).
3. Tidak beberapa penting. (Tugas yang bolih atau tidak memberi sumbangan untuk pentadbiran sekolah itu).
4. Tidak penting. (Tugas yang tidak dikendalikan oleh Nazir Sekolah).

Pengelibatan di Bidang Tugas

1. Pengelibatan sepenuh. (Tugas yang menggunakan banyak masa/tenaga Nazir Sekolah).
2. Pengelibatan yang agak memuaskan. (Tugas yang menggunakan masa/tenaga yang agak memuaskan bagi Nazir tersebut).

3. Tidak beberapa terlibat. (Tugas yang menggunakan masa/tenaga yang manasabah bagi Nazir Sekolah).
4. Tidak terlibat.

I. BIDANG TUGAS: FUNGSI SABAGAI PENASIHAT DAN PEMANDU

Pangkat Kepentingan				Pangkat Pengelibatan				
Sangat Penting	Penting	Tidak Beberapa Penting	Tidak Penting		Pengelibatan Sepenuh	Pengelibatan yang Agak Memuaskan	Tidak Beberapa Terlibat	Tidak Terlibat
1	2	3	4	1. Menggalakan minat dan perkembangan profesional bagi guru-guru.	1	2	3	4
1	2	3	4	2. Menasihati guru-guru berkaitan dengan teknik-teknik pengajaran baru dan lebih baik.	1	2	3	4
1	2	3	4	3. Menasihati guru-guru besar mengelolakan sekolah sebagai suatu unit pendidikan yang berkesan.	1	2	3	4
1	2	3	4	4. Berkerja rapat dengan guru-guru besar supaya dapat menolong mereka menyelesaikan masalah-masalah, membuat keputusan-keputusan mengenai pentadbiran sekolah.	1	2	3	4

Pangkat Kepentingan			
Sangat Penting	Penting	Tidak Beberapa Penting	Tidak Penting

Pangkat Pengelibatan				
Pengelibatan Sepenuh	Pengelibatan yang Agak Memuaskan	Tidak Beberapa Terlibat	Tidak Terlibat	

1	2	3	4	5. Melawati sekolah-sekolah untuk membincangkan masalah-masalah dan keperluan-keperluan yang telah dialami oleh guru-guru besar dan penyelesaian dan perhubungan yang mereka menghadapi.	1	2	3	4
1	2	3	4	6. Menasihati guru-guru besar mengenai perhubungan masyarakat/sekolah.	1	2	3	4
1	2	3	4	7. Memberi panduan dan sokongan kepada guru-guru baru.	1	2	3	4
1	2	3	4	8. Mengedarkan pengamalian yang baik daripada satu sekolah ke satu sekolah yang lain dengan mengadakan perhubungan secara langsung dan lawatan antara guru-guru sekolah.	1	2	3	4
1	2	3	4	9. Memberitahu sekolah-sekolah mengenai penyelidikan dan perkembangan organisasi-organisasi yang lain, misalnya Pusat Perkembangan Kurikulum, Organisasi Penyelidikan Pelajaran, dll.	1	2	3	4
1	2	3	4	10. Demonstrasi pengajaran oleh Nazir sendiri.	1	2	3	4
Lain-lain Tugas (jika ada)								
1	2	3	4	(i) _____	1	2	3	4
1	2	3	4	(ii) _____	1	2	3	4

III. BIDANG TUGAS: FUNGSI PENTADBIRAN

	Pangkat Kepentingan			
	Sangat Penting	Penting	Tidak Beberapa Penting	Tidak Penting
15. Pelaksanaan dan penerangan dasar pelajaran kepada guru-guru termasuk Akta Pelajaran 1961, Undang-Undang Pelajaran dan arahan-arahan pentadbiran.	1	2	3	4
16. Untuk menyatukan perkembangan profesional antara sekolah-sekolah.	1	2	3	4
17. Perkembangan pengelolaan sekolah berdasarkan di atas prinsip-prinsip yang berhubung dengan penggunaan guru-guru, pengelolaan biasa dan pentadbiran sekolah.	1	2	3	4
18. Perkembangan cara guru menilai kebolehan dan taraf pelajar-pelajar.	1	2	3	4
19. Merancang bengkel-bengkel, persidangan-persidangan, kursus dalam perkhidmatan dan Seminar-Seminar untuk guru di peringkat kebangsaan/negeri.	1	2	3	4
Lain-lain Tugas (jika ada)				
(i) _____	1	2	3	4
(ii) _____	1	2	3	4

IV. BIDANG TUGAS: TUGAS-TUGAS SEBAGAI PEGAWAI
PELAJARAN KEMENTERIAN PELAJARAN

Pangkat Kepentingan

	Sangat Penting	Penting	Tidak Beberapa Penting	Tidak Penting
20. Memberi pengetahuan dan nasihat melalui kursus-kursus dalam perkhidmatan bertujuan memberi perubahan baik untuk sekolah-sekolah.	1	2	3	4
21. Memberitahu kepada Kementerian Pelajaran keperluan-keperluan, harapan-harapan dan kemahuan Guru-Guru Besar dan Guru-Guru Sekolah.	1	2	3	4
22. Menjalankan kursus-kursus dalam perkhidmatan untuk guru-guru.	1	2	3	4
23. Menjadi ahli jawatan kuasa professional - kurikulum, ETV, dll.	1	2	3	4
24. Perancangan dan menghadiri mesyuarat tahunan Nazir-Nazir Sekolah-Sekolah.	1	2	3	4
Lain-lain Tugas (jika ada)				
(i) _____	1	2	3	4
(ii) _____	1	2	3	4

V. BIDANG TUGAS: PERKEMBANGAN DIRI

	Pangkat Kepentingan			
	Sangat Penting	Penting	Tidak Beberapa Penting	Tidak Penting
25. Bersaingan dengan perkembangan di bidang penyelidikan, terutama di bidang penyeliaan dan pemeriksaan pendidikan.	1	2	3	4
26. Mengadakan mesyuarat Nazir-Nazir untuk bertukar pendapat dan mencari penyelesaian am.	1	2	3	4
27. Pendaftaran untuk mengikuti kursus-kursus ijazah tinggi.	1	2	3	4
28. Persiapan jurnal, risallah-risallah dan percetakan penyelidikan Kementerian Pelajaran.	1	2	3	4
29. Perkembangan dalam sesuatu projek pengajian pendidikan yang diarahi sendiri.	1	2	3	4
Lain-lain Tugas (jika ada)				
(i) _____	1	2	3	4
(ii) _____	1	2	3	4

VI. BIDANG TUGAS: PIMPINAN MASYARAKAT/SEKOLAH

	Pangkat Kepentingan			
	Sangat Penting	Penting	Tidak Beberapa Penting	Tidak Penting
30. Menyesuaikan masyarakat dengan kemahuan, pencapaian dan cara-cara bagi sekolah-sekolah.	1	2	3	4
31. Perkembangan kefahaman masyarakat terhadap pertukaran didalam acara sekolah.	1	2	3	4
32. Mendapat kerjasama masyarakat untuk memperbaiki sistem pentadbiran sekolah.	1	2	3	4
33. Untuk perkembangan persefahaman masyarakat terhadap perhubungan dengan masyarakat dengan secara sendiri dan pengalakan dasar sekolah.	1	2	3	4
Lain-lain Tugas (jika ada)				
(i) _____	1	2	3	4
(ii) _____	1	2	3	4

B.2. PERBANDINGAN MENGENAI KEPENTINGAN BIDANG TUGAS-TUGAS

Sila menyusun mengikut kepentingan bidang tugas-tugas Nazir sekolah pada pendapat anda dengan menulis nombor 1 sebelum bidang tugas yang anda fikir sangat penting; nombor 2 untuk bidang tugas yang kurang penting dan sabagainya. Bidang-bidang yang pada pendapat anda penting bolih diberi nombor yang sama.

Sila isi semua tempat kosong.

- _____ Fungsi sabagai Penasihat.
- _____ Fungsi Penilaian.
- _____ Fungsi Pentadbiran.
- _____ Fungsi sabagai Pegawai Pelajaran, Kementerian Pelajaran.
- _____ Perkembangan diri.
- _____ Pimpinan Masyarakat/Sekolah.

BAHAGIAN III

C. Sikap Terhadap Pemeriksaan Sekolah.

I. Sila tulis "Ya" atau "Tidak" untuk tiap-tiap soalan di bawah.

- (1) Adakah anda menyoal dan meminta nasihat daripada Nazir Sekolah mengenai masalah-masalah yang berkaitan dengan pentadbiran sekolah?

- (2) Adakah anda meminta nasihat daripada Nazir Sekolah mengenai perhubungan di antara pihak anda dan ibu bapa atau masyarakat?
- _____
- (3) Adakah anda meminta nasihat atas perkara-perkara tersebut
- (i) pelajar-pelajar yang masalah? _____
- (ii) pelajar-pelajar mempunyai bakat-bakat terpendam? _____
- (4) Adakah anda menganggap lawatan Nazir Sekolah-Sekolah sabagai suatu lawatan yang berfaedah
- (i) memberi pendapat baru dalam bidang pendidikan? _____
- (ii) penilaian kejayaan kerja di dalam darjah? _____
- (iii) untuk mengalakan anda mempraktikan cara-cara baru di dalam pentadbiran sekolah? _____
- (5) Apakah jenis lawatan Nazir Sekolah-Sekolah yang anda suka?
(Tanda ✓ untuk salah satu)
- Secara langsung _____
- Secara tidak langsung _____

II. Perubahan

Adakah anda bersetujui bahawa Nazir-Nazir Sekolah di Semenanjung Malaysia menolong membawa perubahan di bidang pendidikan?
(Tanda ✓ di petak yang sesuai).

Paling mustahak	
Mustahak	
Kurang mustahak	
Tidak mustahak	

III. Apakah pada pendapat anda menjadi kelemahan utama sistem Nazir Sekolah sekarang?

Sila senaraikan mengikut peringkat kelemahan daripada yang sangat penting kepada bahagian yang kurang penting.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

IV. Cadangan-cadangan dan Catitan.

Dalam ruang-ruang di bawah sila menulis cadangan-cadangan dan catitan-catitan yang pada pendapat anda memberi lebih kesan untuk memperbaiki pemeriksaan sekolah dengan lebih berkesan dan berfaedah.

Sila senaraikan mengikut peringkat kepentingan.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

APPENDIX D

Sample of Selected Headmasters/Headmistresses, Secondary Schools, Peninsula Malaysia.

JOHOR

1. SM¹ Tan Sri Sardon, Benut.
2. SMJK² Tengku Aris Bendahara, Kluang.
3. SMR³ Inggeris, Kluang.
4. SM Vokeysenal, Muar.
5. SMJK Connosian Convent, Kluang.
6. SM Dato Sri Amar Di-Raja, Muar.
7. SM Senggarang, Batu Pahat.
8. SMJK Tinggi, Muar.
9. SMJK Dato Jaffar, Johor Bahru.
10. SM Benut, Pontian Kecil.
11. SM Munshi Ibrahim, Labis.
12. SMJK Tun Fatimah, Johor Bahru.
13. SM Aminuddin Baki, Johor Bahru.
14. SM Gelang Patah, Johor Bahru.
15. SMJK Inggeris, Kluang.
16. SM Dato Penggawa Barat, Pontian.
17. SM Lenga, Muar.
18. SMJK Tinggi, Batu Pahat.
19. SM Sri Mersing, Mersing.
20. SMJK Sultan Abdul Jalil, Kluang.
21. SM Semerah, Batu Pahat.
22. SMJK Munshi Abdullah, Kulai

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1. SM - Sekolah Menengah (National Malay-medium School)
 2. SMJK - Sekolah Menengah Jenis Kebangsaan (National Type English-medium School).
 3. SMR - Sekolah Menengah Rendah (Lower Secondary School).

23. SMJK Pei Chun, Pontian.
24. SM Dato Hj. Hassan Yunus, Rengam.
25. SMJK Perempuan Sultan Ibrahim, Johor Bahru.
26. SMJK Mersing, Mersing.
27. SM Vokeysenal, Johor Bahru.

KEDAH

1. SM Jerai, Baling.
2. SM Pendang.
3. SM Darulaman, Alor Star.
4. SM Telok Kanan, K. Katil.
5. SMJK Sin Min, Sungai Patani.
6. SMJK Keat Hwa, Alor Star.
7. SM Yan, Yan.
8. SMJK St. Nicholas Convent, Alor Star.
9. SMJK Jitra Dua, Kedah.
10. SM Labu Besar, Kulim.
11. SM Kubor Panjang.
12. SM Libuk Meebau, Kedah.
13. SM Baling.
14. SM Kepala Batas, Jitra.
15. SM Jitra, Jitra.
16. SM Sharifah Rodziah, Alor Star.

MELAKA

1. SMJK Masjid Tanah, Melaka.
2. SM Jasin, Melaka.
3. SM Sains, Melaka.
4. SMJK Tinggi Perempuan, Melaka.
5. SM Tun Perak, Jasin.
6. Sekolah Tun Perak, Jasin.
7. Sekolah Tun Tijah, Durian Tipus.
8. Sekolah M Perempuan Methodist, Melaka.
9. SM Durian Daun, Melaka.
10. Sekolah Dato Dol Said, Alor Gajah.
11. SMJK Convent of the Holy Infant Jesus, Melaka.
12. SMJK Sacred Heart Convent, Melaka.
13. SM Tun Mutahir, Bt. Berendam, Melaka.

NEGERI SEMBILAN

1. SMJK Chung Hwa, Kuala Pilah.
2. SMJK Tuanku Abdul Rahman, Gemas.
3. SM Datuk Mansur, Bahau.
4. SM Sains, Negeri Sembilan, Kuala Pilah.
5. SMJK Undang Rembau, Rembau.
6. SMJK Sheikh Ahmad, Seremban.
7. Sekolah Dato Abdul Razak, Seremban.
8. Sekolah Tinggi, Port Dickson.
9. SM Teknik Datok Jaffar, Ampangan, Seremban.
10. Kolej Tunku Khurshiah, Seremban.
11. SMR Pertang, Via Kuala Pilah.
12. SM Port Dickson, Negeri Sembilan.
13. SM Datuk Sedia Raja, Rembau.
14. SM Dato Abdul Samad, Tanjung Ipoh, K. Pilah.
15. SM Vokesyenal, Ampangan, Seremban.
16. SMJK Mantin, Mantin.

PAHANG

1. SM Ahmad, Pekan.
2. SMRJK Kuala Lipis, K. Lipis.
3. SM Dong, Raub.
4. SMR Kuala Krau, Mentakab.
5. SM Kuala Lipis, K. Lipis.
6. SM Dato Shahbandar Hussain, Raub.
7. SM Jalan Bahagia, Temerloh.
8. SM Alor Akar, Kuantan.
9. SM Perempuan Methodist, Kuantan.
10. SMJK Abdul Rahman Talib, Kuantan.
11. SM Vokesyenal, Kuantan.
12. SM Maran, Maran.
13. SM Karak, Karak.
14. SM Temerloh, Temerloh.

PERAK

1. SMJK Clifford, Kuala Kangsar.
2. SMJK Tat Beng, Sg. Nyior, Trong.
3. SMJK Hua Lian, Taiping.
4. Sekolah Tun Perak, Padang Rengas.
5. SM Tengku Menteri, Changkat Jeris, Taiping.
6. SM Raja Muda Musa, Telok Anson.
7. SM Methodist (ACS), Parit Buntar, Perak.
8. SM Sri Perak, Teluk Anson.
9. SMR Perempuan, Sungai Pari, Ipoh.
10. SMJK Pei Lam, Ipoh.
11. SMJK Convent, Ipoh.
12. Sekolah Dato Abdul Rahman Yaakub, Bota Kanan.
13. SMJK Horley Methodist, Telok Anson.
14. SM Tikam Batu, Sg. Petani, Perak.

15. Sekolah Panglima Bukit Gantang, Perak.
16. SMR Jalan Thompson, Taiping.
17. SMJK Laki-Laki, Sungai Pari, Ipoh.
18. SMJK Slim River, Perak.
19. Sekolah King Edward VII, Taiping.
20. SM Sungkai, Perak.
21. SM Selekoh, Bagan Datoh, Perak.
22. Sekolah Anderson, Ipoh.
23. SMJK St. Michael, Ipoh.
24. SMJK Pei Yuan, Kampar.

PERLIS

1. SM Vokesyenal, Kangar.
2. SM Putra, Kangar.

PULAU PINANG

1. SMJK St. Mark's, Butterworth.
2. SMJK Convent, Pulau Pinang.
3. SM Perempuan Methodist, P.P.
4. SM Kepala Batas, P.P.
5. SM Kubang Sawang, Penanti Bt. Mertajam.
6. SM Perempuan St. George's, P.P.
7. SMJK Convent, Pulau Tikus, P.P.
8. SMJK Kepala Batas, P.P.
9. SMJK Georgetown, Bt. Lancang Lane, P.P.
10. SMJK Jelutong, P.P.

SELANGOR/FEDERAL TERRITORY

1. SM Dato Harun, Tanjung Karang.
2. SMJK St. Gabriel, Kuala Lumpur.
3. SM Aminuddin Baki, Kuala Lumpur.
4. SM Tunku Abdul Rahman Putra, Sabak Bernam.
5. SMJK Seri Kembangan, Selangor.
6. SM Sains, Selangor, Jln. Cheras, Kuala Lumpur.
7. SMJK Victoria Institution, Kuala Lumpur.
8. SMJK Convent, Bukit Nanas, K.L.
9. SM Sri Sentosa, Kuala Lumpur.
10. SMJK Inggeris, Kepong.
11. SMJK (Ing.), Jln. San Peng, Kuala Lumpur.
12. SM Tengku Ampuan Jemaah, Pel. Kelang.
13. Sekolah Tinggi Kajang.
14. SMJK Convent, Kajang.
15. High School, Setapak, Kuala Lumpur.
16. SMJK Convent, Klang.
17. SM Batu Laut, Tg. Sepat, Kuala Langat.
18. SM Kg. Batu 5, Jln. Ipoh, Kuala Lumpur.
19. SM Padang Tembak, Jalan Gurney, Kuala Lumpur.
20. SMJK Perempuan, Jalan Ipoh, Kuala Lumpur.
21. SMJK Bt. Bintang, Petaling Jaya.
22. SM Kampong Bahru, Kuala Lumpur.
23. SM Sultan Abdul Samad, Jln. 12/3, Petaling Jaya.
24. SMJK Inggeris, Kuala Kubu Bahru, Selangor.
25. SM Jalan Cheras, Kuala Lumpur.
26. SM Ungku Aziz, Sabak Bernam, Selangor.
27. SMJK Laki-Laki, Jln. Temerloh, Kuala Lumpur.

TRENGGANUAPPENDIX B

1. SM Kuala Besar, Besut.
2. SM Marang, Marang.
3. SM Padang Medan, Kuala Trengganu.
4. SM Batu Buruk, Kuala Trengganu.
5. SM Sains Trengganu, Kuala Trengganu.
6. SM Belara, Wakil Pos, Manir, Trengganu.
7. SMJK Sultan Sulaiman, Kuala Trengganu.

Director-General of Education,
 Deputy Director-General of Education I,
 Deputy Director-General of Education II.

1. Schools Division,
 Ministry of Education,
 Kuala Lumpur.

Director of Schools,
 Deputy Director of Schools,
 Assistant Director of Schools (Secondary),
 Assistant Director of Schools (Primary),
 Assistant Director of Schools (Science).

2. Educational Planning and Research Division,
 Ministry of Education,
 Kuala Lumpur.

Director,
 Deputy Director.

3. Curriculum Development Centre,
 Ministry of Education,
 Jalan Dussanra,
 Kuala Lumpur.

Director,
 Chief Curriculum Officer,
 Language Planning Officer.

APPENDIX ESample of Selected Ministry of Education Officials

1. Office of Director-General of Education,
Ministry of Education Malaysia,
Federal House,
Kuala Lumpur. 01-34.

Director-General of Education.
Deputy Director-General of Education I.
Deputy Director-General of Education II.

2. Schools Division,
Ministry of Education,
Kuala Lumpur.

Director of Schools.
Deputy Director of Schools.
Assistant Director of Schools (Cocurriculum).
Assistant Director of Schools (Primary).
Assistant Director of Schools (Science)

3. Educational Planning and Research Division,
Ministry of Education,
Jalan Duta,
Kuala Lumpur. 11-04.

Director.
Deputy Director.

4. Curriculum Development Centre,
Ministry of Education,
Jalan Damansara,
Kuala Lumpur.

Director.
Chief Curriculum Officer.
Language Planning Officer.

5. Teacher-Training Division,
Ministry of Education,
Federal House,
Kuala Lumpur. 01-34.

Director, Teacher-Training.
Deputy Director, Teacher-Training.

6. Examination Syndicate,
Ministry of Education,
Jalan Duta,
Kuala Lumpur. 11-04.

Director of Examinations.

7. Technical and Vocational Education Division,
Ministry of Education,
Straits Trading Building,
Kuala Lumpur.

Director.

8. Division of Education Media Service,
Ministry of Education,
Jalan Ampang,
Kuala Lumpur. 04-05.

Director.
Deputy Director.

APPENDIX F

DUTIES AND POWERS OF FEDERAL INSPECTORATE OF SCHOOLS.

EDUCATION ORDINANCE 1957
PART IV. SECTIONS 92-96.The Inspectorate of Schools.

- Section 92 (1) The High Commissioner shall appoint a Chief Inspector of Schools and may appoint such other Inspectors of Schools as may be necessary.
- (2) All Inspectors shall be under the orders and direction of the Chief Inspector.
- (3) Every person appointed under this section shall be deemed to be a public servant for the purpose of the Penal Code.
- Section 93 (1) The Chief Inspector shall be responsible, except in respect of religious studies, for ensuring that an adequate standard of teaching is developed and maintained in schools and the Chief Inspector and Inspectors may give professional advice to local education authorities and Managers and Governors of schools and any teacher on matters relating to teaching and teaching methods.

- (2) The Chief Inspector or an Inspector shall not be empowered to issue any order or direction to the Managers or Governors or the staff of any school.

Section 94 (1) The Chief Inspector shall inspect or cause to be inspected by an Inspector or Inspectors registered schools at such intervals as he shall deem appropriate and shall inspect or cause to be inspected any particular school at any time when requested to do so by the Minister.

Section 95 (1) Reports made by the Chief Inspector and reports made by an Inspector endorsed by the Chief Inspector with such comments as he shall deem appropriate in respect of every school inspected under the provision of the last preceding section shall be rendered to the Minister.

- (2) Such reports shall be confidential documents and may be made available to those concerned with the administration of the school concerned including any teacher in the discretion of the Minister.

Provided that any report so made available shall be made available in its entirety.

Section 96 (1) For the purpose of making any inspection under the provisions of section 94 the Chief Inspector or an Inspector may at any time enter in or upon any registered school and may require any chairman of the Managers or Governors or any Manager or Governor or any teacher or employee or person found in such school

to produce for his inspection any time-table, syllabus or record pertaining to subjects taught or to be taught or any book or document or article relating to or which in the opinion of the Chief Inspector or the Inspector may relate to the teaching carried on in such school and to furnish the Chief Inspector or the Inspector with such information relating to the teaching in the school as the Chief Inspector or the Inspector may demand and which it is within the power of such chairman, manager, governor, teacher, employee or person to furnish.

- (2) Any person who impedes or obstructs the Chief Inspector or an Inspector in the exercise of the powers conferred on him by this section or refuses to provide any time-table, syllabus, record book, document or article or to furnish information in contravention of the provisions in sub-section (1) of this section or furnishes any information which is false in a particular material or which he knows is false or does not believe to be true shall be guilty of an offence against this Ordinance and shall be liable on conviction to a fine not exceeding \$500.