

CHAPTER 1

INTRODUCTION AND STATEMENT OF THE PROBLEM

1.0 Overview

Educationists (Bucher, 1979; Magnotta, 1993; Nash, 1963; Nixon & Cozens, 1959) have accepted Physical Education as an integral part of total education.

The subject is included in all schools and education curriculum throughout the world.

Bucher (1979) stressed that Physical Education is an important part of the education process in that its well directed programme helps young people develop skills for the worthy use of leisure time, engage in activities conducive to healthful living, develop socially and contribute to their physical and mental health. Wetton (1994) substantiated the importance of Physical Education by citing the following statement which holds true till today as it had in 1936 when it was first published:

‘The aim of Physical Education is to obtain and maintain the best possible development and functioning of the body, and thereby to aid the development of mental capacity and character’ (The British Medical Association, 1936).

However, despite its importance, Physical Education is often among the first on the list of those subjects which are considered to be expendable (Corbin, 1984). This sentiment is reflected in the Sunday Times newspaper report :

‘Physical and Health Education is a non-examination subject given little regard in the scheme of things in an exam-oriented school culture. Often, its periods are used to teach subjects which are of more academic value’
(Frederick, 1998, p.8).

With numerous obstacles confronting the teaching profession, Magnotta (1993) reiterated that perhaps the one variable that can affect teaching internally is the quality of teaching. The World Confederation of Organisation of the Teaching Professions stressed that teachers should be given adequate training to discharge their teaching responsibilities (ICHPER, 1968).

The importance of the Physical Education programme in Malaysian teachers training colleges is supported by Indra Devi (1992) in her findings on teacher's perception of the usefulness of the courses in the Pre-service Teacher Education Programme, that is 95.7% of beginning teachers surveyed responded that Physical Education programme is useful in their daily teaching responsibility.

However, despite the findings "wash-out" effects seem to haunt the teaching of Physical Education in school. Beveridge, Gangstead & McElroy (1986) noted that when teachers enter school, they erase all the knowledge and skills they presumably learned in the teacher preparation programme. This could be supported by Locke's statement:

It is not inadequate teaching that bedevils us, it is mindless teaching: the non-teaching teacher. How to keep the teacher alive and struggling with the problem of doing good work, is now and will continue to be the question from which any great leap forward must begin (Locke, 1977, p.13).

The question of attitude towards Physical Education may shed some light on the present scenario of teaching Physical Education in schools. Fishbein & Ajzen (1983) noted that as a general rule individuals with positive attitudes are expected to demonstrate favourable behaviours toward the attitude object, while negative attitudes are expected to produce unfavourable behaviours.

Teachers have a profound impact upon students' attitude towards Physical Education. The attitude towards Physical Education increased as the students' awareness of the teacher's behaviour increased (Fowler, 1974). Figley (1985) in his examination of determinants of positive and negative attitude towards Physical Education of college students revealed that teacher and curriculum ranked as the top two factors determining both positive and negative attitude, accounting for approximately 70 percent of all responses.

However, the attitude of teachers teaching Physical Education is also influenced by the way the Physical Education programme is implemented in schools. The decisions of the administrators (namely the principal and the senior assistant) in assigning teachers to teach Physical Education have apparently created tension in some teachers, resulting in poor teaching in schools. The situation is exacerbated when teachers who are either not interested in Physical Education or not trained for it are assigned to teach the subject. The scenario prompted the Malaysian Minister of Education, Dato' Najib Tun Razak to comment :

‘There is a need to change the notion among some school heads that Physical Education is less important than other subjects’ (Frederick, 1998, p.7).

As such, serious investigation is needed to study the attitude of administrators and teachers towards Physical Education and its implementation in schools especially the staffing of teachers to teach Physical Education. The study on attitude and the implementation of Physical Education programme may reveal some aspects of decision making by administrators and problems encountered by teachers teaching Physical Education in schools. Such a study is important if we concur with Woolfolk (1987) and William & Smith (1980) that attitudes are acquired through positive experiences, negative experiences and modelling.

1.1 Secondary School Education

The Federal Constitution of Malaysia states that education is the responsibility of the Federal Government. And the responsibility is fulfilled through a national system of education. The basic principles of the system are:

The use of common content syllabus in all schools, primary as well as secondary; the introduction of the two languages, Malay and English, as compulsory subjects in all primary and secondary schools; the establishment of one type of national secondary school open to all races; the development of Malay as the official language of the country and the national language in the educational system with the view of bringing together the children of all races and to achieving the ultimate objective of making the national language as the main medium of instruction; a centralised teacher training programme under the Ministry of Education to produce similar trained teachers to all schools; and the reorganisation and development of technical and vocational education (Chang, 1973, p.359).

There are many reasons why nationalising education is necessary in Malaysia. First and foremost, it is necessary to build a united nation which has nationals of diverse race, language, culture and religion. Malaysian Education Act 1961 clearly specified this purpose. Wong & Ee (1971) supported the nationalising move and expressed their views as follows:

'We need not go far back to realise that there can be no education in the country unless there is inter-racial harmony and stability in the country: all depends ultimately on the attempts toward nation building which the national policy emphasised' (Wong & Ee, 1971, p. 95).

After Malaysia gained independence in 1957 and before the Education Act 1961 was enforced, secondary education reflected the traditional colonial policy

towards education and the segregation of various ethnic groups in education. Secondary school education was not compulsory then and benefited mostly the Chinese and the Indians.

However, the school system has expanded tremendously. Since then formal schooling was provided to a large number of students. In 1961, following the 1960 Education Review Committee, the government raised the school-leaving age from 12 years to 15 years.

In 1964, the secondary school programme was again reviewed to find an alternative programme for 65% of primary school children who would not benefit from the predominantly grammar-type education provided in the existing secondary schools (Chang, 1973). In the same year, the government announced the abolition of the Malaysian Secondary School Entrance Examination (11 years plus) thus adopting the concept of nine years of basic education; six years of primary education and three years of secondary education.

In the secondary school, from the seventh to the ninth year of education, pupils would be given a general and pre-vocational form of education. They would be required to study at least one practical elective (industrial arts, commercial studies, agricultural science or home science) in addition to studying the general core subjects. The pupils would sit for the Lower School Certificate Examination at the end of ninth year and for about 60 per cent of these pupils it would mean the termination of their formal education (Chang, 1973). Students who are successful in the examination continue for another two years of upper secondary education. At

this stage they are streamed into three streams namely arts, science, technical and vocational. Pupils in these streams sit for either their Malaysian Certificate of Education Examination or the Malaysian Certificate of Vocational Education Examination.

Upon their success in the above mentioned examination, the pupils proceed to two years of sixth-form classes in the arts, science or technical streams, leading to the acquisition of the Higher Certificate of Education or Diploma in technical and vocational subjects.

1.2 The school Physical Education programme

In Malaysia, Physical Education and Health Education have separate syllabuses and are taught separately in secondary schools. Separate periods are allocated to both subjects. However, this study will focus on Physical Education.

Physical Education is one of the subjects taught in all the primary and secondary schools in Malaysia. It is a compulsory subject which is considered important by the Ministry of Education in promoting the modern concept of education, that is the development of the 'whole child'. This concept is incorporated in the National Educational Policy and Physical Education is included in the total school programme. The total school programme is designed to assure the optimum growth and development of school children through directed physical activities. Together with this concept, Physical Education in Malaysia is also

guided by The National Philosophy of Education which states that :

Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief and devotion to God. This endeavour strives to produce a nation of knowledgeable, competent, honourable and responsible people, capable of attaining self-fulfilment as well as contributing towards the unity and prosperity of the family, the community and the nation (Ministry of Education, 1999).

In Malaysian secondary schools, Physical Education is a required subject which is included in the main daily time-table. It is allocated two forty-minute periods weekly. The Physical Education programme's personnel includes all teachers whose option subject may be Physical Education or other subjects.

1.3 The global status of Physical Education

Rink (1992) stressed that there is an unwritten assumption that secondary school Physical Education programmes in some part of the world are apparently not good and are endangered. He noted that most of the programmes are not meeting students' needs and are in general, an irrelevant, negative educational experience for many of the youths they serve.

Rapid development with changes in the political, economic and social conditions bring about new cultural conditions, interests and needs to a group of young people called post-modern youth (Tinning & Fitzclarence, 1992). The new

development brings new challenges to secondary school Physical Education. According to Macdonald and Brooker (1997) the new challenges include the construction of curricula that are sufficiently defensible, rigorous and relevant to contemporary school cultures.

Recent literature suggests that secondary school Physical Education is in crisis due to uncertainties about focus, status, accountability and failure to meet students' needs (Macdonald & Brooker, 1997). This statement reveals the present status of Physical Education globally.

1.3.1 Lack of focus

Physical Education in secondary schools in some part of the world lack clarity, purpose and parameters for successful Physical Education programmes. As such, it not only fails to attract support from governments, communities and many students but its implementation in schools have proven unsuccessful (Crum, 1990; Grupe & Kruger, 1994; Siedentop et al., 1994; & Stroot, 1994).

1.3.2 Lack of status

According to Lindholm (1997), 'Physical Education has long been a mainstay in the secondary school curriculum, yet its marginality as a respected academic discipline continually reinforces to students, teachers, and parents the paradoxical message that Physical Education is a necessary, yet unimportant, part

of compulsory subject' (p. 427). Other researchers cited other reasons for the inferior status of Physical Education. Physical Education seemingly practical nature in educational contexts that favour overtly intellectual activity (Kirk & Tinning, 1990) and its failure to generate a population engaged in the movement culture (Crum, 1990; Pieron, 1994; & Siedentop et al., 1994).

The connection between Physical Education and non-examination subjects in school settings has resulted in Physical Education being given a lesser value tag (Carlson, 1991; Abd. Rashid, 1997) thus its inferior status. In fact de Vries (1990) noted in the Malaysian context that the public, including parents appear to be indifferent to issues relating to non-examination subjects and thus have little importance in the education of children. Moreland (1994) showed agreement when he reported that in Malaysia, as in other countries, the time allotment for Physical Education is squeezed to enable more time to be allocated to other academic subjects.

1.3.3 Lack of accountability

Many researchers (Matanin & Tannehill, 1994; Veal, 1992) contend that Physical Education lack the capacity to provide credible and worthwhile outcomes for students. The subject has no priority in the collection of systematic and objective assessment information, thereby limiting student effort and achievement and consequently subject status. In cases where Physical Education is not graded, it is said to be a 'soft subject of questionable value' (Siedentop et al., 1994). In other

contexts the status of Physical Education was viewed by others as 'easy going' and a 'waste of time' (Goc-Karp, Kim & Skinner, 1985).

1.3.4 Failure to meet students' needs

Many criticisms were hurled towards the failure of Physical Education in motivating students to participate in movement culture (Crum, 1990; Siedentop, 1992; & Tinning & Fitzclarence, 1992). While some researchers blamed the content and pedagogy of Physical Education for being not inclusive (Evans & Davies, 1993; Siedentop et al., 1994), others claimed that Physical Education privileged certain group of youngsters, lacked equity among the sexes and disregarded individual abilities and activity preferences (Dewar, 1990; & Siedentop, 1994). As such the goal of Physical Education should be to focus on equity and relevance for each student and to avoid being branded as irrelevant or boring (Evans & Davies, 1993).

In addition Abd. Rashid Salleh (1997) pointed out that the end product of Physical Education for students is questionable and many students finish their schooling with a negative view of Physical Education.

1.4 The status of Physical Education in Malaysia

1.4.1 Introduction

In the Malaysian school curriculum Physical Education is accepted as education of the physical through the physical. It is a compulsory subject taught in both primary and secondary schools. It is also accorded the same status as other subjects in the school curriculum and accepted as on par with other core subjects though it is not an examination subject.

Even though Physical Education is a non-examination subject, formal evaluation for various components is done at least twice yearly for non-examination classes. This is done through the 'Secondary School Based Evaluation' (Penilaian Kendalian Sekolah Menengah) (Ministry of Education, 1997, p.15). Results are recorded in the students' progress cards. The present development in Physical Education which resulted in a new curriculum has consequently given the subject a boost. From 1999, physical fitness tests for all physical fitness components for every students will be carried out in schools and the results will be recorded.

On the contrary, deVries (1975) made the following observations :

- a. Physical Education is a non-examination subject which is always considered last in school, after other important decision affecting the subject (scheduling of Physical Education classes, allotment of financial resources, assignment of Physical Education teachers), are made after the other examination subjects

have been considered;

- b. Teachers who are qualified in Physical Education are assigned to teach 'more important' or examination subjects;
- c. Some schools have Physical Education on paper only but in reality the administrators use Physical Education periods for the more important examination subjects.

In addition, de Vries (1990) noted that the Malaysian educational system and the public just do not understand and value the role of physical activity-exercise-sport in life and society. Thus they give little value to Physical Education.

On the other hand, Abd. Rashid Salleh (1997) found the influence of different ethnic groups on the attitudes of Physical Education. Cultural influences played a part in determining the value accorded to Physical Education and its status.

1.4.2 Aims and Objectives of Physical Education in Malaysia

The Physical Education programme aims at helping the students to achieve fitness through physical activities and the practice of fitness activities.

The objectives of Physical Education in Malaysia can be summarised as follows:

- a. to increase and maintain students' fitness level based on their health and physical activities;
- b. to enable students to master basic movements and basic games skills based on

- their individual capabilities;
- c. to inculcate the practice of exercise and physical activities as a daily routine;
- d. to enable students to apply their health and safety knowledge while doing physical activities;
- e. to develop personality and self-discipline;
- f. to enable students to make wise decisions in daily living.

(Curriculum Development Centre, Ministry of Education, Malaysia Secondary School Physical Education Syllabus, Translation 1999, p.1 & 2)

1.4.3 Administration and Organisation of Physical Education in Malaysia

Education in Malaysia is under one national system which is controlled by the Ministry of Education. Under the present education system there is only a Physical Education curriculum. All schools in Malaysia implement the same Physical Education curriculum, teach the same number of periods weekly and use standard text books supplied by Text Book Division of the Ministry of Education.

The administration, organisation , supervision and evaluation of Physical Education in schools are done through the School Division and the Federal Inspectorate of Schools. The School Division is responsible for Physical Education programmes at school and teacher-training college levels. This division implements, administers, organises and supervises Physical Education programmes in schools through the State Education Departments. The Federal Inspectorate of Schools provide supervision and feedback for the improvement of

Physical Education in the country. At state level, the organisation and supervision of the Physical Education programme is carried out by the State Inspectorate of Schools and Specialist Officers or better known as State Physical Education Organisers from the State Education Department (Appendix A).

1.4.4 School System

In Malaysia, children begin their formal schooling at the age of six plus. They go through six years of primary education (Standard One to Standard Six) and five years of secondary education (Form One to Form Five). A further two years of post secondary education (Form Six Lower and Form Six Upper) are provided for those who intend to further their studies to local or foreign universities (Appendix B).

Physical Education is a compulsory subject for primary and secondary schools from Standard One to Form Five. However, students in vocational and technical school are exempted. All schools are required to teach a minimum number of periods per week as specified by the Time-table Regulations 1956. The scheduling of Physical Education periods in the school time-table remains at the discretion of individual schools.

1.4.5 Curriculum

There is a national Physical Education curriculum for primary and secondary schools. The Curriculum Development Centre of the Ministry of Education is responsible for drawing up the curriculum with the help of other agencies within the Ministry of Education. Other outside agencies are invited to provide professional inputs as and when the need arises.

The curriculum is printed and made available to all schools in Malaysia. (Appendix C). However the teaching approaches and methods are the responsibility of the respective schools.

1.4.6 Organisation of content of the Secondary School Physical Education programme

The Physical Education content emphasises physical fitness. The programme is based on the characteristics and needs of students. The approach for this subject is learning through activities. These activities enable students to acquire knowledge, skills and values. Active participation of every student in a Physical Education class is compulsory. Students are given opportunities to express their emotions, develop their mental processes, foster healthy relationships and carry out physical activities in a safe and conducive environment.

The Physical Education curriculum comprises three important aspects (Appendix C):

- a. Active and safe involvement in physical activities;
- b. Creative interaction with peers as well as resources and equipment;
- c. Records of students' activities.

1.4.7 Financing the Physical Education Programme

Schools in Malaysia are provided with basic facilities such as fields and playing areas. Some schools are provided with halls and gymnasiums and swimming pools. Schools receive an annual per capita grant from the government for their operating expenditure which includes sports and Physical Education. Table 1.1 shows the allocation rate for schools in Peninsular Malaysia.

Table 1.1

Physical Education Allocation Rate For Schools In Peninsular Malaysia

School category based on enrolment	Allocation
100 and less	\$1,000.00
101 – 250	\$1,000.00 + \$3.50 for each student above 100
251 – 500	\$1,525.00 + \$3.00 for each student above 250
501 – 750	\$2,275.00 + \$2.50 for each student above 500
751 – 1,000 and above	\$2,900.00 + \$2.00 for each student above 750

Source : Curriculum Development Centre, Ministry of Education (1994)

In addition to that, all schools are authorised to collect 'special fees' from students. The maximum rate are as follows:

Primary school - RM \$4.50 per pupil per year

Secondary school - RM \$9.00 per pupil per year

Each school utilises a certain portion of the collection for sports and Physical Education. The amount is approximately 25 - 30% in the primary school and 30 - 50% in the secondary school

However the above-mentioned per capita grant (PCG) is insufficient. This problem has been acknowledged by the Malaysian Education Ministry's Secretary General Tan Sri Dr. Johari Mat (The Star, 31.7.99, p. 1 & p. 3). The cost of maintaining and managing schools has risen sharply over the years while the PCG rates remains unchanged. The lack of PCG has consequently affected the effective implementation of the Physical Education programme in secondary schools.

1.4.8 Personnel

Malaysia has a centralised system of teacher preparation. The Ministry of Education plans the curriculum, selects the trainee teachers and finances the cost of training for the training in teacher training colleges, awards teaching scholarships to undergraduates in the universities.

In Malaysian secondary schools, Physical Education is taught by the following teachers:

a. The non-specialist teacher

This teacher could have attended the regular two-year certificate course (before 1993), the three-year certificate course (1993-1996) or the three-year diploma course (1996 and after) at government sponsored teacher training colleges. The shortage of qualified Physical Education teachers in secondary schools has forced the non-specialist teacher to assume the role of the Physical Education teacher. This teacher may be a graduate teacher who has attended a one-year Diploma in Education either in a teacher training college or university. This teacher teaches Physical Education although he has received specialised training in other subjects.

b. The semi-specialist teacher

This teacher has attended a two-year or three-year course in teacher training colleges or a one-year Diploma in Education course in teacher training colleges or universities. Besides taking core courses, this teacher would have attended a compulsory or elective subject of Physical Education during college or university. In the teacher training college, the trainee might have taken Physical Education as a minor and studied Physical Education related subject areas throughout his college days.

c. The specialist teacher

This teacher attended either two-years or three-years of college or university education. He majored in Physical Education and attended both theory and practical sessions. This teacher could also be a trained teacher, especially one who is college-trained, has attended a year of specialised training in Physical Education at the teacher training college.

Due to the small number of teachers that are trained, Physical Education in secondary schools is taught mainly by the non-specialist and semi-specialist teachers. The inadequate preparation in Physical Education together with the school environment which generally does not encourage the subject, has affected the effective implementation of Physical Education programme in secondary schools. The conditions mentioned undoubtedly cannot be expected to develop quality Physical Education programmes. These non-specialist teachers encounter problems because they are not interested in the subject and this influences their attitudes towards the teaching of Physical Education.

The shortage of specialist Physical Education teachers would surely affect the progress of Physical Education in secondary schools. The schools have no power to select trained teachers. Trained teachers are sent to the schools by the State Education Department. However, administrators are empowered to assign teachers to teach various subjects including Physical Education.

1.4.9 Professional Preparation

Physical Education teachers in Malaysia may be trained under the following programmes:

- a. Teacher Training Colleges - basic Physical Education (elective subject), major or minor Physical Education or Health Education, one year specialist course and Diploma in Physical & Health Education course;
- b. Universities - Diploma in Education and Degree with Education Course, undergraduate degree or postgraduate degree majoring in Physical and Health Education.

The basic course in Physical Education is a required course for all teacher trainees during their training in the 1970s, 1980s and in the 1990s until 1996. From June 1996, a new three-year Diploma in Education course was introduced. However, this new programme does not make Physical Education a compulsory subject. Under this new programme only trainees who major or minor in Physical Education would be trained in the subject. Nevertheless in July 1999, Physical Education is a compulsory subject for the training of teachers. This new development helps to restore public confidence once again regarding the ability of trained teachers in handling Physical Education in schools.

1.4.10 Physical Education situation in Malaysian schools

DeVries (1975) in observing Physical Education in Malaysian schools noted the following three Physical Education situations:

Table 1.2

Physical Education situations in Malaysian Schools

Situation	Administrators	Teachers	Non-human Factors	P.E. Programme & P.E. Students
A Urban schools	<ul style="list-style-type: none"> Head motivated to give quality P.E. programme to students 	<ul style="list-style-type: none"> Mostly Qualified & capable Specialist P.E. teacher Usually the Chair person P.E. panel/ Committee Can Control class Very well 	<ul style="list-style-type: none"> School has enough financial support School has physical facilities 	<ul style="list-style-type: none"> Follow stipulated curriculum Has proper planning Students learn skills associated with sports and gymnastics School has well organised inter-house programme
B Rural & urban	<ul style="list-style-type: none"> School head provides leadership Utilise staff with experience in various sports 	<ul style="list-style-type: none"> Lack Adequate Preparation But full of Initiative & Enthusiasm 	<ul style="list-style-type: none"> Lack facilities 	<ul style="list-style-type: none"> P.E. Programme narrowly implemented Follow part of curriculum Has some planning Experienced staff handle successful school team
C Found in rural & urban areas	<ul style="list-style-type: none"> School head lacks leadership qualities P.E. not planned to Achieve any purpose 	<ul style="list-style-type: none"> Assigned Without any Consideration of professional preparation in P.E. 	<ul style="list-style-type: none"> Lack facilities 	<ul style="list-style-type: none"> Does not follow curriculum Has no planning Students play football all the time without teacher supervision Periods used to prepare students for examination subjects

1.4.11 Roles and responsibilities of administrators in Malaysian schools

The Education system in Malaysia is based on the Education Act 1961 (Parliament Act No. 43, 1961). The education system is structured into four tiers that is national level, state level, district level and school level. At the school level, the principal is responsible to administer the school in all aspects of its operations. The principal is assisted by two senior assistants; one for academic and one for student affairs.

1.4.11.1 The roles and responsibilities of principals

Specifically, principals are managers that are involved in the management processes of co-ordinating and integrating as well as utilising an organisation's resources (human, financial, physical, informational/technological, technical) to achieve specified objectives through the function of planning, organising, staffing, leading and controlling (Bucher & Krotee, 1998).

Generally the roles of principals include the following (Ministry of Education, 1984):

- i. To implement education plans which are fixed by the Ministry of Education.
- ii. To monitor and guide school teachers to ensure the quality of teaching and learning in school.
- iii. To monitor and observe discipline of students and teachers, students

learning, sports activities, clubs, voluntary works and so forth.

- iv. To foster good and effective relationships with parents through the Parent-Teacher Association or the Board of Governors.

The role of principals is very important in our education system because the effectiveness of the school depends on its principal. The principal is responsible for achieving the school's aims and overall education aims. He is responsible to guide and lead school teachers, students, parents and the community (Ministry of Education, 1984). However, it is found that the organisation and the administration of schools leaves much to be desired. This is due to the lack of training for principals. Consequently, most principals administer the school according to his own way and some do not follow the latest development in education.

Principals who are accepted as leaders in instruction need to ensure staff needs are fulfilled in terms of number and qualifications. However, the allocation of teaching staff is controlled by the State Education Departments which decide on staff allocation and send teachers to schools. Staffing problems have made the role and responsibilities of principal difficult.

1.4.11.2 The roles and responsibilities of senior assistant

The senior assistant has many roles and responsibilities as an administrator in school. His responsibilities include the following (Kamariah Zainuddin, 1995):

- i. To chair the time-table committee.
- ii. To observe academic teaching.
- iii. To plan the academic programme.
- iv. To administer staff development programmes.

The dilemma senior assistant faced is best portrayed in the following words :

The major weakness in most secondary schools in Malaysia today is that senior assistants are not delegated with a clearly defined authority and areas of responsibility. Almost every secondary school has a senior assistant but most of them do not clearly understand their areas of responsibility as a senior assistant and their training is inadequate (Kamarudin, 1989, p.20).

This is concurred by Laughery (1959) who noted that the senior assistant's responsibility depends on principal's discretion. Consequently there exists differences in delegation of responsibilities in different schools.

1.4.11.3 The role of administrators in the implementation of the Physical Education programme in school in Malaysia

In the Malaysian school context, administrators who are directly responsible for the Physical Education programme are the principals and senior assistants (vice-principals). As leaders of an organisation like a school it is obvious that the administrators should accomplish the goals in line with the

aspiration of the Ministry of Education. In the course of administering the Physical Education programme, administrators face a number of problems. Given below are a list of problems highlighted by Kamariah Zainuddin (1995) and Kamarudin (1989):

- a. schools have no control over the placement of teachers and are forced to accept teachers who are not needed as those teachers are posted to the school by the State Education Office;
- b. there exists an imbalance of teachers in terms of subject majors and capability; teachers who are not qualified to teach Physical Education are required to teach the subject to fulfil the number of required teaching periods;
- c. decisions on the assignment of teachers teaching Physical Education are done without much consultation or not done in collaboration with those teachers involved;
- d. the majority of Malaysian schools are not equipped with gymnasiums thus limiting the teaching of Physical Education to the morning hours only (first and second periods in the main time-table), this consequently creates a need for more teachers to teach Physical Education;
- e. Physical Education is not an examination subject, and often considered unimportant by administrators, parents and certain quarters of the community which results in Physical Education periods being used for other examination subjects;
- f. there is little effort in school to organise in-house courses in a systematic manner to train those teachers who are ill-equipped to teach the subject.

1.5 Statement of the problem

1.5.1 Introduction

Although Physical Education has been taught in Malaysian schools for decades, its teaching leaves much to be desired. Its status as a non-examination subject has made it an expendable subject to be replaced under various circumstances in school. This study plans to evaluate the present situation and possibly suggest ways of overcoming the problem of getting adequate and qualified Physical Education teachers to teach in secondary schools in the future.

1.5.2 Statement of the problem

In Malaysia, Physical Education is a compulsory subject in the primary and secondary school curriculum. In the primary school it is generally taught by class teachers. This is in keeping with the Education Ministry's policy that the primary school teacher is a teacher of all subjects. The importance of Physical Education is supported by the move of the Ministry of Education to increase the teaching duration for Physical Education from 90 minutes to 120 minutes per week in the first three years of primary education. This has been effective since December 1994.

Attitude is important in the effective performance of teachers in teaching school subjects. Lack of interest could seriously affect their effectiveness in teaching. Unfortunately, this appears to be the case with Physical Education in Malaysian schools. In fact a number of reports from Federal Inspectorate of School, Physical Education seminars and surveys of the teaching and organisation

of Physical Education have indicated that the teaching of Physical Education leaves much to be desired. A survey on 'Teaching and Facilities for Physical Education in Primary Schools in Peninsular Malaysia' by the Federal Inspectorate of Schools in June 1973 revealed that only approximately 10 percent of newly graduated college teachers showed keen interest in teaching Physical Education. In 1997, the poor attitude of Physical Education teachers was reported by the Curriculum Development Centre (CDC, 1997).

This study plans to determine the attitude of administrators and teachers teaching Physical Education in Malaysian public secondary schools. The study is also concerned with the implementation of the Physical Education programme in schools. The problem faced by teachers and the administrators would be looked into. More specifically, the purposes of this study are :

- (a) to obtain additional research evidence concerning the attitude of school administrators towards Physical Education;
- (b) to determine the attitude of school teachers assigned to teach Physical Education towards the subject;
- (c) to gather more information on the implementation of the Physical Education programme in Malaysian secondary schools;
- (d) to identify factors associated with the attitude of Physical Education teachers and administrators towards Physical Education.

1.6 Purpose of the study

The purposes of this study are threefold:

- a. The primary objective is to determine whether differences in attitude towards Physical Education among administrators and Physical Education teachers exist according to :
 - i. Age,
 - ii. Training,
 - iii. Area of study,
 - iv. School location
 - v. Experience;
- b. The second objective is to examine the implementation of the Physical Education programme in secondary schools in terms of
 - i. Location of school
 - ii. Grade of school

1.7 Research Hypotheses

This study is primarily concerned with investigating the attitude of administrators and teachers towards Physical Education and the implementation of the Physical Education programme. The subjects would be the principals, senior assistants and teachers teaching Physical Education within the age group of 20 to 55 years of age.

The study focuses on the following hypotheses which are expressed in the null form :

- i. There will be no significant difference in the attitude towards Physical Education between administrators and teachers teaching Physical Education in any of the four areas (Physiological-physical, Mental-emotional, Social and General);
- ii. There will be no significant difference in the attitude towards Physical Education between teachers of different age groups in any of the four areas;
- iii. There will be no significant difference in the attitude towards Physical Education between teachers trained in Physical Education and teachers not trained in Physical Education in any of the four areas;
- iv. There will be no significant difference in the attitude towards Physical Education between college trained and university trained teachers in any of the four areas;
- v. There will be no significant difference in the attitude towards Physical Education between administrators of urban schools and rural schools in any of the four areas;
- vi. There will be no significant difference in the attitude towards Physical Education between teachers of urban schools and rural schools in any of the four areas;

- vii. There will be no significant difference in the attitude towards Physical Education between teachers with less than five years experience and those with more than five years experience in any of the four areas;
- viii. There will be no significant difference between urban schools and rural schools in the implementation of the Physical Education programme;
- ix. There will be no significant difference between Grade A and Grade B schools in the implementation of the Physical Education programme.

1.8 Major research questions

This study attempts to answer the following nine research questions:

1. Are there differences in the attitude towards Physical Education between administrators and Physical Education teachers?
2. Are there differences in attitude towards Physical Education between teachers from different age groups?
3. Are there differences in the attitude towards Physical Education between teachers with specialist Physical Education training and those without?
4. Are there differences in attitude towards Physical Education between college trained and university trained teachers?
5. Is there a relationship between attitude toward Physical Education of administrators from urban and town schools?
6. Is there a relationship between attitude towards Physical Education of teachers from urban and town schools?

7. Are there differences in the attitude towards Physical Education between teachers with different years of service?
8. Are there differences in the implementation of the Physical Education programme between rural and urban schools?
9. Are there differences in the implementation of the Physical Education programme between Grade A and Grade B schools?

1.9 Significance of the study

This study is apparently the first attempt to study the attitude of school administrators and school teachers teaching Physical Education towards the subject and its implementation in secondary schools. The findings of this study could provide some empirical data for future research in this area.

There is a need to increase our understanding of relationships between attitudes toward Physical Education and personal variables as well as school and teaching related variables. The variables related to this study are shown in Figure 1.1 (p. 35). The two types of dependent variables are the attitude dimensions as well as the human and non-human factors in the implementation of Physical Education programme. The independent variables are the demographic factors. The study of the implementation of Physical Education programme in schools could undoubtedly shed some light on reasons that affect the formation of attitude towards Physical Education and consequently the status of the teaching of Physical Education in schools.

Another justification of this study is that the information gathered would enable The State Education Department, the State Inspectorate of Schools and Federal Inspectorate of Schools to address the issue of quality of Physical Education teaching in schools. These relevant authorities would be able to outline strategies to ensure the teaching of Physical Education is carried out in line with stated objectives.

This study would provide useful feedback to the administrators who plan the teacher training programme to review their training curriculum so as to produce teachers who are competent to teach Physical Education. This study would also provide information for administrators to ponder on the human resource problem and to find ways to allocate teachers in a more effective manner; more so, when research noted that success in Physical Education is directly associated with attitude towards Physical Education.

The study on the implementation of Physical Education would expose factors that inhibit the promotion of Physical Education in school. Data gathered through questionnaires would provide us with some insight into the difficulties faced by the administrators and teachers teaching Physical Education. The data would lay yet another groundwork for us to find ways to tackle the difficulties and consequently improve the standard of Physical Education. Last but not least this research should serve as a starting point in research on the attitude of administrators and teachers towards Physical Education and the implementation of the Physical Education programme.

Research findings which would consider all the variables in Figure 1.1 (p.35) are expected to provide information to correct weakness in the handling of human resources (teachers). The State Education Department should be sensitive and not send teachers to schools without proper feedback from school heads. School principals on the other hand need to provide the correct information about the type of subject teachers needed.

The information obtained from the variables of the implementation of Physical Education would give some pointers to administrators. The administrators should give thorough consideration based on the findings before assigning teachers to teach Physical Education. These findings should also provide information on the role of non-human resources in the Physical Education programme.

The Ministry of Education and Teacher Education Division should ensure that the man power planning must be adhered to. This information would show the importance of training the right people for the right job. Job satisfaction is important because it is related to teacher commitment, a personal factor which includes the responsibility characteristics to perform a duty voluntarily with satisfaction in order to achieve quality work.

This study intends to explore the variables involved in the implementation of Physical Education programme in secondary schools, the human and non-human variables as shown in Figure 1.1 (p.35).

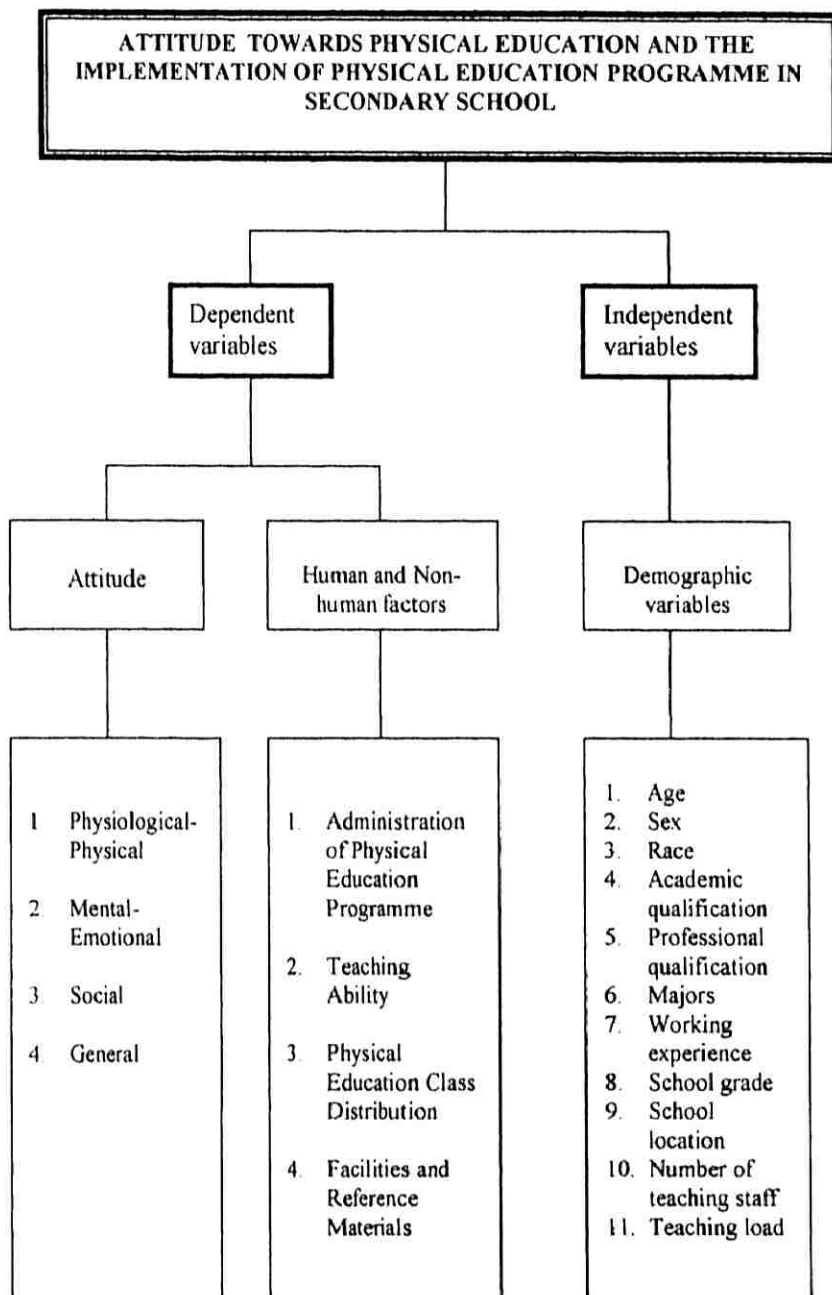


Figure 1.1 Categorisation of variables in the study

1.10 Delimitation of the study

The following delimitation are placed on this study:

- a. The study was delimited to subjects of public secondary schools in the Peninsular Malaysia.
- b. The study is delimited to the opinion of school principals, senior assistants and teachers assigned to teach Physical Education subject.
- c. Attitude towards Physical Education is assessed by the Wear Physical Education Attitude Inventory Short Form A (1955).
- d. The implementation of physical education programme is being assessed by questionnaires developed by the researcher.

1.11 Definition of terms

To avoid different interpretations, given below are some operational definitions as they are used in this study.

1. **Attitude** - A mental and neural state of readiness, organised through experience exerting a directive or dynamic influence upon an individual's response to all objects and situations with which it is related (Allport, 1935). Operationally it is the attitude towards Physical Education.
2. **Physical Education** – “Physical Education, an integral part of the total education process, is a field of endeavour which has as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities

which have been selected with a view to realising these outcomes' (Bucher, 1972,p.7). For this purpose it is only from the stand point of Physical Education as a course taught during a regular class period. Operationally, it is a compulsory subject taught in the secondary school curriculum.

3. **Physiological-physical category of Physical Education** - Refers to the generally accepted outcomes of Physical Education that are related to physical well-being such as muscular strength and endurance, the acquisition of neuromuscular skills and co-ordination. Operationally, it refers to health and skill related fitness.
4. **Mental-emotional category of Physical Education** - Refers to the generally accepted outcomes of Physical Education that are related to mental health, emotional control and poise.
5. **Social category of Physical Education** – Refers to the generally accepted outcomes of Physical Education that are related to social relationships and social values.
6. **General category of Physical Education** – Refers to the outcomes of Physical Education that do not seem related to any of the three categories above.
7. **Physical activity** - Physical activity denotes organised (structured), non-utilitarian (in an occupational and maintenance sense) gross human movement, usually manifested in active

games, sports, callisthenics or dance (Kenyon, 1968a,p.97).

Operationally it refers to all activities related to gross

muscular skills that is carried out during one's free time.

8. Physical Education programme — Operationally, it is concerned with the instructional aspect of Physical Education and required to be taught in the formal time table.

9. Administrators — All staff related to the administration of the school. Operationally it includes principals and senior assistants (vice-principals).

10. Staff development programme – It refers to a set of experiences which is planned and arranged to help staff develop individually and professionally (Sithipong, 1979,p.183). Operationally, it refers to planned activities to upgrade skills, enhance understanding, performance and to inculcate positive attitudes among teachers in carrying out their daily instructional duties.

11. National Educational Philosophy – It is a statement which was officially announced in 1987 by the Ministry of Education, Malaysia. It gives a clear vision of an individual which is a product of the education system. It is a basis for achieving the aims and objectives of Secondary School Curriculum (KBSM).

12. School location – It is a geographical location based on population and is categorised into urban and rural schools. Urban and rural locations are based on the Annual Census Report 1980.

- 13. Urban** - All locations in the District Council with a population of 10, 000 people is considered urban. Operationally, school location in this study is based on the category given in the list published on 10 September 1997, provided by Educational Planning and Policy Research Division, Ministry of Education, Malaysia.
- 14. Rural** - An area with a population of less than 10, 000 people is accepted as rural. Operationally, school location in this study is based on the category given in the list published on 10 September 1997, provided by Educational Planning and Policy Research Division, Ministry of Education, Malaysia.
- 15. Grade A secondary school** - A secondary school which has Form Six and Form Five. It has a total student enrolment of more than 1520 or for a school without Form Six it has a total enrolment of 1200 and a hostel which accommodates more than 250 students.
- 16. Grade B secondary school** - A school which provides education for Form one to Form five and a total enrolment of less than 1520 students.
- 17. Teaching experience** - It refers to a number of years a teacher has taught after receiving formal training.
- 18. Senior Assistant** - This name is synonymous with Vice-Principal. Senior Assistants assume their post in Grade A or Grade B school.

In a Grade A school, they are graduate teachers who have been promoted to a higher salary scale. In a Grade B school, they are experienced senior teachers who are appointed by the principal of the school and receive allowances for carrying out administrative duties.

19. **Implementation** - Allocating resources and deploying staff within the programme (West, M. & Ainscow, M., 1991). Operationally, it means allocating funds for Physical Education facilities and equipment and deploying teachers to teach Physical Education.
20. **Demographic variables** - In this study they are the independent variables such as age, sex, race, academic achievement, field of study, location and grade of school, and teaching experience.
21. **Race** - It refers to a group of individuals which are from the same origin and having similar characteristics (Tunku Iskandar, 1984). Operationally, it refers to races in the Malaysian society, that is Malays, Chinese, Indians and others.
22. **Peninsular Malaysia** – A peninsula pertains to an area of land which is almost surrounded by water. In Malaysia this refers to West-Malaysia which connects with Thailand (Hasbullah Muhammad Taha, 1979).

23. Principal - Head administrator of a secondary school.

23. Factor loading – The association or relationship between a variable and a factor (Safrit & Wood, 1989).