

**PERCEPTIONS OF SCHOOL ADMINISTRATORS  
AND TEACHERS TOWARDS NATIONAL EDUCATION  
PHILOSOPHY IN KLANG DISTRICT**

**BY**

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## ABSTRACT

The main aim of this study is to find out the perceptions of school administrators and teachers regarding the importance of National Education Philosophy (NEP). In addition, the study also intends to examine the extent of application of the elements of NEP by the respondents. For this purpose, school administrators and teachers from nine secondary schools in Klang District, Selangor were selected. The sample comprises 98 teachers and 23 school administrators. In pursuing the research, seven hypotheses were developed and tested. Independent t-test and Pearson Correlation were used to test the hypotheses. The results reveal that there are no differences in the perceptions of school administrators and teachers regarding the importance of NEP. It shows that both school administrators and teachers perceive the NEP as important, but they don't always implement the elements of NEP in teaching and learning process. Nevertheless, there is a positive correlation in between the perceptions of the importance of NEP and the extent of application of its elements among respondents. But there is no correlation between the

perceptions of the importance of NEP and the extent of application of its elements among school administrators. The teachers on the other hand, show stronger correlation for the same factors. This shows that teachers, who perceive the NEP as important, also implement the elements of NEP. This is not the case for school administrators.

## APPROVAL PAGE

TITLE OF PROJECT PAPER: PERCEPTIONS OF SCHOOL  
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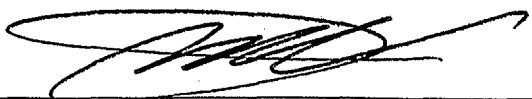
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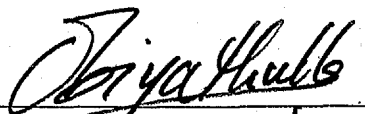
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## DECLARATION

I hereby declare that this project paper is the result of my own investigations, except where otherwise stated. Other sources are acknowledged by reference notes and a bibliography is appended.

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This project paper is specially dedicated  
to my wife Rita and my sons Khiran Raj and  
Ravidev Raj.



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## TABLE OF CONTENTS

Abstract	2
Approval Page	4
Declaration	5
Copyright Page	6
Dedication	7
Acknowledgement	8
Table of Content	10
List of Tables	13
List of Figures	15

### CHAPTER ONE: INTRODUCTION

1.1 Background of the Study	16
1.2 Rationale for Carrying out the Study	18
1.3 Statement of Problem	19
1.4 Research Objectives	20
1.5 Research Questions	20
1.6 Hypotheses	21
1.7 Significance of the Study	23
1.8 Definition of Terms	23
1.9 Organisation of the Study	25

### CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction	27
2.2 Malaysia Education System Reviewed	28
2.3 Evolution of Malaysia Education Philosophy and Curriculum Development	30
2.4 Review of National Education Philosophy	36
2.5 Elements of National Education Philosophy	40

2.5.1	Developing Individual Potentials	40
2.5.2	Developing Balanced Human Being	40
2.5.3	Developing Knowledgeable Malaysian Citizen	41
2.5.4	Developing Responsible Malaysian Citizen	41
2.5.5	Developing the Harmonious and Prosperous Society and Nation	42
2.6	Related Empirical Studies	42
2.7	Conceptual Framework of the Study	44
CHAPTER THREE:	RESEARCH METHODOLOGY	
3.1	Introduction	46
3.2	Research Design	46
3.3	The Sample	47
3.4	Research Instrument	48
3.5	Research Procedure	52
3.6	Data Analysis Procedure	53
CHAPTER FOUR:	DATA ANALYSIS	
4.1	Introduction	56
4.2	Respondents' Characteristics	57
4.3	Consistency of the Responses	58
4.4	Tests of Hypotheses	60
4.4.1	Hypothesis 1	60
4.4.2	Hypothesis 2	62
4.4.3	Hypothesis 3	63
4.4.4	Hypothesis 4	65
4.4.5	Hypothesis 5	66
4.4.6	Hypothesis 6	68

4.4.7 Hypothesis 7	69
4.5 Summary of Hypotheses Testing	70
CHAPTER FIVE: CONCLUSION AND IMPLICATIONS	
5.1 Introduction	72
5.2 Conclusion	72
5.3 Limitations	77
5.4 Implications	78
5.5 Directions for Future Research	79
REFERENCES	80
APPENDIX	82

## LIST OF TABLES

Table 1.1	Summary of Hypothesis Statements	22
Table 2.1	Malaysia Five Year Plans and Years	31
Table 3.1	Number of Items According to the Elements of NEP	52
Table 3.2	Summary of Null Hypotheses and Hypotheses Testing Methods	54
Table 4.1	Classifications of Position of Respondents	57
Table 4.2	Classification of Gender of Respondents	58
Table 4.3	Classification of Length of Service of Respondents	58
Table 4.4	Pearson Correlation between the Responses for Items on Importance in Part A and Part B	59
Table 4.5	Descriptive Statistics for Comparison of Perceptions of Importance of NEP Between School Administrators and Teachers	61
Table 4.6	Independent t-test for Comparison of Perceptions of Importance of NEP between School Administrators and Teachers	61
Table 4.7	Descriptive Statistics for Comparison of Extent of Application of the Elements of NEP Between School Administrators and Teachers	62
Table 4.8	Independent t-test for Comparison of Extent of Application of the Elements of NEP between School Administrators and Teachers	63
Table 4.9	Descriptive Statistics for Comparison of Importance of the Elements of NEP Between Genders	64
Table 4.10	Independent t-test for Comparison of Importance of the Elements of NEP Between Genders	64

Table 4.11	Pearson Correlation between the Extent of Application of the Elements of NEP and Length of Service	66
Table 4.12	Pearson Correlation between the Perceptions on Importance of NEP and the Extent of Application of the Elements of NEP	67
Table 4.13	Pearson Correlation between the Perceptions on Importance of NEP and the Extent of Application of the Elements of NEP Among Teachers	68
Table 4.14	Pearson Correlation between the Perceptions on Importance of NEP and the Extent of Application of the Elements of NEP Among School Administrators	70
Table 4.15	Summary of the Results of Hypothesis Testing	71

## LIST OF FIGURES

Figure 2.1 Conceptual Framework of the Study

45



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Philosophy of Education is a set of beliefs about education. According to Fitzgibbons (1981), philosophy of education is a set of beliefs a person has regarding what should (and should not) be done in education and what the outcome of the education should (and should not) be together with any other beliefs he takes as reasons supporting these beliefs. In other words, a person's philosophy of education is a specific subset of the set of all of that individual believes. In essence Fitzgibbons (1981) suggests that there are three aspects that has been included in philosophy of education. They are:

- a. What reasons one has to support any decision made in education?
- b. What one should believe should be done in education?

c. What one believes the outcomes of education ought to be?

In Malaysia, the government through the Ministry of Education (MoE) has formulated National Education Philosophy (NEP) in 1988. Raja Mohamed (1997) has said that the NEP can be considered as the national policy on education. Wan Mohd Zahid (1993), the Director of Education when the NEP was formulated had said that the philosophical statement as peak of educational reformation and as a mission statement of education in Malaysia. According to Anwar Ibrahim (1989) the then Minister of Education, the NEP has become the basis to National Educational System so that all the educational programs and activities are directed to achieve the philosophy.

Thus, the NEP could address all the three aspects suggested by Fitzgibbons (1981). In other words, any decision by educationists in Malaysia regarding education must be based on NEP; NEP also plays the role as a guide to determine programs that must be implemented; and the NEP is also portrays the vision of the outcomes of the nation's education ought to be.

## 1.2 Rationale for Carrying Out the Study

The former Minister of Education, Dato' Seri Anwar Ibrahim, in his official address at the Seminar on Islamic Education (June 14, 1987) as quoted by Mantrak (1983), had put forward some suggestions. Among them are:

- i. The entire school activities should be in accordance with the NEP and goals in order to foster perfect human beings who are mentally, physically, morally and knowledge wise perfect. Effects also should be directed towards fostering affection among fellow humans, as well as loyalty and responsibility to religion and nation; and
- ii. Teachers should change their methods of teaching by emphasising values, and moral without neglecting the characteristics of knowledge and academic excellence.

Thus, teachers should tune their mental set in accordance to the NEP in order to attain the goals of the philosophy. The effectiveness of the implementation of the philosophy by teachers' is depends on their understanding and perception of the NEP. Hence there exists a critical

need to have an insight into the perception of the teachers on NEP.

### **1.3 Statement of Problem**

The realisation that the NEP is important in implementing their task is critical to school administrators and teachers. But Theobald (1992) found out that the educators and administrators have paid scant attention to educational philosophy. According to Theobald (1992),

'In part, educational philosophy seems to generate so little interest because observing its workings first-hand is so difficult. Many people simply conclude that philosophy is an abstruse system of beliefs, perhaps suitable for faculty members in elite universities, but otherwise useless.'

Therefore, this study is aimed at investigating the perceptions of school administrators and teachers about NEP.

#### **1.4 Research Objectives**

The main objective of this study is to examine the perceptions of the school administrators and teachers about the importance of NEP in performing their duties. As the NEP is considered as the guideline and basis for all educational decisions and activities, the study is also aimed at investigating the extent of implementation of the elements of NEP and its relations to school administrators' and teachers' perceptions on its importance.

#### **1.5 Research Questions**

This study seeks to answer the following research questions:

- RQ1**        How do school administrators and teachers perceive the importance of NEP?
  
- RQ2**        Is there any difference in the extent of application of the elements of NEP between school administrators and teachers?

**RQ3** Is there any relationship between the perceptions of importance and the extent of application of the elements of NEP among the respondents?

**RQ4** To what extent do teachers and school administrators apply the elements of NEP?

## **1.6 Hypotheses**

Table 1.1 summarises the variables and the hypotheses to be tested in this study.

**Table 1.1**  
**Summary of Hypotheses**

Hypothesis	Variables	Hypotheses statement
H <sub>1</sub>	Teachers and School Administrators And Importance	There is a significant difference in the perceptions of school administrators and teachers regarding the importance of NEP.
H <sub>2</sub>	Teachers and School Administrators And application	There is a significant difference in the extent of application of the elements of NEP between school administrators and teachers.
H <sub>3</sub>	Gender and importance	There is a significant difference in the perception according to gender regarding the importance of NEP.
H <sub>4</sub>	Length of service and application	There is correlation between the length of service and the extent of application of the elements of NEP.
H <sub>5</sub>	Importance and Application	There is relationship between the perceptions of importance of the elements of NEP and the extent of its application among the school administrators and teachers.
H <sub>6</sub>	Importance and Application	There is relationship between the perceptions of importance of the elements of NEP and the extent of its application among teachers.
H <sub>7</sub>	Importance and Application	There is relationship between the perceptions of importance of the elements of NEP and the extent of its application among the school administrators.

### **1.7 Significance of the Study**

The Ministry of Education (MoE) through various departments had planned and formulated educational programmes based on the NEP. But the implementers are the teachers and the school administrators. Thus, this study would provide valuable information for the officials of Ministry of Education regarding the perceptions of the implementers about NEP. The information could be useful for policy makers to formulate future programmes for teachers and school administrators.

### **1.8 Definition of Terms**

For the purpose of the study the following definitions will be used:

**Perceptions:**

Refers to a continuous process of integration of present and past sensory impressions (Good, 1973).