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**THE ROLES AND TIME PREFERENCES OF
HEADMASTERS AND SENIOR ASSISTANTS
OF SELECTED PRIMARY SCHOOLS IN THE
DISTRICT OF BATANG PADANG
PERAK**

BY

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**A PROJECT PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENT
FOR THE DEGREE OF
MASTER OF MANAGEMENT**

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ABSTRACT

This study examined the extent to which the Headmasters and the Senior Assistants in primary schools place emphasis on their roles with the time preferred in the theoretical model. The study was guided by two research questions, and three null hypotheses constructed based on the roles. Seventy five respondents from twenty-six selected primary schools in the district were chosen as respondents, however 72 (96%) returned the questionnaire. On the whole, this study also examined the percentage time preferred by the respondents to perform a particular duty as compared to that proposed in the theoretical model which was constructed based on the model stipulated by the State Education Department, Selangor. The study found that the Headmasters, the Senior Assistants (Management and Curriculum) and the Senior Assistants (Student Affairs) could not quite attain the percentage time of the duties as proposed. Similar situations persisted in most of the duties as put forth in the research questions. An independent t-test was conducted for a comparison of the roles between the Headmasters and the Senior Assistants (Management and Curriculum). The test showed a significance level of 0.041 for the duties related to the school-society relationships and 0.018 for non-academic duties which were lower than $p < 0.05$. In addition, the independent t-tests between the Headmasters and the Senior Assistants (Student Affairs) showed a significance level of 0.030 for academic duties, 0.028 for the duties related to the school-society relationships, and 0.003 for non-academic duties which were lower than $p < 0.05$. Another independent t-test between the Headmasters and the Senior Assistants of the National Primary Schools and the Headmasters and the Senior Assistants of the National Type Primary Schools showed a significance level of 0.048 for the duties related to the student affairs which was lower than $p < 0.05$. Finally, several proposals to remedy the shortcomings were proposed for future action by the relevant authority and recommendations for future research by interested parties.

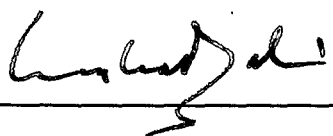
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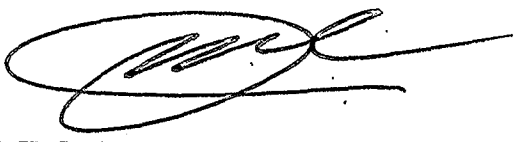
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DECLARATION

I hereby declare that the project paper is the result of my own investigations, except where otherwise stated. Other sources are acknowledged by footnotes giving explicit references and these references are appended.

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Dedicated to my beloved husband, Hasan Haris

and to my children;

Nur Elyani Hasan

Nur Hazlini Hasan

Mohamad Emir Firdaus Hasan

Mohamad Emir Fareez Hasan

Nurul Syaliza Hasan

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A primary school education comprises a six-year duration period and caters for children at the age of seven till twelve years. There are three types of primary schools namely the national primary school [*Sekolah Kebangsaan*, (SK)], national type primary school (Chinese) [*Sekolah Jenis Kebangsaan Cina*, (SJKC)] and national type primary school (Tamil) [*Sekolah Jenis Kebangsaan Tamil*, (SJKT)]. The medium of instructions in these schools are bahasa Malaysia, Chinese and Tamil respectively, while the curriculum and syllabus are the same.

The country's primary school enrolment is 2,922,860 in the year 2000 (Seventh Malaysia Plan, 1996). This study focuses on 26 selected primary schools in the district of Batang Padang, Perak. Data from the District Education Office of Batang Padang, Perak shows the current enrolment for the district's primary schools is 22,707 students for the year 2000, which comprises 16,270 students from SK's, 4,348 students from SJK's (C), and 2,086 students from SJK's (T).

Students enrolment from the 26 selected primary schools in the district consists of 10,031 (44.2 percent) students; which is made up of 6,784 (29.9 percent) students from

SK's, 2,308 (10.2 percent) students from SJK's (C), and 939 (4.1 percent) students from SJK's (T), as illustrated in Table 1.1

Table 1.1: Students Enrolment in the District of Batang Padang
Source: District Education Office, Batang Padang, Perak (2000)

Schools	Enrolment		Percentage
	Selected schools	District	
SK	6,784	16,270	29.9
SJK(C)	2,308	4,349	10.2
SJK(T)	939	2,086	4.1
Total	10,031	22,707	44.2

A Headmaster, and three Senior Assistants (Management and Curriculum, Student Affairs and Co-curriculum), manage each school while for a school having an afternoon session, an Afternoon Supervisor manages the school.

The duties and responsibilities of a Headmaster include academic and non-academic areas. Other duties include maintaining the relationships between the school and society and financial management. The Aminuddin Baki Institute in 1982 listed 212 duties to be performed by a Headmaster, while the School Division, Ministry of Education in 1987 listed a longer list consisting of 222 duties.

1.2 Statement of the Problem

This research attempted to identify the roles and time preferences in respect of the five domains of duties by the Headmaster and Senior Assistants. They were the academic duties, the school-society relationships, the student affairs, the teacher-related duties, and the non-academic duties. The study focused on the time preferences of the Headmaster and the Senior Assistants in performing the respective duties to attain the effectiveness in managing the school and for conducive teaching and learning environment.

The study sought to identify how far the Headmaster and the Senior Assistants had attained the allocation of time expected from the theoretical model suggested by the State Education Department of Selangor (1986). If the allocation of time expected was not achieved by the Headmaster and the Senior Assistants, the study then sought to answer to the problem that arised as this could enhance the effectiveness in managing the school and for conducive teaching and learning environment.

1.3 Objectives

This study was conducted to accomplish the following objectives:

- a) To find out the most preferred duties (the academic duties, the duties related to the school-society relationships, the duties related to the student affairs, the teacher-related duties, and the non-academic duties) by the Headmaster and the Senior

Assistants (Management and Curriculum, and Student Affairs) in performing their respective roles.

- b) To find out the amount of time the Headmaster and the Senior Assistants (Management and Curriculum, and Student Affairs) were involved in academic duties, the duties related to the school-society relationships, the duties related to the student affairs, the teacher-related duties, and the non-academic duties within a week.

1.4 Research Questions

This study sought to answer the following questions:

- a) Do Headmaster and Senior Assistants (Management and Curriculum, and Student Affairs) prefer more academic duties, the duties related to the school-society relationships, the duties related to the student affairs, the teacher-related duties, and the non-academic duties in performing their respective roles?
- b) What is the amount of time in which the Headmaster and the Senior Assistants (Management and Curriculum, and Student Affairs) are involved in academic duties, the duties related to the school-society relationships, the duties related to the student affairs, the teacher-related duties, and the non-academic duties within a week?

1.5 Hypotheses

The null hypotheses of the study are stated below to guide the researcher:

Null Hypothesis 1

H₀ 1: There is no significant difference in the roles and time preferences between the Headmaster and the Senior Assistants (Management and Curriculum) from the aspects of:

H₀ 1:1 the academic duties;

H₀ 1:2 the duties related to the school-society relationships;

H₀ 1:3 the duties related to the student affairs;

H₀ 1:4 the teacher-related duties, and

H₀ 1:5 the non-academic duties.

Null Hypothesis 2

H₀ 2: There is no significant difference in the roles and time preferences between the Headmaster and the Senior Assistants (Student Affairs) from the aspects of:

H₀ 2:1 the academic duties;

H₀ 2:2 the duties related to the school-society relationships;

H₀ 2:3 the duties related to the student affairs;

H₀ 2:4 the teacher-related duties, and

H₀ 2:5 the non-academic duties.

Null Hypothesis 3

H₀ 3 : There is no significant difference in the roles and time preferences between the Headmaster and Senior Assistants of National Primary School (*Sekolah Kebangsaan*) with the Headmaster and Senior Assistants of National Type Primary School (*Sekolah Jenis Kebangsaan*) from the aspects of:

H₀ 3:1 the academic duties;

H₀ 3:2 the duties related to the school-society relationships;

H₀ 3:3 the duties related to the student affairs;

H₀ 3:4 the teacher-related duties, and

H₀ 3:5 the non-academic duties.

1.6 Significance of the study

The findings from this study may serve as inputs for Headmaster and Senior Assistants of primary schools in performing their academic and non-academic duties. In each school, the Headmaster and Senior Assistants are the key resource persons who ensure that materials, personnel and time allocated can make the program a success, especially in the excellent performance of the students.

The findings may also:

- 1.4.1 assist the Ministry of Education or the State Education Department in establishing an effective system to administer a school;
- 1.4.2 provide feedback for the Ministry of Education to evaluate in-service training programs for primary school Headmasters and Senior Assistants;
- 1.4.3 provide a guideline for the Headmaster and the Senior Assistants for a better management of the school, and
- 1.4.4 serve as a guideline and reference for future studies in this area.

1.7 Limitations of the Study

There are 51 SK's, 23 SJK's (C) and 19 SJK's (T) in the district of Batang Padang. Thus, the total number of primary schools is 93, with a total number of 93 Headmasters and 279 Senior Assistants.

Only 26 Headmasters and 52 Senior Assistants from 15 SK's, six SJK's (C) and five SJK's (T) were chosen as sample in this study. The Senior Assistants for Co-curriculum and the Afternoon Supervisors were also not considered in the study by the researcher, because most of the national type primary schools, either do not have the post or do not have afternoon sessions.

1.8 Definitions of Terms

Operational terms used in this study are stated below:

1.8.1 Role

Collins Cobuild Dictionary (1988) defines a role as a position in a social situation, which has particular functions and behavior associated with it.

1.8.2 Time Preferences

Period identified or chosen to have, do, or choose whatever activity, because one likes it better; or because it is more convenient for oneself (Collins Cobuild Dictionary, 1988).

1.8.3 Headmaster

A Headmaster is the officer in charge of a school and being appointed by the Director-General of Education, is responsible for the administration of the school.

1.8.4 Senior Assistants

Senior teachers appointed by the Director-General to assist the Headmaster, and in the absence of the Headmaster, take the role of the Headmaster to carry out the functions and duties. There are three Senior Assistants appointed in each school:

The Senior Assistant (Management and Curriculum) is responsible for duties concerning the academic programs, professional staff management, non-professional staff management, office management, financial management and school accounts, management of building and infrastructure and public relations.

The Senior Assistant (Student Affairs) is responsible for general duties pertaining to students' discipline, career and guidance, health and security, scholarship and the school textbook loan scheme.

1.8.5 National Primary School

According to the Education Act (1996), a national primary school (*Sekolah Kebangsaan*) means a fully assisted primary school:

- a) providing a six-year course of primary education appropriate for children between the ages of six and eleven years;
- b) using the national language as the main medium of instruction;
- c) in which the English language is a compulsory subject and

d) in which facilities for the teaching of the Chinese or Tamil language shall, if it is reasonable and practicable so to do, be made available if the parents of fifteen children in the school so request.

1.8.6 National-type Primary School

According to the Education Act (1996), a national-type primary school (*Sekolah Jenis Kebangsaan*) means a fully assisted primary school:

- a) providing a six-year course of primary education appropriate for children between the ages of six and eleven years;
- b) using the English, Chinese or Tamil language as the main medium of instruction;
- c) in which the national language is a compulsory subject;
- d) in which the English language is, if not the main medium of instruction, a compulsory subject of instruction; and
- e) in which facilities for the teaching of the Chinese or Tamil language (if not the main medium of instruction) shall, if it is reasonable and practicable so to do, be made available if the parents of fifteen children in the school so request.

1.8.7 The Academic Duties

The academic duties performed by a Headmaster and a Senior Assistant include managing curriculum, academic staff, supervising and evaluation of student's achievement, and educational leadership (Ramaiah, 1995).

1.8.8 The Duties Related to the School-society Relationships

These are duties performed by a Headmaster and Senior Assistants in maintaining good relationship between teachers, parents and the communal society as a whole (Noran Fauziah and Ahmad Mahdzan, 1990)

1.8.9 The Duties Related to the Student Affairs

These are processes involved in the planning of programs for students, supervising and coordinating of students' activities and the selecting of effective methods in the organizational management of the students (Ministry of Education, Malaysia, 1988).

1.8.10 The Teacher-related Duties

These are duties related to planning, organizing, leading, and controlling of teachers towards achieving the objectives of the National Educational Philosophy.

1.8.11 The Non-academic Duties

These are the duties concerned with non-academic staff, finance, school building or infrastructure, supplies and the relationship with the higher authorities (Ramaiah, 1995).

CHAPTER 2

REVIEW OF THE LITERATURE

2.1 Introduction

This chapter will review the research and the related literature on the role concept, the role of the Headmaster, the role of the Senior Assistants, and the five domains of roles in the study. This section also reviews the time preference concept and the theoretical model for the allocation of percentage time.

The review of the literature is to build a foundation and to provide a framework within which a researcher can answer the important questions posed. The review can guide the researcher on what has been done and to lead the researcher to a well written, well documented, and well-planned report (Salkind, 1997).

2.2 The Role Concept

Lipham and Hoeh (1974) use task-oriented approach in defining role. Therefore, the roles of the headmaster, senior assistants are based on categories of their tasks and duties to be performed.