

The Effectiveness of Administration and Co-curriculum in Sport to the Involvement of Students in Vocational College in Malaysia

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Abstract: *This study aims to investigate the association between the level of commitment of vocational college directors and teachers with the knowledge and skill levels of management in managing co-curricular activities in vocational colleges in Johor, Malaysia. Respondents in this study consist of six Johor college teachers who have become mentor for co-curricular activities. The instrument used was questionnaires and data were analyzed using the Statistical Packages For Social Sciences (SPSS) software. The result shows the level of commitment of the respondents was high, the level of knowledge of the respondents in curriculum management is moderate while the respondents' level of management is high. From the result of this study, there is relationship between the respondents' commitment and the implementation of management skills. In order to produce an excellent school, academic is not the only focus but in order to develop the balance between spiritual and physical, co-curricular activities must also be taken to special attention. Adoption of effective curriculum able to inculcate leadership qualities among the students who will be back to lead the country in the future. Mohd Lotpi (1997) have made a study on the effect of co-curricular activities to the students' personality. The research shows that students are positively impacted as they became more discipline, responsible, cooperative, trustworthy, honest, dedicated, self-reliant, motivated confident and bold (Jailani, 2004; Ahmad, 2005).*

Keywords: vocational college, co-curricular activities, Statistical Packages For Social Sciences (SPSS)

1. Introduction

Sport activities is a must in every school as it is an important element to the growth of the self intelligence covering the physical, mental, social and emotional development [14]. Co-curricular activities have been blended into Malaysia's education system in and it is a must to every student. [4]. Co-curricular activities are also important as it is seen as a tool to promote unity among different races in school. Co-curricular has the potential to be a platform for the construction of generic skills to students. In Malaysia and global education system, curriculum is considered as the complementary to the curriculum to which they are depending to each other to develop individual who is physically, emotionally, spiritually and intellectually balanced [14]. Therefore, Co-curricular activities do influence either directly or indirectly in the development of an individual.

2. Background

Schools and colleges in Malaysia are among many places for students to study systematical. The co-curricular activities help the students to implement the theories that they have learn in classroom. With this, the learning process will be more meaningful and gives deeper impact. The main roles and responsibilities of school is now not merely to convey the knowledge and skills of certain skills but also produces students who can contribute in global way to create harmonious, united, tolerant, disciplined and happy community. They will be able to uphold and exercise the National Principle in more meaningful way.

One of the objectives of co-curricular activities held in colleges or vocational schools is to ensure the students to experience life perfectly. According to the National

Education Philosophy in order to produce students who are well-balanced spiritually, physically and intellectually co-curriculum is needed. Co-curriculum is a need to provide opportunities for students to improve measure and practice the skills, knowledge and values that they have learned during the learning process [14].

Co-curriculum should help students to excel in their studies, because by involving themselves in such activities indirectly they will acquire knowledge in informal way. They learned by practicing the knowledge. The activities help students for their character development, spiritual, mental and self-discipline. A study found that students who are actively involved in co-curricular activities excel academically with high achievement compared to students who are not actively involved [11]. Therefore, co-curriculum management is very important and the accountability lies on the teachers' shoulder. Proper and effective management is important to ensure the physical and spiritual development of the students. A part of responsibilities sports and co-curriculum management are:

- 2.1 Management of stocks and sports equipment inventory
- 2.2 Management of special rooms
- 2.3 Storage and maintenance equipment
- 2.4 Development plan
- 2.5 Participation and achievement record

Sports and co-curricular management is viewed as an important aspect in school and higher education institution. The existence of professionals in sport is now taken more seriously. It is the director responsibilities to ensure that professionalism is practiced by the teachers during the teaching and learning process so that the pupils will be able to understand and practice what they have learned in depth. For this purpose, the management department should play

their role actively and effectively by sending the teachers to attend either internal or external courses in order to enhance their skills in their respective fields. We can take Batu Pahat Vocational College as an example. This collage has been appointed as a center of excellence for rugby. Teachers from vocational colleges around the area were sent to this center to be trained. This is in line with the Ministry of Education aims to produce more students to represent the country in various sports. The existence of center of excellence will ensure that the teachers are well train and as for the pupils, they will be able to be train by well educated and trained teachers. As the ripple effect, the growth in sports will be able to be seen as the attraction for why the students have to join co-curricular activities is clearly seen. School and college management should play their role and take responsibility in providing human capital support as well as providing them with suitable courses. Teachers' and students' determination will strengthen sports in vocational collages and as the result they are able to participate and send teams for higher level competitions.

In this scope, directors' and teachers' accountability is important for students to build and strengthen their spirit in sport and co-curricular activities that have been developed will produce individuals who are successful in sport. If there is no effort taken to instill professionalism in sports or co-curricular activities, sport activities will be unfortunately being left behind and as for the institution, it will be not be as alive as they should be.

3. Objectives

This study is conducted to:

1. Identify the level of the skills (planning, guiding, implementing and evaluating).
2. Identify relationship between director and teacher commitment to co-curriculum management and its relationship to the level of students' involvement in co-curricular activities.

3.1 Problem of Statement

This study was conducted by researchers because they want to identify the level of commitment, knowledge, and skills of the college directors and teachers in management (planning, organizing, leading and evaluating co-curricular activities) and its relationship to the level of student involvement in co-curricular activities.

3.2 Importance of the Research

This research aims to identify co-curriculum management and its relationship to the level of student involvement in co-curricular activities in six vocational colleges in the state of Johor . This study specifically aim to:

3.2.1 Identify the level of co-curriculum management practices by the directors of the colleges as curriculum manager from the teachers' perception.

3.2.2 Identify whether are there any significant relationship between the role of the college director as a manager to the number of students involved in co-curricular activities.

3.2.3 Identify whether are there any significant relationship between the role of the teachers as mentor to students' involvement in co-curricular activities

3.2.4 Identify significant relationship between the 10% Co-Curriculum Marks policy to the level of pupils' involvement in co-curricular activities.

Co- curriculum management in vocational collages is a very important process in order to achieve the goals and objectives of the co-curriculum. In this study, researchers will study the existing teachers' skills and experiences as well as their knowledge and skills in planning, implementing and evaluating the co-curriculum activities. As the study will show actual level of the teachers' competency, measurement can be taken and necessary action will and must be taken to make sure the co-curriculum management is in the right track.

4. Research Methodology

4.1 Population and Respondents

The sample consisted of 310 teachers in vocational colleges in the state of Johor, Malaysia which was randomly selected. The teachers selected have various positions in the schools' curriculum organization.

4.2 Research Instruments

Average Perception Scores Schedule used by researchers Yoong Suan , Universiti Sains Malaysia , 2004 as referred to Table 1 is used as the indicator to the mean power level curriculum management practices of teachers' perception of school.

Table 1: Average perception scores

<i>Mean coefficient</i>	<i>Strength</i>
1.00 - 1.80	Very Low
1.81 - 2.60	Low
2.61 - 3:40	Medium
3:41 to 4:20	High
4:21 to 5:00	Very High

Source: Yoong Suan, Universiti Sains Malaysia, 2004

To find the relationship between two variables; co-curriculum management and the level of student engagement, Pearson correlation test is used to determine significance on 0.01 levels and to see strength between two variables. Level relationships based on scale correlation strength Alias (1977) as Table 2.

Table 2: Estimated Strength Relationship between Two Variables

Correlation Coefficients	Strength
0:00 to 0:20	Very low and can be ignored
0:21 to 0:40	Low
0:41 - 0.60	Medium
0.61 - 0.80	High
0.81-1.00	Very High

Source: Alias, 1977

5. Data Analysis

5.1 Level of co-curriculum management practices by the directors of the colleges as co-curriculum manager from the teachers' perception

Overall, the mean scores for the dimensions of curriculum management practices are actually done by the directors as curriculum manager is 3:49 with a standard deviation of 0.520 which is at high status.

5.1.1 Correlation analysis of intervention

Correlation inferential analysis is carried out to identify the relationship between the co-curriculum management to the amount of students' involvement in extra-curricular activities. The statistical methods used were Pearson correlation and the report is based on hypothesis-hypothesis null.

5.2 Role of the directors as a co-curriculum manager to the number of students involved in co-curricular activities

Pearson Correlation (r) was used to observe this relationship. This test answered the first null hypothesis, namely: $H_0 1$: There was no significant relationship between the role of the college as a manager with the number of students who are involved in co-curricular activities . Correlation test results demonstrate that as the role of the director as curriculum managers increased, the level of student involvement in co-curricular activities also increased significantly positive ($r = .66$, $p < .01$) . Noted that the value of p is less than .00 significant level of .01. This relationship shows a high correlation ($r = .66$) . The coefficient of correlation between the role of the manager and the co-curricular student involvement in co-curricular activities indicate that the relationship that exists between the two variables is a positive relationship. The null hypothesis that states there is no significant relationship between the role of the manager and the co-curricular student involvement in co-curricular activities is denied. This shows that there is a significant relationship between the role of the directors as the co-curriculum manager and the level of student's involvement in extra-curricular activities.

5.3 Relationship between the role of the teachers as mentor to students' involvement in co-curricular activities.

Pearson Correlation (r) was used to observe this relationship. This test answered the second null hypothesis: $H_0 2$: There was no significant relationship between the role

of the teachers as mentor to student involvement in co-curricular activities . Correlation test results show the role of the mentor increased the level of involvement in co-curricular activities significantly positive ($r = .61$, $p < .01$). Noted that the value of p is less than .00 significant level of .01. This relationship shows a high correlation ($r = .61$) . The coefficient of correlation between the role of the teacher advisor and student involvement in co-curricular activities indicate that the relationship that exists between the two variables is a positive relationship . The null hypothesis that states there is no significant relationship between the role of mentor teachers and level of involvement in extra-curricular activities is denied. This shows that there is a significant relationship between the role of the teachers as mentor and student involvement in co-curricular activities .

5.4 Relationship between the 10% Co- Curriculum Marks Admission policy to the level of pupils' involvement in co-curricular activities.

Pearson Correlation (r) was used to observe this relationship. This test answered the third hypothesis: $H_0 3$: There was no significant relationship between 10 % Curriculum Marks Policy Admission to the local university to students' involvement in co-curricular activities . Correlation test results showed that as 10% Basic Curriculum Marks Entry Admission Policy increased, the amount of students involved in co-curricular activities has also increased significantly positive ($r = .56$, $p < .01$) . Noted that the value of p is less than .00 significant level of .01. This relationship indicates a moderate relationship ($r = .56$) . The coefficient of correlation between the policy and the level of involvement in extra-curricular activities indicate that the relationship the exists between the two variables is a positive relationship . The null hypothesis that states there is no significant relationship between policy and level of involvement in extra-curricular activities is denied. This result shows that there is a significant relationship between the policy and amount of students involved in extra-curricular activities.

6. Discussion

6.1 The actual level that the directors act as the co-curriculum manager.

The study shows that the directors are at the high level as the co-curricular manager. If referred to the directors' role in planning, organizing and his function as the leader from the perception of his teachers (comprises of Curriculum Secretary , Sports Secretary , Uniformed Body Coordinator, Club / Association Coordinator , Coordinator of Sports / Games and Advisory Teacher / Teacher Leader) they are at the high level as well. However, teachers' perceptions towards the directors' control function is at moderate level.

The findings of this study support the findings by Siti Hajar (2000) stating that the management aspect is represented by the control function is also moderate . Moreover, according to a study made by Zainal (1999) in the journal *Jaflus Mohd Bahari* (2008) over 72 teachers to assess teachers' perceptions of the implementation and supervision of extra-curricular activities in secondary schools in Negeri

Sembilan, the implementation of co-curricular activities is lacking in supervision of the administration. The situation became worse when a productive teacher is paid less attention and recognition by the school. However, this study found to be quite different from Siti Hajar (2000), which is from the management aspect represented by control function, organizing and leading she found them at a moderate level where in this study the researcher found the otherwise. Researchers strongly believe and confident that the differences occur because of the existence of Senior Co-curriculum Assistance position in schools pioneered in grade A secondary school in early 2003.

6.2 Role of the directors as a co-curriculum manager to the number of students involved in co-curricular activities

The finding shows positive correlation between the role of the directors as a co-curricular manager to the number of students involved in co-curricular activities. As the role of the directors increased the number of students involved also increased. This finding is supported by studies that have been performed by Siti Hajar (2000), as she was doing research to identify effective curriculum management practices in place throughout the school and see the pattern of the committee members involved in the implementation of co-curricular and extra-curricular school students.

6.3 Relationship between the role of the teachers as mentor to students' involvement in co-curricular activities

The results also show positive correlation for this matter. This suggests that the role of mentor is essential to make sure that the involvement of students in co-curricular activities is high. These findings match the findings of a study done [3] entitled "The Curriculum In Schools: Teacher and Student Perception", Study conducted by Abu Bakar bin Mohd Husain concluded that the role of the teacher is one of the factors that influence the level of student involvement in school co-curriculum activities.

6.4 Relationship between the 10% Co- Curriculum Marks Admission policy to the level of pupils' involvement in co-curricular activities

The result shows moderate relationship between these items. This finding is in line with the rational Assessment Guide Secondary School Co-Curricular Activities, 2007 edition, the School Department, Ministry of Education stating that the assessment of co-curricular activities can stimulate the students to be more active in co-curricular activities. Through this policy, all students have the equal opportunity to earn marks for evaluation. For students who inspired to pursue higher education, outstanding participation in co-curricular activities will support them in pursuing their dream.

6.5 The level of student involvement in co-curricular activities in school

Based on the responses from the 310 respondents, the amount of students participation in school co-curricular

activities at the high level (min: 3:44). If the mean value is converted to units of percent, the level of involvement is only 68.8%. The findings of this report are approximate with the Second National Convention Education Development Master Plan (PIPP) 2008 until June 2008. The data showed that 65% of primary and secondary school students are participating actively in co-curriculum in school, district, state and national levels.

7. Recommendation

Sports management and vocational curriculum in college and in most of the institutions require a lot of innovation and emphasis. Professionals and well train trainers that can lead is a must have factor in order to make sure the sports can be uphold and well managed. Good values in financial management are needed since the government have allocate huge amount of money in order to support sports' development in institutional as well as national level. Hopefully, with the establishment of co-curricular and sports structure will enable to elevate sports management and co-curriculum in vocational collage to a higher level.

In addition, the management for sports and co-curriculum should also consider variations of related activities as students are not all the same. They come with various interest and preferences. It is suggested that specialized, skillful and qualified people is must need factor to develop and involve in curriculum management not academic staff who cannot really perform and have the deep knowledge and skill in this field. Tight cooperation between management and related bodies must be made to ensure that the programs meet the vision and mission of vocational college and have goals in line with the National Education Philosophy. To strengthen the management of sports and co-curricular activities, managers should use the concept and philosophy of "kaizen" which is widely used in system management, namely: "Kai" means to change (change) or change (modify) or modify (alter) or renew (renew) or change (reform) or corrected (to be corrected). "Zen" means to improve (dramatically improved) or good (become good). To ensure that the concept of "kaizen" can be implemented by a manager in organizations or educational institutions, these three key principles need to be understood:

1. Human resources are the most important assets of an organization or company.
2. Improvement process / renewal shall be made in step by step and not radically.
3. Improvement process must be based on the statistics / quantitative evaluation.

As a visionary managers, the following points need to be made when encounter any difficulties or challenges:

1. List of actions
2. Solution must solve the problem
3. Select appropriate action
4. Get the consent from the management
5. Implement actions
6. Identify problems that may occur during the action

After the action is done reflection on the effectiveness of the solution should be made as follows:

1. Study of the actions performed.
2. Consider some time for the problem faced.
3. Action is effective when it can solve the problems or achieve the objectives set.

In general, the accountability of the managers in dealing with problems and decision making must be based either in accordance with the standards set or by making improvements to the by following these processes:

1. If actions are effective, management must decide whether to maintain the existing standards (standard) or to make improvements.
2. Managers must make changes in working procedures that aiming to improve or increase in the yield or efficiency of work processes.
3. If there is improvement in the work process, managers need to put the work objectives to the new target.
4. Changes made must be explained to other employees so that they get a clearer picture of the new direction.
5. Managers should always be positive, responsible and committed, motivate the employees and easy to give appreciation to the members for the job well done.

8. Conclusion

Sports and co-curricular management should also be aware of the rapid development in sports either school or college, high school or national. There are many students who managed to get a place in higher education after school and very talented in sports. Sadly, the talent buried by the time and this must not ever happen. The management for sports and co-curricular activities at the institution should play their role to ensure the talents are not wasted as the curricular development must hand in hand with the co-curricular development. In this regard, the role of sports and extra-curricular manager must always be pro - active and willing to carry out their responsibilities and implement them up to the proper level to help those talented students.

The management for co-curricular and sports can also get involved and get in touch with the community as there are a lot of social activities related to the curriculum , organized either by government departments , non-governmental organizations (NGOs), the private , personal and many more. Therein lays the accountability aspects of managers and teachers to ensure their participation in these activities can be done. Teacher must be physically and mentally fit and at high level because in this situation the teachers' accountability will be thoroughly tested internally and externally. For students, they will be able to practice the correct practice since they have good, accountable and skillful teachers by their side. Generally, the success of a community programs can be translated when there are appreciations and praise delivered by the public and the local community to vocational colleges.

This chapter discusses the findings of the study and answers the questions posed in Chapter I. The results showed that the objectives set have been met. Therefore, the researchers

strongly believe that all questions have been answered, objective has been met and the study which constructed from objectives, problems and hypotheses is well explained.

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