Seminar Kebangsaan kali ke IV

MAJLIS DEKAN
PENDIDIKAN IPTA
2013

MEMACU PELAN TRANSFORMASI PENDIDIKAN

PROSIDING

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ANJURAN :

Majlis Dekan Pendidikan IPTA Malaysia

dengan kerjasama Institut Pendidikan(INSTED), UIAM

ISI KANDUNGAN

PENDAHULUAN

KERTAS KERJA

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Bidang pendidikan dianggap faktor kritikal kejayaan dalam rangka kita hendak mencapai status negara maju dengan rakyatnya berpendapatan tinggi menjelang 2020. Ia merupakan penyumbang utama pembanganun modal insan dan ekonomi negara. Lantas bidang pendidikan diletakkan sebagai satu elemen penting transformasi dalam GTP dan ETP. Sebagai satu perancangan terancang kerajaan, ia bersifat inklusif yang merangkumi pelbagai bidang dan tahap pendidikan seperti pra-sekolah, sekolah rendah dan menengah, pra-universiti, kolej vokasional/ politeknik, dan pendidikan di universiti. Pelancaran Pelan Pembangunan Pendidikan 2013–2025 ialah pernyataan jelas tekad kerajaan ke arah matlamat Malaysia pada alaf baru.

Melalui transformasi pendidikan diharap penambahbaikan drastik pendidikan tercapai dalam masa 12 tahun akan datang agar sistem pendidikan kita antara yang terbaik di dunia menjelang 2025. Pada ketika ini kita harap dapat melahirkan generasi muda yakni golongan modal insan alaf baru dari segi pegangan agamanya yang mantap, beretika, mahir dan cekap dalam pelbagai kerjaya, pengamal IT dalam segala urusan kerja dan komunikasi, berfikiran kreatif dan inovatif, tegas dan efektif dalam kepimpinan dan membuat keputusan serta bersifat patriotik terhadap negara kita Malaysia.

Saya ingin mengucapkan terima kasih dan setinggi-tinggi penghargaan kepada pihak penganjur iaitu Majlis Dekan Pendidikan IPTA istimewanya Universiti Islam Antarabangsa Malaysia selaku tuan rumah. Terima kasih kerana menjemput saya. Di kesempatan ini juga, saya ingin mengalu-alukan kehadiran semua pihak ke seminar ini dan berharap perjumpaan kita dapat memperkukuhkan silaturrahim sesama kita serta dapat mencapai objektif-objektif seminar ini. Insya Allah.

Yang Berhormat Dato' Seri Idris Bin Jusoh
Menteri Pendidikan II

Pendidikan ialah jantung pembangunan ummah. Matlamat pendidikan adalah untuk melahirkan insan yang boleh meningkatkan kualiti diri dan memberi sumbangan yang positif untuk komuniti, masyarakat dan negara. Melalui pendidikan yang holistik generasi muda dipupuk dan dibimbing agar mencapai kecemerlangan dalam mencari makna ihsan yang hakiki.

Pelan Pembangunan Pendidikan Malaysia 2013-2025 ialah dokumen Kementerian Pendidikan Malaysia yang dihasilkan secara teliti dan professional untuk mencapai taraf pendidikan yang unggul dan terbaik bagi Malaysia pada hari muka.

Salah satu peranan pendidikan adalah untuk menyelesaikan masalah. Dalam pendidikan, kita hadapi apa yang kita tahu, bagaimana nak tahu dan bagaimana menangani apa yang kita telah tahu.

Bagaimanapun pendidikan diperingkat global kian berubah secara dinamik kerana proses pendidikan itu sendiri bersifat malar dan "constant." Oleh yang demikian pendidikan perlu bersifat tranformatif untuk menangani perubahan.

Transformasi bukanlah satu fenomena atau perancangan manusia yang asing dalam ajaran Islam dan kehidupan ummat manusia.

Diharap seminar ini memberi impak kepada transformasi pendidikan negara ini yang sedang menuju negara maju menjelang tahun 2020.

Prof. Dato' Sri Dr. Zaleha Kamaruddin

Rektor, Universiti Islam Antarabangsa Malaysia (UIAM)

بسم الله الرحمن الرحيم

Proses globalisasi sangat ketara mempengaruhi sistem pendidikan sejagat masa kini dari pelbagai sudut -- bahasa pengantar sekolah-sekolah dengan Bahasa Inggeris sebagai bahasa antarabangsa, penggunaan teknologi maklumat dalam pendidikan, kepentingan kemahiran insaniah, dan ranking sejagat antara institusi-institusi pendidikan tinggi di dalam mahupun di luar negara. Sudah tentu setiap negara perlu berhadapan dengan arus perubahan ini untuk terus relevan. Justeru perlulah digembeleng segala tenaga dan buah fikiran bagi menghasilkan satu pelan pendidikan yang mampu mengatasi pengaruh negatif globalisasi dan seterusnya memacu kearah transformasi pendidikan negara secara menyeluruh dengan cekap dan berkesan. Dalam konteks negara kita, Pelan Pembangunan Pendidikan Malaysia (PPPM) (2013-25) telah pun dirangka dan harus dilaksanakan dalam tiga gelombang. Gelombang pertama telah pun bermula dan terdapat beberapa isu yang harus ditangani bagi kelicinan perlaksanaan. Maka atas kesedaran inilah tema "Memacu Pelan Transformasi Pendidikan" dipilih.

Seminar Kebangsaan Majlis Dekan Pendidikan Malaysia (MDPM) yang Ke-4 merupakan satu platfom atau medan bagi para sarjana, cendekiawan, pendidik dan pembuat dasar pendidikan seluruh negara membedah dan memeriksa PPPM (2013-25) supaya dapat memperkemas dan memastikan pelaksanaannya yang lebih berkesan . Moga-moga seminar ini akan dapat menghasilkan beberapa resolusi berbentuk strategi penyelesaian terhadap isu-isu yang menghalang kelicinan dan keberkesanan pelaksanaan PPPM di samping membantu mendalami pemahaman para hadirin tentang isu pendidikan negara.

Saya mengalu-alukan kehadiran semua peserta yang berhimpun dalam seminar yang ke-4 ini. Semoga Seminar Kebangsaan MDPM 2013 ini dapat memperkaya dan menggugah akal dan rohani semua yang hadir.

Akhir kalam, saya ingin mengucapkan jutaan terima kasih kepada semua Pengucaputama, ahli MDPM, pembentang kertas kerja, peserta dari pelbagai jabatan, agensi dan institusi dan khususnya kepada Pengerusi dan Ahli Jawatankuasa Seminar Kebangsaan MDPM yang begitu komited untuk memastikan kejayaan seminar ini. Semoga semua usaha ini akan diterima oleh Allah S.W.T. sebagai amal jariah kita.

Sekian. Terima kasih.

Prof Rosnani Hashim
Dekan,
Institusi Pendidikan,UIAM

بسم الله الرحمن الرحيم

Ingin saya mengucapkan ribuan terima kasih kerana diberikan kesempatan untuk memberi kata-kata aluan untuk buku program Seminar Kebangsaan Majlis Dekan Pendidikan IPTA 2013.

Pada kali ini, Majlis Dekan Pendidikan IPTA dengan kerjasama Institut Pendidikan UIAM (INSTED) telah berusaha untuk menganjurkan Seminar Kebangsaan Majlis Dekan Pendidikan IPTA 2013 (MEDC 2013) dengan temanya "Memacu Pelan Transformasi Pendidikan Negara". Saya berpendapat tema ini sangat bersesuaian dengan agenda transformasi pendidikan negara di mana adalah menjadi matlamat akhir kita bahawa sistem pendidikan negara akan menjelma standing dengan negara-negara maju tetapi berasaskan acuan kita tersendiri. Sebagai pengerusi Majlis Dekan Pendidikan IPTA semasa, saya sangat-sangatlah berharap semua kertas kerja yang dibentangkan akan menghasilkan dapatan-dapatan dan idea-idea baru yang mampu membantu secara efisyen melonjak transformasi pendidikan negara ke arah yang di tetapkan sebagaimana dalam Pelan Pembangunan Pendidikan Malaysia 2013-2025.

Seterusnya, ingin saya mengucapkan ribuan terima kasih kepada INSTED, UIAM amnya dan ahli Jawatankuasa penganjur seminar kebangsaan ini yang telah bertungkus-lumus untuk menjayakan seminar ini. Akhir sekali, saya juga mengalu-alukan kedatangan semua pembentang dan peserta seminar kerana tanpa tuan-tuan dan puan-puan sekalian seminar ini tidak akan menjadi kenyataan.

Terima kasih.

Prof. Dato' Dr. Abdul Rashid Mohamed
Pengerusi Majlis Dekan Pendidikan IPTA
Pusat Pengajian Ilmu Pendidikan
Universiti Sains Malaysia.

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Sukacitanya ingin saya mengucapkan ribuan terima kasih kepada Dekan Institut Pendidikan (INSTED), IIUM kerana telah menaruh kepercayaan serta keyakinan kepada saya sebagai pengerusi Seminar Kebangsaan Majlis Dekan Pendidikan IPTA 2013 Kali ke IV (MEDC 2013). Di samping itu juga , ingin saya mengucapkan ribuan terima kasih kerana diberi kesempatan untuk menukilkan sepatah dua kata dalam buku program seminar ini.

Sebagaimana maklum, objektif Majlis Dekan Pendidikan IPTA (dengan kerjasama INSTED) mengadakan seminar kebangsaan ini antara lainnya adalah untuk menyediakan satu platform dalam usaha menjana idea-idea yang berkesan bagi memperkemas dan memastikan pelaksanaan secara berkesan pelan transformasi pendidikan negara.

Untuk memperincikan lagi objektif di atas, maka tema seminar pada tahun 2013 ini adalah "Memacu Pelan Transformasi Pendidikan". Tema ini mampu memandu para sarjana dan penyelidik memfokuskan pembentangan mereka berdasarkan lima sub-tema seperti berikut:

- Kesamarataan akses kepada pendidikan berkualiti bertaraf antarabangsa,

- Profisiensi dalam Bahasa Malaysia dan Bahasa Inggeris bagi setiap murid,

- Melahirkan rakyat Malaysia dengan penghayatan nilai-nilai Islam dan universal,

- Transformasi keguruan sebagai profesion pilihan dan

- Merealisasikan penempatan kepimpinan berprestasi tinggi di setiap sekolah.

Sebagai pengerusi seminar kebangsaan tahun ini, adalah menjadi harapan Majlis Dekan Pendididkan IPTA supaya seminar ini dapat membuahkan hasil demi faedah ummah dalam jangka masa yang panjang. Sukacita juga saya mengucapkan selamat berseminar di Universiti Islam Antaranbangsa Malaysia (UIAM) "Garden of Knowledge and Virtue". Sebelum mengundur diri, izinkan saya menyusun sepuluh jari memohon ribuan maaf bagi pihak diri saya serta rakan-rakan lain dalam jawatankuasa seminar jika terdapatnya sebarang kekurangan dalam pengurusan perjalanan seminar ini. Yang buruk dan lemah itu adalah datangnya daripada kami dan yang terbaik itu adalah datangnya daripada Yang Maha Pencipta, Allah Subhanahuwataala.

Terima kasih.

Prof. Madya Dr. Hairuddin Mohd Ali
Pengerusi
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SCHOOL TEACHERS' TIME MANAGEMENT IN CLASSROOM.

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ABSTRACT

It's been a conflict nowadays between Malaysian teachers regarding to the *tsunami*'s workload and the core business of teaching. Hence, there were too many clerical works related to the management of the pupils although its about organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording student progress in academic, or keeping time consuming behavior problems to a minimum. This paper presents an evaluation of teachers' percentage of spending time for teaching and learning in the classroom in three sections. It provides the models of the Pre-Delivery Time Management (PreDTM), Delivery Time Management (DTM) and Post-Delivery Time Management (PostDTM). This increase the effectiveness of teachers in organizing and managing their time in classroom. The objective of this study is to create the awareness amongst teachers about their time management in classroom and the effect of having well managerial with the student's achievement. This research is quantitative in nature that explaining the general conceptual model of the study. Thus, findings from 90 teachers from Sekolah Kebangsaan Sungai Pelong, Sungai Buloh, Selangor would be of benefit to other teachers as well as Kementerian Pelajaran Malaysia generally.

Keywords: Time Management, classroom, time management implementation, delivery time management, teachers at work, teachers' classroom, classroom management and principal time management.

Introduction.

The role of the teacher in planning and organizing for pupils' progression has changed considerably over the past twenty years. While the teacher once had much more control and decision regarding both curriculum and how that curriculum was implemented, national standards now guide both local authorities (LEAs) and individual teachers in their planning and organization (Bage, Grosvernor and Williams 1999).

Beside organizing and planning the syllabus and curriculum, teacher also needs to take their pupils affair into consideration in order to plan and organize them. In order for teachers to communicate with their students, they must identify their needs on an individual basis (Gawel, 1997).

General Conceptual Framework of the study.

This study also attempt to examine teachers' percentage of time spends for Teaching and Learning in the classroom in three sections of Teaching and Learning Process in the classroom. As how the teacher manage the time within Pre Delivery Time Management (PreDTM), Delivery Time Management (DTM) and Post-Delivery Time Management (PostDTM) (as shown in figure 1). Including several elements in these three main points, The PreDTM access to the early stage of entering the classroom that consists of Lesson Plan, Teaching Aids and Physical Attribute. Next in DTM that require Induction Set, Content and Conclusion as middle stages in consuming the time. While the last point was PostDTM that consist of Assessment, Reflection and Reinforcement that involve as the last stages in completing the time requirement in the classroom besides to examine the significant of how the teachers spend their times in Teaching and Learning in the classroom.

FIGURE 1: GENERAL CONCEPTUAL MODEL OF STUDY.
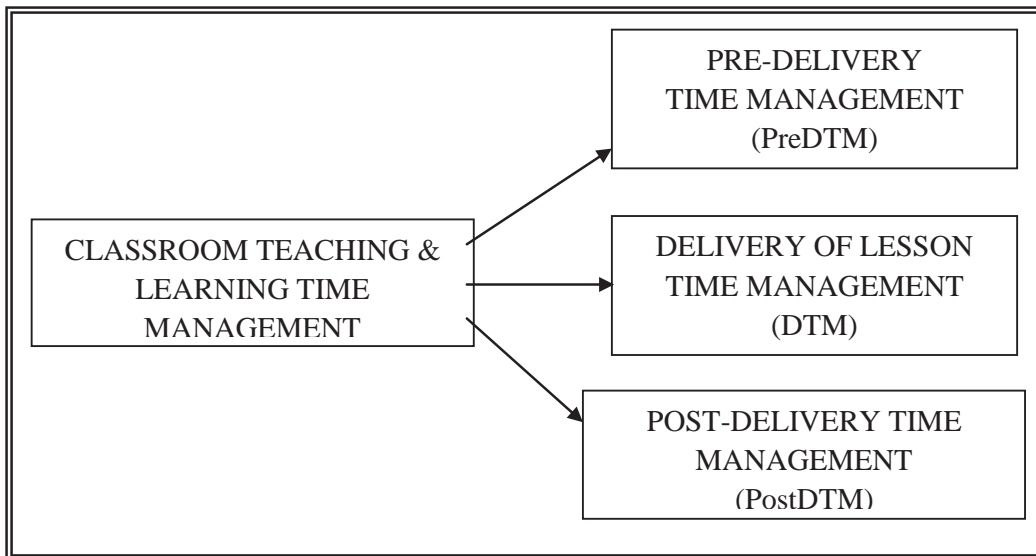
Source: Adapted from Therese Hoff Macan (1994), Journal of Applied Psychology, Vol.79, No.3. 381-391

Significance Of The Study.

Mackenzie (1990) promoted that time management is the thread running through almost all aspects of teaching — organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording student progress, or keeping time-consuming behavior problems to a minimum. According to Juahir Mondakir (1998), Teachers also need to bear in mind that pupils are their main consumers and teaching is their core business. Pupils only have so much time in the classroom. So, effective use of classroom time begins with efficient classroom organization and management. Therefore, the findings of the study would be helpful

in: providing readers with a comprehensive understanding of managing time in classroom.

Time management concept and research.

Time management is "not about time in abstract; it's about what we can accomplish with time." Getting control of our time means facing up to the fact that we are usually the problem, not someone else. It means changing well established habits. He asserts that almost all the solutions to time management problems are simple; what is not simple is the self-discipline to actually carry them out (Mackenzie (1990:25).

Time management as essentially self-management and it demands discipline, but a discipline that is reinforced by habit. Good habits help ensure that a well-organized approach is brought to bear consistently on the way one plans and woks. The way that people plan their time and how they implement the details of what they do determine the success of their time management (Forsyth 1995).

Besides, time management is actually a personal form of scheduling. According to them, managers who use their time effectively know what activities they want to accomplish, the best order in which to do them, and when they want to complete those activities (Robbins & Coulter 1996).

Time Management Concept And Research in School.

Ian Nelson (1995) views that teachers have never been under so much pressure to manage their time efficiently as they are today. The pace and extend of recent changes have brought so much extra work that most teacher complaint that there are no longer enough hours in the day to do their job properly. Then he added that teacher must be familiar with National Curriculum requirements and all the revisions and statutory requirements for assessment, recording and reporting. This is on top of: (1) Teaching five hours or so each day (2) Preparing the work (3) Marking (4) Mounting and displaying work (5) Keeping accurate records of both subject coverage and pupil achievement (6) Attending staff meeting, parent's meeting, cluster meetings (7) Attending courses and workshops (8) Administering a department of curriculum area.

Besides, Nelson also regards all teachers want to provide the best possible education for their pupils and it stands to reason that tired and overworked teachers are less effective than those with stronger time-management skills who are not as tired and overworked. Time management does pay dividends in terms of improving standards of achievement in the classroom. The more organized and effective you are, the more your pupils learn and the better the results the school achieves.

Theoretical Model Of The Study.

The literature research provides basics and substructures for the understanding of PreDTM, DTM and PostDTM. Adapted and modified from Therese Hoff Macan (1994), the study develops a theoretical model as in

figure 2. The model basically shows how the three elements in managing time in classroom can also be concentrating into other nine important elements.

Figure 2: Model of the Study.


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                          ┌──────────────────┐          ┌──────────────────┐
                          │  PRE-DELIVERY    │────────▶ │   LESSON PLAN    │
                          │      TIME        │          └──────────────────┘
                          │  MANAGEMENT      │────────▶ ┌──────────────────┐
                          │   (PreDTM)       │          │  TEACHING AIDS   │
                          └──────────────────┘          └──────────────────┘
                                                ────────▶┌──────────────────┐
                                                         │    PHYSICAL      │
                                                         │   ATTRIBUTES     │
 ┌──────────────────┐                                    └──────────────────┘
 │   CLASSROOM      │     ┌──────────────────┐           ┌──────────────────┐
 │  TEACHING &      │────▶│  DELIVERY OF     │────────▶  │   SET INDUCTION  │
 │ LEARNING TIME    │     │  LESSON TIME     │           └──────────────────┘
 │  MANAGEMENT      │     │  MANAGEMENT      │────────▶  ┌──────────────────┐
 └──────────────────┘     │   (DTM)          │           │     CONTENT      │
                          └──────────────────┘           └──────────────────┘
                                                ────────▶ ┌──────────────────┐
                                                          │   CONCLUSION     │
                                                          └──────────────────┘
                          ┌──────────────────┐            ┌──────────────────┐
                          │ POST-DELIVERY    │────────▶   │ASSESSMENT &      │
                          │ TIME MANAGEMENT  │            │ EVALUATION       │
                          │   (PostDTM)      │────────▶   └──────────────────┘
                          └──────────────────┘            ┌──────────────────┐
                                                          │   REFLECTION     │
                                                ────────▶ └──────────────────┘
                                                          ┌──────────────────┐
                                                          │ REINFORCEMENT    │
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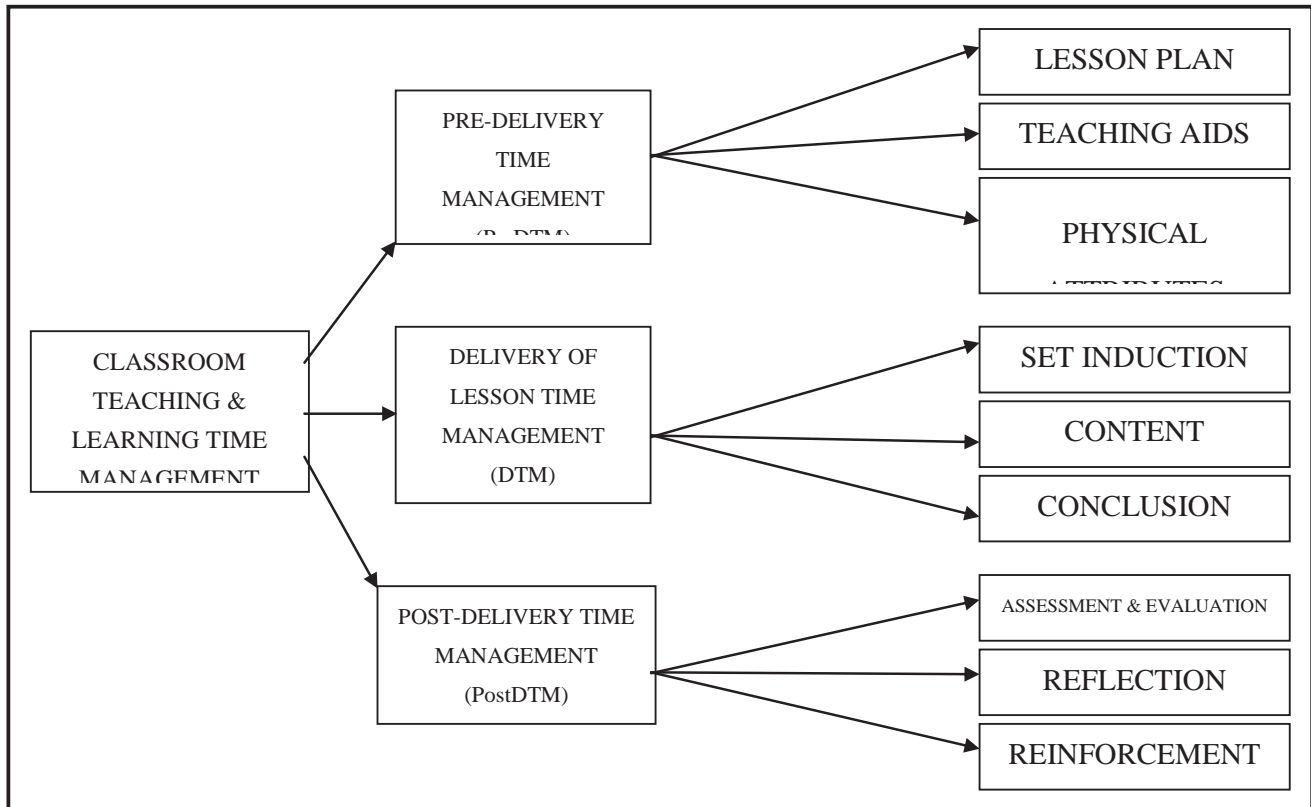
Source: Adapted and modified from Therese Hoff Macan (1994), Journal of Applied Psychology, Vol.79, No.3. 381-391

Findings on Time Management.

Hence, there are many studies were conducted before as to find out the using of time by teachers. One of the researches was conducted by Evans L. et al (1994). They had established a number of research studies at Warwick University, primarily examining the relationship of the changes set in train by the Education Reform Act 1988 to teachers' work. Most of the findings from these studies are reported in the other two books in this series (*Primary Teachers at work and Secondary Teachers at work*) and are based on quantitative evidence about the use of teachers' time. This book reports and analyses interviews with some of the teachers conducted in 1991 within the intention to find out what perceptions the teachers had of the implementation process in which they were engaged with a main motivation was intellectual curiosity.

Besides, a later survey by Her Majesty Inspectorate (HMI) was called The Implementation of The National Curriculum in Primary Schools (1991). In this survey it was reported that time

allocation to the curriculum was causing difficulties. In general, teachers were working hard to deliver the national curriculum but anxieties about assessment and recording and about time to fulfill requirements and responsibilities were still high. Even the teachers who were the most effective at class management were finding it difficult to create enough time for observation, assessment and intervention.

Research Framework.

In this study, the researcher used a Malay translation of the questionnaire that developed by the researcher herself. The questionnaire consists of classroom environment, self-management, Teaching-Aid Management, Planning and goals and Communication. The 30 items were grouped into the five categories as shown in Table 3.2.

Table 3.2: Items Categorization of the Questionnaire.

Time Management Scale Category	Number of Items	Items
Classroom environment	3	2, 8, 11
Self-management	3	3, 6, 9
Teaching-Aid Management	4	4, 5, 7, 10
Planning and Goals	4	1, 13, 20, 31
Communications	17	12, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
Total survey	**31**	

The questionnaire was used to assess how primary school teachers manage their time in classroom. Respondents were asked to read each item on the questionnaires and then rate, on a Likert-type scale consisting of 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Very Often, and 5 = Always, how often they practice a particular time management principle. The mean scores of each five scales categories would indicate roughly how often teachers practice time management principles under the respective scale categories.

Results And Discussion.

Demographic Background

Table 1: Demographic Background of Respondents.

ITEMS	Frequency	%
Gender:		
Male	32	35.6
Female	58	64.4
Age:		
26 – 35	48	53.3
36 – 40	22	24.4
41 and above	20	22.2
Qualification:		
Graduates	51	56.7
Non – graduates	39	43.3
Teaching Experiences:		
0 – 1 year	11	12.2
2 – 5 years	19	21.1
5 – 10 years	20	22.2
More than 10 years	40	44.4
Status of Employment:		
In – service	90	100
Gred:		
DG 58 – DG 52	1	1.1
DG 48 – DG 41	46	51.1
DGA 38 – DGA 32	26	28.9
DGA 29	17	18.9
Have attended any course on time management?		
Yes	41	45.6
Never	49	54.4

Begins the table is the frequencies and the percentage of male and female teachers that response to the demographic questions of characteristics. The majority of the government servant in the education sector nowadays had conquered by female (64.4%) as the teaching skill was familiar with the feminine character. While the male is 32 respondents equal to 35.6%.

Amongst them, majority of the respondents were within the range of 26 to 35 years which comprise of 48 respondents with 53.3%. This number had represented the young generation of teachers and consist of newly posted teacher and newly confirmed teacher whereby fresh graduated from the universities or Teaching Institute all over the country. However, according to this table also, the minimum total of age of the respondents was within the range of 41 and above years which was comprised of 22.2% only. This number consists of those novice and expert teachers that had trained for the past years. Besides, qualification of the respondents showed where the graduates were conquering the table

with 51 respondents comprised of 56.7%. As far as the Malaysian government concerned, Ministry of Education had promoted teacher who non-graduates to further study to the level of graduates as to fulfill the qualification of teaching in the world standard.

In experiences of teaching, showing the number of teachers that had so many years of teaching experiences in the respective school. Even though the numbers of 'young' teacher were dominating the survey, they were experienced enough in the field of teaching compare to the 11 respondents within the range of 0 – 1 year of teaching comprised of 12.2%. Next, it's shown that all the respondents that participated in the survey were all-trained teacher and still in-service. This means that there is none respondent that still in-training participated in the survey.

Besides, clearly stated here that gred within the range DG41 – DG48 had dominantly participated in the survey which comprised of 46% of the respondents. This number parallel with dominant item in table 4.3 that shown the qualification of the respondents which among the graduates. Lastly, the last characteristic of the demographic item is the question related to the time management courses either respondents had attend any courses or not before participating the survey. Clearly stated that the number of those who attended and never attended time management courses were 8 respondents in different. This indicates that there are teachers that still do not ever attend any time management courses.

Classroom Environment.

Research Question number 1: Do the teachers' aware with the organization of the classroom?

Answering this question, researcher intends to examine the awareness among teachers about the organization of their classroom generally. This organization of classroom is considered as the cleanliness, tidiness and students feel comfort to be in the classroom and furthering the lesson of the day. To answer this question as shown in table 2, the total scaling of teachers' time management in this 'Classroom Environment' items categorization. The overall result is positive with the average mean is 4.011. Item 1 and 3 are the highest mean with 0.006 in different compare to the second item is the below of the average mean (3.16).

As in the first item, respondents always make sure their classroom in neat and tidy (4.41), while in the second item, respondents seems sometimes rearrange pupils seating twice a month (3.16). And in the last item, respondents agree in always care about their pupils' safety and feeling comfort in the classroom (4.47).

Table 2: Classroom Environment Scores.

Items	Never (%)	Rarely (%)	Sometimes (%)	Very often (%)	Always (%)	Mean	Standard Deviation
1. I will make sure my classroom is neat and tidy	nil	2 (2.2)	3 (3.3)	41 (45.6)	44 (48.9)	4.41	0.669
2. I will rearrange students' seating twice a month	6 (6.7)	12 (13.3)	42 (46.7)	22 (24.4)	8 (8.9)	3.16	0.993
3. I do care about my pupils' safety and comfort in classroom	2 (2.2)	nil	9 (10.0)	22 (24.4)	57 (63.3)	4.47	0.851
Average Mean						4.011	-

SELF – MANAGEMENT

Research Question number 2. Do the teachers spend their allocated time by preparing themselves physically and mentally before entering the classroom?

Answering this question, researcher intends to examine the awareness among teachers about their physical appearance and their awareness in time during teaching. This self management is considered as teacher's dress up to school, appearing with complete attire of work and being early to go to school. Showing in table 3 below is the total scaling of teachers' time management in this 'self management' items categorization. The overall result is positive with the average mean is 4.222. Item 3 is the highest mean with 4.60, besides, item 2 is the lowest mean with 3.96 which is below of the average mean.

As in the first item, teachers very often to wear attractive and nice attire to school (4.11) while in the second item, teachers almost very often again (3.96) to wear complete with the watch and name tag. Besides in third item, teacher always come to school early before the class begins (4.60).

Table 3: Self Management Scores.

Items	Never (%)	Rarely (%)	Sometimes (%)	Very often (%)	Always (%)	Mean	Standard Deviation
1. I will wear attractive and nice attire to work	1 (1.1)	3 (3.3)	12 (13.3)	43 (47.8)	31 (34.4)	4.11	0.841
2. I wear nice attire complete with my watch and name tag	1 (1.1)	4 (4.4)	22 (24.4)	34 (37.8)	29 (32.2)	3.96	0.923
3. I come to school before the bell rings.	nil	2 (2.2)	7 (7.8)	16 (17.8)	65 (72.2)	4.60	0.731
Average Mean						4.222	-

TEACHING AIDS MANAGEMENT

Research Question number 3. Do the teacher spend their allocate time preparing teaching aids before entering the classroom?

Answering this question, researcher intends to examine the awareness among teachers about their preparation in making teaching aids before entering the classroom. This teaching aids management is considered as how teacher consume their time before entering classroom in making teaching tools and how they can spend their time without disturbing teaching hour. Showing in table 4 below is the total scaling of teachers' time management in this 'self management' items categorization. The overall result is neutral with the average mean is 3.236. Whereas item 3 is the highest with mean 3.59 compare to the lowest item that is item 4 with mean 2.94.

In the first item, showing that some teacher sometimes producing new teaching-aids before entering classroom (3.23). This indicates that many of them prefer to recycle the previous teaching tools among themselves. While in the second item showed that teacher still sometimes are prefer to have an attractive and understandable teaching aids in their teaching even it takes time to be prepared (3.18). This indicates those teachers are not willing to sacrifice their time to prepare attractive and understandable teaching tools in order to make pupils more understand the lesson. The third item discovered that teacher very often kept their teaching tools in school rather than bring it home (3.59). The last item in this category discovered that teachers sometimes take turns with their

colleague in making new teaching tools (2.94).

Table 4: Teaching – Aids Management Scores.

Items	Never (%)	Rarely (%)	Sometimes (%)	Very often (%)	Always (%)	Mean	Standard Deviation
1. I will produce new teaching-aids before entering classroom	1 (1.1)	6 (6.7)	56 (62.2)	25 (27.8)	2 (2.2)	3.23	0.654
2. I prefer to have an attractive and understandable teaching aids in my teaching even it takes time to be prepared.	nil	16 (17.8)	47 (52.2)	22 (24.4)	5 (5.6)	3.18	0.787
3. I keep my teaching aids in school	3 (3.3)	3 (3.3)	35 (38.9)	36 (40.0)	13 (14.4)	3.59	0.898
4. I take turns with my colleague to make new teaching aids	7 (7.8)	19 (21.1)	36 (40.0)	28 (31.1)	nil	2.94	0.916
Average Mean						3.236	-

PLANNING AND GOALS.

Research Question number . Do the teachers spend their allocated time completing their lesson plan for that period?

Answering this question, researcher intends to examine the awareness among teachers about their planning before, during and after the process of teaching and learning. This planning and goals considered as how teachers plan and divided their time appropriately in order to achieve main objectives or goals at the end of the lesson. Showing in table 5 below is the total scaling of teachers' time management in this 'planning and goals' items categorization. The overall result is almost positive with the average mean is 3.983. Item 1 is the highest with 4.28 mean compared to the lowest item with 3.70 in item 4.

In the first item, with the mean 4.28, some of the teachers very often

having clear idea of the aim at the end of the lesson (46.7%), however, some of them always prepare themselves with the goals that need to achieve by the pupils at the end of the lesson plan (42.2%). Meanwhile, in second item, with mean 4.23, 44.4% teachers very often relate current lesson with the previous lesson, meanwhile 41.1% were always do so. In the third item, with mean 3.72, 51.1% teachers were very often keep looking to the watch as to know the time as to make sure their planning will be deliver as planned before. Meanwhile, 31.1% teachers sometimes do aware with the time running during the teaching and learning process. In the forth item, with the mean 3.70, 52.2% teachers agree that they very often in marking pupils' work at least two days after the exercise. Meanwhile, 28.9% teachers sometime mark pupils' work at least two days; otherwise, they will mark it only after few days.

Table 5: Planning and Goals Scores.

Items	Never (%)	Rarely (%)	Sometimes (%)	Very often (%)	Always (%)	Mean	Standard Deviation
1. I do have a clear idea of the aim at the end of the lesson	nil	3 (3.3)	7 (7.8)	42 (46.7)	38 (42.2)	4.28	0.750
2. I will relate today's lesson with the previous lesson	nil	3 (3.3)	10 (11.1)	40 (44.4)	37 (41.1)	4.23	0.780
3. I look at the time during teaching to make sure everything will be delivering as planned.	1 (1.1)	3 (3.3)	28 (31.1)	46 (51.1)	12 (13.3)	3.72	0.779
4. I do mark pupils' work at least 2 days after the exercise.	nil	6 (6.7)	26 (28.9)	47 (52.2)	11 (12.2)	3.70	0.771
Average Mean						3.983	-

COMMUNICATIONS.

Research Question number 5. Do the teachers spend their allocated time in communicating with the student in the classroom?

Answering this question, researcher intends to examine the awareness among teachers about their communication and interaction with students in the classroom. This communication and interaction described how teachers manage their time appropriately in between of lesson to communicate and interact with pupils. Showing in table 6 below is the total scoring of teachers' time management in this 'communication' items categorization. The overall result is positive with average mean is 4.083. The highest mean is item 5 with 4.69. The second highest mean is item 6 with 4.51. Next is item 4 as the third rank of highest mean with 4.44, followed by item 14 with 4.40, item 11 with 4.26 and item 13 with 4.23. Meanwhile in the seventh rank is item 9 with 4.17, followed by item 3 with 4.16 and item 10 with 4.09. Next is Item 2 with mean 4.06 in the tenth rank and followed by item 7 with 3.98, item 1 with 3.90, item 17 with 3.82, item 8 with 3.82 and item 12 with 3.73. The second lowest item is item 16 with 3.60 and the lowest item is item 15 with 3.56.

In the **first** item, most of the teachers very often start their lesson with set induction (51.1%) meanwhile 24.4% teachers sometimes do so. Besides, in the **second** item, only 46.7% teachers very often start the lesson with; asking questions, showing pictures, telling a story, and then talking about the current lesson. Meanwhile in the **third** and **forth** items, 57.8% teachers very often give compliments to pupils during lesson and 57.8% teacher always move around the classroom rather than sitting on chair.

In the **fifth** and **sixth** items, 74.4% teachers always make sure pupils hear their voice clearly during giving instruction and teaching and 62.2% teachers always make sure pupils pay attention during lesson. Meanwhile in item number **seven** and **eight**, 57.8% teachers very often asking pupils about value of the lesson that relate with the previous lesson and 62.2% teachers very often let pupils enjoy their teaching activities during the lesson.

Moreover, in **ninth** and **tenth** items, 58.9% teachers very often asking pupils at the end of the lesson about main points that were delivered and 60% teachers very often encourage my pupils to ask questions after the lesson. Furthermore, in **eleventh** and **twelfth** items, 52.2% teachers very often act as a facilitator or advisor to pupils and 56.7% teachers also very often join the group discussion and become the 'co-communicator' in the activity.

In addition, in items number 13, 14 and 15, showing that 47.8% teachers very often interact with pupils to ensure pupils understand what the exercise requires them to do, besides 48.9% teacher always monitor and observe the classroom while pupils are doing the activity or exercise in the classroom, and about 44.4% teachers very often assigned role-play, discussion and problem-solving activities to pupils. Moreover in items number 16 and 17, 46.7% teachers very often instruct the class to do the exercise with a partner or in a group of pupils; meanwhile 53.3% teacher very often let pupils communicate among them in order to finish the exercise given.

Table 6: Communication Scores.

Items	Never (%)	Rarely (%)	Sometimes (%)	Very often (%)	Always (%)	Mean	Standard Deviation
1. I start my lesson with set induction to make my pupils ready and happy throughout the lesson.	nil	3 (3.3)	22 (24.4)	46 (51.1)	19 (21.1)	3.90	.765
2. I start the lesson with; asking questions, showing pictures, telling a story, and then talking about the lesson of the day.	nil	3 (3.3)	17 (18.9)	42 (46.7)	28 (31.1)	4.06	.798
3. I do give compliments to pupils during lesson.	nil	4 (4.4)	6 (6.7)	52 (57.8)	28 (31.1)	4.16	.733
4. I'm not only standing up in front of the classroom but also walking around.	nil	2 (2.2)	8 (8.9)	28 (31.1)	52 (57.8)	4.44	.751
5. I will make sure my students hear my voice clearly	nil	2 (2.2)	1 (1.1)	20 (22.2)	67 (74.4)	4.69	.612
6. I will make sure my students pay attention during lesson.	nil	2 (2.2)	6 (6.7)	26 (28.9)	56 (62.2)	4.51	.723
7. I will ask student about value of the lesson that relate with the previous lesson.	nil	nil	20 (22.2)	52 (57.8)	18 (20.0)	3.98	.653
8. I let my pupils enjoy my teaching activity during the lesson	4 (4.4)	4 (4.4)	11 (12.2)	56 (62.2)	15 (16.7)	3.82	.919
9. I will ask students about main points that were delivered	nil	nil	11 (12.2)	53 (58.9)	26 (28.9)	4.17	.623

						Mean	SD
by me at the end of the lesson.							
10. I will encourage my pupils to ask questions after the lesson.	nil	2 (2.2)	11 (12.2)	54 (60.0)	23 (25.6)	4.09	.681
11. I will act as a facilitator or advisor to my pupils and help them when it is necessary.	nil	2 (2.2)	7 (7.8)	47 (52.2)	34 (37.8)	4.26	.696
12. I will join the group discussion and become the 'co-communicator' in the activity.	nil	7 (7.8)	21 (23.3)	51 (56.7)	11 (12.2)	3.73	.776
13. To ensure my pupils understand what the exercise requires them to do, I interact with them.	nil	4 (4.4)	7 (7.8)	43 (47.8)	36 (40.0)	4.23	.780
14. I will monitor and observe the classroom while my pupils are doing the activity or exercise.	nil	2 (2.2)	4 (4.4)	40 (44.4)	44 (48.9)	4.40	.684
15. Basically, the activities assigned by me are role-play, discussion and problem-solving activities.	1 (1.1)	6 (6.7)	34 (37.8)	40 (44.4)	9 (10.0)	3.56	.809
16. Usually, I instruct the class to do the exercise with a partner or in a group of pupils.	nil	6 (6.7)	33 (36.7)	42 (46.7)	9 (10.0)	3.60	.761
17. In order to finish the exercise given, I let my pupils to communicate among them.	nil	4 (4.4)	23 (25.6)	48 (53.3)	15 (16.7)	3.82	.758
Average Mean						4.083	-

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DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

This chapter presents the summary of the study and outlines the major findings of the research work. Generally, this chapter discovers the implication of the study, limitation and guidance for future research. Besides, there will be a discussion in this chapter on the objectives that acquired from the results. Furthermore, based on the result of the findings, some suggestion, recommendation and several limitations were offered in this chapter in order to give a platform and as a medium to the teachers' to manage their time allocated appropriately. This effort is hope to be a stepping stone to the self – improvement to the teachers generally and to the Ministry of Education of Malaysia specifically.

Summary of the Study

The outcome or aimed of any teaching process had to be measurable so that the emphasis on behaviorism reflected the instrumental rationality of the period. If teachers could understand how the learning process occurred they could endeavor to ensure that their activity was efficient and achieved the predetermined outcomes. Consequently, the more teachers understand processes of reinforcement in learning, the more effective their teaching might become so that they achieve their specified objectives. Peter Jarvis (2006) claimed that Skinner believed that teaching is the technology in which we can 'deduce programs, scheme and methods of instructions.

Therefore, time management, lessons and teaching materials could be designed that provided the type of reinforcement necessary to achieve the predetermined outcomes, that could then be measured either by behavioral change or by examination or assessment of the knowledge. Despite of aforementioned statement, several studies belief that teachers need to arrange and manage their times appropriately within the required standards that has been analyzed from the previous research as goal or the objectives of learning cannot be achieved without wise management of time (Peter Jarvis, 2006). Supervising good time management is the important element to the teachers to precisely distributed their hours and minutes between preparation (pre-DTM), during the teaching (DTM) and after the lesson (post-DTM). Time management now consider as the pre-requisite to the new teacher as part of the teaching course in order to develop teachers' time management in work generally and in classroom specifically.

In the view above, the main objective of this study was to evaluate quantitatively the management time in classroom and to examine teacher's percentage of time spends for teaching and learning in the classroom collected in the respective school using a particular instruments that is believed to be steadfast in creating reliable results and findings which can be used as a term of reference for further improvement as well as providing a kind of contribution to the problem of managing time among teachers generally beside in classroom specifically. This current study measured the perceptions of 90 teachers on their time management in their classroom using a self-created instrument by the researcher herself.

The data was collected once on July 2010. Time management scores were explained in various of demographic variables such as gender, age, qualification, teaching experience, status of employment, Grad of working and course of time management.

Data collected in the study was analyzed using a variety of statistical procedures including descriptive statistics, frequencies, range and mean as appropriately designed. These statistical procedures were facilitated using the SPSS software version 11 for Windows.

Summary and Discussion of Findings.

At this phase, before the main point of the study can be discover, a concise and exact summary and discussion of the finding should be represent. This will make sure that the findings of this study will reach at the bottom of the purpose and objectives presents earlier. The objectives of the study include: (1) To measure the management of time by teachers in Sekolah Kebangsaan Sungai Pelong according to the 5 scales of categories: (a) Classroom environment, (b) Self-management, (c) Teaching Aids management (d) Planning and Goals, (e) Communications. (2) To examine teachers' of time spends for teaching and learning in classroom in three sections of teaching and learning process in classroom. (Pre-DTM, DTM, Post-DTM) and (3) To examine the significant of how the teachers spend their times in teaching and learning in the classroom. The analyses of findings were made in accordance to 5 scales of teachers' time management categories as follows:

Classroom management

The result show that the majority of the teachers "very often" make sure their classroom are in neat and tidy, safe and comfortable and they rearrange pupils seating twice a month. This indicates that the teachers believe in having good condition and comfort classroom were the important reason to have good feedback of response from the pupils towards the lesson. However, some of the teachers can still improve their classroom management physically by putting the cleanliness as one of the important element in the process of teaching and learning. Some of them also can start to rearrange pupils seating in classroom twice a month.

Self management

According to the Self Management scale category, many of the teachers "very often" preparing and dressing themselves appropriate and properly to school. The results indicate that many of the teachers appreciate time besides use it well and they try to do the best in their prime work. They also take an appearance as the important elements in order to attract pupils' attention in classroom. However, there are teachers that still don't appreciate time even don't use it well. They still came late to school and didn't wore their watch and name tag as part of the government servant attire. Wearing watch is one of the indication of appreciating time and do alert with the time every time. They still can improve themselves by preparing the lists of needs before come to school and entering the classroom.

Teaching Aids Management.

With regard to the teachers' time management applied to Teaching Aids Management, many of the teachers

"sometimes" care about their teaching tools.

Planning and Goals

The result also shown that many of the teachers "sometimes" plan their lesson and also "sometimes" reaching their goals at the end of the lesson in the Planning and Goals scale category. This implies that many of the principals are not very concerned about planning and emphasize goals and objectives, which actually can help them to use time effectively.

Communications

With regard to the Communication scale category, many of the teachers' "very often" communicate well with their pupils in the classroom. This indicates that teachers' try as best as their can to communicate with the pupils in the classroom or stimulate their pupils to communicate with them as to create two ways communications of interaction in classroom. This is a positive reaction that shown by the teachers in order to create good climate of teaching and learning process. The communications among teachers and pupils are basically about the previous lessons and the activities during the lesson in the classroom. However, still there are teachers that can improve their time management in communicating with pupils in classroom especially in the activities assigned in the classroom such as role-play, discussion and problem-solving activities.

RECOMMENDATIONS

Based on the findings of this study, the researcher wishes to make the following recommendations: (1) Future researcher who intend to use the instruments may wish to modify some of the items especially part 1 question number 8, which should put "I will rearrange students seating" only rather than continue with "twice a month". (2) Study should prolong with the 'Pilot Test' as to make this study more high reliability coefficient. Such study also should examine whether there is any correlations between time management and experience of teaching. (3) A similar study should be conducted on teachers in Secondary Schools or High Schools in all over Selangor. The findings of the study would provide more information on the trends in time management among teachers in various levels of schools. (4) Studies should also be conducted to ascertain the correlations between students' achievement and teachers' time management since this study only focused on frequently the teachers practice each time management in classroom.

CONCLUSION

In conclusion, the findings of this study help to reveal the trends time management among primary school teachers in Sekolah Kebangsaan Sungai Pelong, Sungai Buloh Selangor. This study also provides some contrast findings of similar studies on the principals time management, in which the results thus far, have been found to be inconclusive.

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KEPATUHAN PENGURUSAN KEWANGAN DI SEKOLAH MENENGAH KEBANGSAAN HARIAN DI NEGERI KEDAH

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ABSTRAK: Pengurusan kewangan memainkan peranan yang penting dalam menentukan kejayaan atau kegagalan sesebuah organisasi. Kewangan organisasi perlu diuruskan dengan baik supaya sumber kewangan yang diperolehi dapat dibelanja dan diurus mengikut prosedur yang betul. Dalam konteks sekolah, pematuhan tatacara pengurusan kewangan sekolah adalah penting untuk memastikan sekolah memperoleh "Sijil Audit Tanpa Teguran". Sekolah yang mencapai tahap kepatuhan akan mendapat laporan audit memuaskan dan boleh dipertingkatkan lagi. Justeru, kajian ini bertujuan mengenalpasti bentuk kepatuhan dan faktor-faktor yang menyebabkan berlakunya kepatuhan pengurusan kewangan sekolah dalam kalangan pengetua di SMK harian di negeri Kedah. Kajian ini menggunakan pendekatan kualitatif. Data kajian diperolehi melalui analisis dokumen iaitu Laporan Penyata Audit Sekolah 2011 dan dokumen berkaitan pengurusan kewangan sekolah daripada Kementerian Kewangan Malaysia dan Kementerian Pelajaran Malaysia. Analisis Laporan Penyata Audit Tahunan Sekolah yang mendapat laporan memuaskan menunjukkan bahawa pengetua sebagai pengurus kewangan sekolah patuh terhadap peraturan-peraturan kewangan berhubung perolehan dan pembayaran, terimaan dan

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