

UNIVERSITI TEKNOLOGI MARA

**AN INVESTIGATION ON
TEACHERS' KNOWLEDGE
ON THE IMPLEMENTATION OF
SCHOOL SPORT CAMP(SSC)
IN KUCHING.**

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requirement for the degree of

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AUTHOR' DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of University Technology MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, University Technology MARA, regulating the conduct of my study and research.

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ABSTRACT

Teachers' knowledge had a great influence on the implementation of any policies in education. Therefore, this study aims to investigate teachers' knowledge in SSC with regards to gender, teaching experience and locality. It also to examine the benefits and the challenges faced by teachers in the implementation of SSC in selected Primary School. The study involved a total of 12 schools which located in the district of Kuching. A total of minimum of 100 teachers responded to the questionnaire whilst another 12 teachers from urban and rural school were involved in the semi-structured interviews. Data was collected using a questionnaire and semi-structured interviews with the selected teachers by using snowball sampling. Inferential statistics conducted using the independent-samples t-test to investigate teachers' overall knowledge and understanding of School Sport Camp (SSC) whether it was not influenced by gender, school locality or experience. Teachers highlighted that School Sport Camp(SSC) has actually helped improve student involvements and teacher competency in managing the mentioned camp. Nevertheless teachers stressed that the camp had actually increased teacher workload and teachers felt that time constraint was one of their major concern. Taking into consideration these findings, and aligning them with the initiatives of the National Educational Blueprint (NEB), the teachers must be provided with sufficient training by providing continuous professional development (CPD) so that they can be better informed and motivated to see the many benefits of this camp. Such a move could see a more effective implementation of One Student One Sport (1S1S) policy.

Keywords: teachers' knowledge, One Student One Sport

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In today's changing landscape of education, teachers are the important work forces in producing quality human capital to the nation. The Malaysian Ministry of Education has taken the initiative to enhance the quality of education system through the implementation of One Student One Sport Policy (1S1Ś) which was launched by the former Deputy Prime Minister and Education Minister, Tan Sri Muhyiddin Yassin on 9th June 2011. The policy intends to promote a sport culture among the students to become healthy with active lifestyle. Actually, this policy also supports the implementation of the National Education Philosophy which aims to produce individuals who are balanced in terms of intellectual, spiritual, emotional and physical.

1.1.1 Teachers' knowledge

There was no denying that teachers play an important role in implementing any programs in school for example School Sport Camp(SSC). The teachers are required to equip themselves with good knowledge and understanding of the camp procedures with the given financial aids by the ministry amounting RM500 to every boarding schools.

Many policies regarding the teachers' knowledge has been implemented in the Malaysian schools since 2011. By implementing One Student One Sport policy, teacher's knowledge had a great influence as many researchers define teacher knowledge as follow: "a body of professional knowledge that encompasses both knowledge of general pedagogical principles and skills and knowledge of the subject matter to be taught".

The knowledge of the teachers has become a focus of interest to educators and policy makers (Shulman,1986). Yee Fan Tang, S. (2003) cited the important context of the development of teacher knowledge are their experiences. Grossman and Richert (1988) defined teacher knowledge also as