

# Evaluate the Activities of *IMIS* and Co-curriculum in Kedah: Insight from Teachers

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**Abstract** The study aims to understand educational policy and teacher workload. This study employed a qualitative research approach with a case study design. This case study gives the researcher to conduct a study on a small number of participants in order to gain in-depth information, understanding, and insights on the selected research sample. Hence, the focus of the present study was on the policy issued by the Ministry of Education (MOE). A total of five teachers and two assistant principals were purposively selected. Data collection purposes were employed which included document analysis, semi-structured interview and observation. In the first phase, from document analysis concluded that the MOE is very serious in implementing the co-curriculum policy in school. Meanwhile, from the second phase, from the Interview, all of the teachers agree with newest co-curriculum as called as *IMIS* [ 1 Pupil 1 Sport] is redundant with co-curriculum. However, the assistant principal stated policy *IMIS* is essential and effective in improving the pupils' skill in sports and games. Finally, from the third phase, found that there is an overlapping issue between *IMIS* policy and co-curriculum policy in school and observe the implementation of the policy in school. These policies should come with a worthy and comprehensive training method. Each educational policy needs an organized and well planning strategies to benefit the country.

**Keywords** Educational Planning, Educational Policy, Educational Administration

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## 1. Introduction

Sports development and co-curriculum programs are considered as a priority in the field of education [1]. The purpose of maintaining a quality education and training

skills is to ensure that human capital is adequately nurtured in line with the needs of the industry and the marketplace, thus making it possible to address the increasing international competition and challenges.

Hence, the individual construction process needs to be continuous and comprehensive without any separation between the curriculum and co-curriculum [2]. Most often than not, participation in games or sports has been associated with various positive self-development results. According to [3], the implementation of a sport must be well designed in order to ensure that it can bring positive impact. In relation to this matter, the Ministry of Education Malaysia (MOE) has implemented a co-curriculum policy through the Education Act (1996) considering that it is part of the national curriculum policy [4].

Meanwhile, the aim of *IMIS* policy is to develop human capital through the comprehensive participation of pupils in sports activities throughout the year as well as to nurture sports culture among schoolchildren with the hope of encouraging them to become members of the community who are aware of the importance of adopting a healthy, energetic, and competitive lifestyle. The objectives of this policy are as follows: (a) improve physical fitness, (b) form personality, identity, discipline, and noble values, (c) raise unity among the races, (d) promote sports culture among the students, (e) fulfill students' natural instinct to be physically active, (f) provide balance between the academic and physical needs, and (g) establish a platform for excellence in sports [1].

In fact, the purpose of developing *IMIS* policy is to complement the scope of school sports development by creating physical, emotional, spiritual, and intellectual-able students. More importantly, this policy can increase the participation rate of students in at least one type of sport or game at school [1]. Moreover, it should be noted that students are not assigned to any particular sport for the purpose of giving them the freedom to follow their abilities [1]. However, these policies are shown to be

overlapping with the previous co-curriculum basis which can lead to the increase of teachers' burden.

Generally, it is understood that the co-curriculum is capable of producing positive effects such as forming self-help, aspiring higher education as well as reducing social problems. It is worth to note that the participation of students in any co-curricular activities further allows them to develop their talents and interests beyond the formal classroom environment.

In regard to this matter, various sources and examples have been presented to prove that co-curricular importance is the most appropriate and realistic tool to develop holistic students who are able to think beyond the thought of box [5]. Nevertheless, it is very important to acknowledge that teachers are burdened by the redundant of *IMIS* policy on a co-curriculum basis considering that they act as policy implementers. Therefore, it is recommended for the MOE to provide efficient and effective training to the teachers for new introduced educational policy.

## 2. Problem of Research

In fact, the *IMIS* policy aims to complement the scope of school sports development by creating physical, emotional, spiritual and intellectual disability students. This policy can increase the participation rate and participation of students in at least one type of sport or game at school and students are not involved with a one sport [1].

This is to give students the freedom to follow their abilities. Meanwhile, these policies are shown as redundancy with the previous co-curriculum policy. The impact of this redundancy policy, between co-curriculum and *IMIS*, shows the possibility to increase teacher workload. As is known, the co-curriculum is capable of producing positive effects such as forming self-help, aspirations of higher education and reducing social problems. The participation of students in any co-curricular activities gives them the opportunity to develop their talents and interests beyond the formal classroom environment.

Various sources and examples have been presented to demonstrate that co-curricular importance is the most appropriate and realistic tool to develop holistic students and think beyond the thought box [5]. However, teachers as policy implementers are burdened by the overlap of *IMIS* policy on a co-curriculum basis and research analysis policy in Malaysia is still under explored. Therefore, this study will provide information about teacher's workload to MOE. MOE needs to be aware of providing efficient and effective training to teachers for each introduced educational policy.

## 3. Literature Review

### 3.1. Co-Curriculum Policy

In this region, the scout organization was the first establishment in the school of Singapore in the year 1909. At that time, curriculum was regarded as an outdoor activity. However, MOE has outlined the implementation of co-curriculum in schools through the amendment of the School of Education Act 1956 enacted in the Education Act 1961, whereby the activity was considered as a group activity [6]. In this case, there are five main co-curriculum policies which are described as follows: (1) Co-curriculum activity is part of the national curriculum under Section 18, Education Act 1996 (Act 550).

The implementation of co-curriculum in school is compulsory, thus refusal to carry out co-curricular activities is a mistake and guilty of guilty can be punished with fines or imprisonment or both under general penalty; (2) Participation in the curriculum activity is compulsory according to item 5.1 of the Letter of Professional Circular No 1/1985 KP (BS) 8591 / Jld. II (29); (3) Teacher participation is mandatory which is written that every teacher in the school should be given specific, detailed, and quantitative duties and responsibilities in the area of the curriculum in school similar to the ones performed in the curriculum field referring to item 5.2 in the Professional Circular Letter No. 1/1985); (4) Co-curriculum activities implemented at schools should be in the form of any planned activities beyond the process of teaching and learning in the classroom for the purpose of providing the students with the opportunity to improve, strengthen, and practice the knowledge, skills, and values learned in the room degrees according to Regulation 2 of the Education (National Curriculum) Regulations (1997); (5).

Participation is described as the importance of implementing co-curricular activities in schools based on the principle of time participation without any discrimination or compulsion elements, but focuses more on the enhancement of unity and integration among students (Professional Circular Letter No. 17/2000 dated November 16, 2000). In summary, it can be concluded from the co-curriculum policy that the activities of co-curriculum are compulsory to be implemented in schools, which highly requires the participation of students as well as the need for the teachers to oblige to the implementation. Finally, the implementation needs to be carefully planned without any element of discrimination among the students.

### 3.2. *IMIS* (1 Pupil 1 Sport)

The outline of this policy requires each student to participate in at least one sport at their school [1]. Sports acts as an important element in the development of human capital to the nation as well as a contribution to the country.

Hence, numerous activities have been introduced to implement this policy which was created as a transformational education in Malaysia. The process of performing sports activities is divided into stages as follows:

(a) Planning; which refers to the need of developing a plan one year earlier by identifying, organizing, constructing, scheduling, and producing sports activities related to sports programs in schools within the context of *IMIS*. However, schools are encouraged to plan the implementation of sports programs according to their readiness, capacity and creativity as well as school innovation;

(b) Monitoring in this case refers to the need of monitoring the implementation of the *IMIS* policy by school management which is considered as part of the strategy to assess and ensure the success and effectiveness of sports activities. Another purpose of monitoring is to review the aspects of management, equipment use, regulatory compliance, health, welfare, safety as well as the participation of students in the school sports programs;

(c) Assessment in this context is described as the evaluation of sports activities with the aim of producing direct feedback that acts as an input in the effort of enhancing the activities and increasing student engagement and achievement. Hence, the evaluation should be based on the attendance and active participation of each student in the activities conducted under the school sports program;

d) Postmortem stresses on the continuous emphasis of the implementation, including its method and the impact of the activities; (e) Reports/Documentation is deemed crucial because it describes the importance of recording the related process and appraisal of the implementation of the *IMIS* policy.

Moreover, this documentation is proof of the implementation and reference materials for the purpose of improvements and follow-up efforts. Therefore, the present study will focus on the excessive burden of the teachers in managing the implementation of *IMIS* [1].

### 3.3. Teachers Workload

The explosion of the globalization era demands the educators to progress in equal motion to fulfill both self-development and education sectors. In addition, this should be performed voluntarily or based on assignment in the field of education that often involves various variables and updates from time to time. Furthermore, this situation indirectly drives educators to deal with numerous challenging and heavy tasks, thus further causing the educators to be burdened with work in the field of education [7]. Meanwhile, the increase in teachers' workload has been identified as an undesirable consequence of site-based school management [8].

In relation to this, there is an issue related to the workload demands that tend to affect teachers'

performance as a result of implementing a new curriculum. Apart from that, emphasis is put on the importance of open communication as well as a bottom-up and a top-down flow of decision-making [9]. On a similar note, teachers' workload is an important element in the responsibility of the teachers which include preparing lessons, grading students' work, preparing for examinations, and writing reports [10].

Furthermore, [11] noted the effects of heavy workload on teachers' motivation. In a study concerning teachers' job satisfaction conducted by [12], it showed that teachers tend to view work overload as the main contributing factor to job dissatisfaction, along with poor salaries and low self-esteem resulted by the judgment of the society. [13] outlined the physical condition of the work in an organization by stating that it has an important role in ensuring the smooth running of the organization's production process.

A possible explanation of this might be that a good working environment will not only encourage employees in performing their duties, but also has an effect on improving the work of the workers [13]. In this context, a comfortable working environment is seen as impetus for employees to produce good work and retain their place in an organization. [14] described a positive working environment as a place that provides a good working conditions, good air quality, timely management response time, and understanding of work goals and priorities.

On a similar note, human relationships at work also lead to the definition of a good working environment. [15] stated that the facilities provided for teachers to accomplish their work are the side benefits that motivate the teachers to work harder and improve their level of performance.

According to [7], teachers are also required to perform various tasks at school based on the scope of their work which generally includes day-to-day management, co-curricular days, Parent-Teacher Association Meeting (PTA), open day, exam season, district and state level competitions, familiar weeks, and others. Hence, it is undeniable that the current duties of the teachers are very wide considering that the teachers are expected to form a better quality society.

Therefore, the burden of teachers' assignments towards the non-academic task has led to the feelings of dissatisfaction due to the burden of teachers which subsequently creates pressure problems [7]. Apart from that, teachers are also burdened with clerical tasks including data filling. In fact, there are times that the teachers are required to work on Saturdays and Sundays for uniformed activities, sports, and extra classes. In this context, teachers who fail to control themselves from the stress will definitely affect the relationship between the teacher and the student, thus bringing harmful effects to the quality of the teacher's teaching and learning [16]. According to [17], high working pressure will lead to dissatisfaction in performing work that leads the teachers

to avoid and neglect their work, which subsequently results to the desire of leaving the teaching profession.

Moreover, this situation will indirectly affect the quality of education as well as the teaching profession that strives to create a society capable of enhancing the education quality. According to [18], there is a sense of working dissatisfaction among the teachers due to the increased burden of duties and various expectations towards the teachers. In addition, this phenomenon also encourages many teachers to quit and apply for retirement options from this profession. On a similar note, job performance and task load have a close relationship with each other [22].

In the ergonomic perspective, every task load assigned to a person must be appropriate or in line with one's physical capability, cognitive abilities, and the human limit [19]. [20] also pointed out that there is a positive relationship between the burden of a worker and his work performance. Nevertheless, it should be acknowledged that the burden due to the increased duties of a worker can improve the skills, knowledge, and experience of employees, thus indirectly improving the performance of the organization [20].

However, [21] mentioned that such a situation would affect the performance of the work considering that the burden of work assigned to employees would cause them to be dissatisfied with the organization. [22] further defined that the burden of teaching staff or teachers include all tasks related to teaching and learning or outside teaching and learning. More importantly, this concept is in line with the burden of duties described in the study of [23], which emphasizes that the teachers must take responsibility in the classroom or out of the classroom activities in the effort to complete schoolwork.

[17] in their study further divided the burden of teachers' duties into two divisions, namely academic task load and non-academic duty burden. Generally, it is important to note that teachers' academic workloads include three parts which are teaching, assigning homework to students, and conducting tests or examinations. On the other hand, non-academic workload refers to the tasks related to administrative management, student affairs, and co-curriculum management.

## 4. Research Methodology

### Design

This research adopted a qualitative study as the researcher could explain the experience from a respondent from their own perspectives, using their own language and their own expression [24]. This research used an intrinsic case study, the researcher chose this research design to understand a certain case in depth. It is implemented to gain some information from a certain case and to

understand the factors from that case [25]. This research includes three phases, first phase is content analysis, second phase is interview and followed by the third phase which is observation.

### First Phase: Document Analysis

The researcher analyzed few official government documents and these documents were written in Malay language. These are the documents involved:

- a) Education Act 1996.
- b) National Education Policy Book 2012.
- c) *IMIS* Policy Implementation Guide Book 2011.
- d) Public Officers (Conduct and Discipline) Regulations 1993.
- e) Sports Training Module for School Sport Club Advisor 2018.

### Second Phase: Interview

The researcher used a semi-structured interview in this research. The researcher provides focus from the perspective of the subject. Thus, to ensure all interview questions are understandable by respondents, the researcher used the level of language which is based on respondent's language skills.

### Third Phase: Observation

This phase is the last phase to support the previous phase. The researcher did an observation on the activities in the school to evaluate the activities of *IMIS* and co-curriculum.

### Sampling

This study used purposive sampling, because it is suitable for researchers use to recruit participants who can provide in-depth and detailed evidence about the phenomenon under investigation. There are five teachers and two assistant principals in this case study. They are very experienced teachers and all of them have Bachelor Degree. Population of this study is around schools from Kedah. The sample of this research is quite small because characteristics of qualitative research include that the study design is often emergent and flexible, data is often collected in the natural setting, and sample selection is usually purposeful and small [26]

## 5. Procedure of Data Collection

Firstly, content analysis conducted through library research and literature research. From this research, official documents were analyzed. Secondly, interviews were conducted from one of the schools in Kedah.

Permission from Educational Planning and Research Department (EPRD) was applied via online form eras.gov.my. An interview protocol was developed based on relevant literature and was provided to participants prior to the interviews. The protocol had three main sections: (1) participants background and work experiences, (2) exploring *IMIS*, (3) teachers' workload. Different probing questions were asked to elicit rich information. The interviews were conducted by two members of the research team and were conducted in either English or Bahasa Melayu. Finally, observation on the activities was conducted. The observation conducted to see the reality in school. Time table and activities were analyzed and recorded properly.

**Data Analysis**

Each interview transcript was read by the researchers several times to ensure the accuracy of the data. Inductive thematic analysis [27] was used to analyze the interview data. Coding was conducted in three phases. In the first phase, initial line-by-line coding was carried out on the interview transcripts individually by the members of the research team and a long list of codes was generated. Throughout the analysis, constant comparison between researchers, across interview transcripts and within one transcript, was used to link codes and collate under relevant themes [28].

**Trustworthiness**

A qualitative study can be validated through three criteria, which is credibility, auditability, and fittingness [29]. Credibility refers to how congruent the description of phenomenon or findings is with reality [23]. In this study, data were collected by three phases. Fittingness ensures that the methodology was carefully demonstrated; the results were presented and discussed in detail to enable future researchers to evaluate and use them in their studies.

**Ethical Statement**

[24] suggests that ethical issues are “an integral part of the research planning, and implementation process, not viewed as an afterthought or a burden”. The respondents and school were assured anonymity, safety, and confidentiality. Pseudonyms were used during the transcribing and manuscript writing process to ensure confidentiality. The respondents were also assured that they could withdraw from this study at any point of time without giving any reasons.

**6. Finding**

Demographic

This case study focuses on teachers in Kedah.

Respondents' profiles are as shown in Table 1.

**Table 1.** Teachers profile

Teacher	Gender	Academic Qualification	Experience
RA (1)I 4/4	Female	Bachelor Degree	20 years
RA (2)I 3/4	Male	Bachelor Degree	10 years
RA (3)I 5/4	Male	Bachelor Degree	10 years
RA (4)I 5/4	Male	Bachelor Degree	12 years
RA (5)I 8/4	Male	Bachelor Degree	12 years
Assistant principal			
RA (6) I 19/12	Female	Bachelor Degree	10 years
RA (7) I 19/12	Female	Bachelor Degree	10 years

**Document Analysis**

Through document analysis, researchers found that MOE was serious in implementing the co-curriculum policy and *IMIS* policy. Penalty penalties that will be given to the defaulting executor show this matter serious and need to be taken care of. The teacher's refusal to discharge the duties and responsibilities that has been provided is a mistake in terms of the service or compliance requirements and accountability of civil servants or the moral and disciplinary authority which may be subject to disciplinary action in accordance with the "General Public Order Commands (Conduct and Discipline) D) [25]. Apparently, the basic *IMIS* document is the basic education requirement to be implemented in schools.

**Interview**

After researching through a few documents, the researcher runs a semi-structured interview. The researcher found out that the exact folders documentation should be done for Co-Curriculum and *IMIS* activities.

*“need to prepare more documentations” (RA (3) I 5/4). Documentation process is vital since there is a lot of programs and activities in school that need to be documented.*

*“it is tiring to do the same thing” (RA (4) I 5/4).*

This finding showed that teachers did the same process for two different things. Besides that, the researcher found that the teachers understand the implemented policy, however, it should be placed under co-curriculum since the activities are the same.

*“In my opinion, IMIS activities should be placed under co-curriculum” (RA (1) I 4/4). If two same things occurred, it could be a burden or a workload.*

*“IMIS activity and co-curriculum is a same program” (RA (2) I 3/4).*

*“Why should we do it twice?” (RA (5) I 8/4).*

The result from this interview indicated that they are questioning why the same activities are repeated.

Meanwhile, the result from the interview with the assistant principal also indicated that *IMIS* policy is burdening.

*“it is burdening” (RA (6) I 19/12)*

*“Yes, it is very burdening” (RA (7) I 19/12)*

They also thought that *IMIS* policy is overlapping with the current co-curriculum policy. This burden involves the same activities in two different policy.

*“yes, It is overlapping” (RA (6) I 19/12)*

Therefore, as a suggestion the *IMIS* policy should be combined with co-curriculum.

*“it must be combined with co-curriculum” (RA (6) I 19/12)*

*“Wednesday is the co-curriculum day” (RA (7) I 19/12)*

However, this policy leads to the excellence of co-curriculum. When it is achieved, it will improve the quality of education.

*“yes, this policy leads to the excellence of co-curriculum” (RA (6) I 19/12)*

*“Yes, it will lead to excellence because pupils were trained until they become skillful” (RA (6) I 19/12)*

These findings support the opinion of the teachers. However, the assistant principal admitted that this policy (*IMIS*) is essential and effective in improving the pupils' skills in sports and games.

Therefore, the researcher found that there was a *IMIS* basic overlap with the co-curriculum policy at school. After that, the researcher observes the activities carried out at the school. Apparently, the sports activities are well organized and organized. Teachers carry out good and frugal tasks. Security aspects are also emphasized. The teachers involved are performing as planned. Although the effect of this policy overlaps, the burden of teacher assignments, teachers are able to perform these activities well and orderly. In summary, this study finds every objective that researchers want to explore.

## Observation

The researchers collect all data based on action and behavior from an observation that have been listed in an observation form. The researcher observed the implementation of *IMIS* activities in school within their norms. *IMIS* activities were held on Thursday, every week and sports like soccer, *sepaktakraw*, and volleyball were included as stated in table 2. Besides that, the researcher also observed a meeting on co-curricular activities and all co-curriculum and *IMIS* activities were arranged neatly in the school planner book.

**Table 2.** *IMIS* activities

Sport	Time	Day
Football	5.00-6.30 pm	Thursday
Sepaktakraw	5.00-6.30pm	Thursday
Volley ball	5.00-6.30pm	Thursday

Thus, the researcher found that there is an overlapping issue between *IMIS* policy and co-curriculum policy in school and observe the implementation of the policy in school. It is clear that those activities were held well and organized. Teachers carried out their task well and ethical, the safety aspect are also emphasized. Teachers play their role as planned despite this overlapping policies are burdening them, they are able to implement these activities well and organized. It can be concluded that the finding of this research achieved every objective which researchers want to explore.

## 7. Discussion

Researchers found that the teachers are burdened when they need to carry out the same tasks that have the same objective. The burdens of the teachers increased according to the finding of this study. From the aspect of education, some studies indicated that teacher task expand widely [26]. Moreover, the addition of the task affecting task satisfaction among teachers [27], [28]. Meanwhile, the responsibility of the teacher is determined by the relationship between task request, responds about the situation by the teachers, actions, skills and knowledge about their tasks.

This task demands includes physical actions, cognitive task and other factors [30]. This means that the task burdens can be seen as the number of tasks that need more time to undertake the tasks that have been given to them [31]. Furthermore, this additional task gave a major effect on teacher responsibility [32]. According to [27], high task burdens will decrease the task satisfaction and then increase their stress, which will affect the effectiveness of teaching.

Besides, some teachers could control their task burdens by reducing their commitment towards teaching and learning, lessen their input in teaching session [33]. Nowadays, there are some teachers quit their profession because of the stress and they could not handle it well [34].

However, according to [35] indicated that task burden is a chance for the teachers to learn faster. Consequently, they were exposed to a task that will give them more experience. The task burdens could affect them positively to increase their productivity [36].

The increment of task burdens does not necessarily give negative effects, instead it can be seen as a disability to adapt with the improvement of their responsibility and it could prevent their performance. In this matter, task burdens among teachers can be reduced by increasing the

resources, increase the number of teachers and activities that could increase to task satisfaction. This is related to a study by [37], an employee who is committed to an organization more likely to perform their best and engage more in the organization [37].

Therefore, development and progress, administration supports and timing are the planning factors while training is a potential factor to reduce the task burdens [37]. Clearly, the administration ability of the school could ease the awareness about the school objectives without increasing the task burdens until it cannot be accepted by the teachers [8]. The school administrator could reduce the teacher task burdens; it needs to be active to avoid the uncontrollable use of teachers in achieving the objectives of the organization [38].

### Suggestion

The main suggestion to MOE is planning policy to reduce teachers' workload. Planning and achieving diversity of sports development and co-curricular programs is a priority in education in Malaysia. The existence of continuous quality of education and training skills is to ensure that human capital is nurtured in line with the needs of the industry and markets that are capable of addressing the growing international competition and challenges. This individual construction process needs to be continuous and comprehensive without any separation between curriculum and co-curriculum [6], [2].

In that regard, participation in games or sports are often associated with a variety of positive self-development results. For the sport to have a positive impact, its implementation must be designed and well-designed [3]. The reality in the context of education in Malaysia, the Ministry of Education Malaysia (MOE) has implemented a co-curriculum policy through the Education Act (1996). Co-curriculum activity is part of the national curriculum policy [4].

The implication of this study impacts on educational planning and policy. The education policies should be undertaken effectively; teachers are the key executor to these policies. The execution is on the teachers and the key factor to the success of the policy depends on teachers. However, these policies should come with a good and comprehensive training method. Each policy needs an organized and well planning strategy. Without a good understanding and a comprehensive training, teachers could not understand and undertake the tasks that have been given to them well. The researcher hopes that this study will contribute to the academic field in future besides giving awareness to the stakeholders about this matter.

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