JOB ANALYSIS AND PERCEIVED TRAINING NEEDS OF PRIMARY SCHOOL HEADTEACHERS

MASLINA BINTI BUJANG

This project is submitted in partial fulfilment of the requirements for a Bachelor of Science with Honours (Human Resource Development)

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2011)
ACKNOWLEDGEMENT

Assalammualaikum....thanks to Allah S.W.T because of His mercy and His Love, I was able to accomplish this Final Year Project. Eventhough there are some constraints in the beginning until at the end of this project, Alhamdullilah, I have gone through all of it with patience and enthusiasm.

First of all, I would like to give this acknowledgemnt to my beloved father who has given me help and support and being so caring to me, thank you. Thank you to my dear mother, your love is forever cherished.

I would like to take this opportunity to thank my supervisor, Dr. Hasbee Hj. Usop for guiding me, giving me advice and support throughout this project.

Also, I would like to offer thank you to all my lecturers who have taught me since my first year until my final year in UNIMAS. To FCSHD support staff and also to my coursemate from FCSHD, thank you.

To all of my friends, thank you for all your love and companionship. Lastly, especially to Marissa Husna, you are my love, my inspiration in this life.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>iii</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>iv</td>
</tr>
<tr>
<td>List of Tables</td>
<td>xi</td>
</tr>
<tr>
<td>List of Figures</td>
<td>xii</td>
</tr>
<tr>
<td>Abstract</td>
<td></td>
</tr>
<tr>
<td>Abstrak</td>
<td></td>
</tr>
</tbody>
</table>

## CHAPTER 1 – INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background of the study</td>
<td>2</td>
</tr>
<tr>
<td>1.2 Problem statement</td>
<td>2-4</td>
</tr>
<tr>
<td>1.3 Research objectives</td>
<td></td>
</tr>
<tr>
<td>1.3.1 General objectives</td>
<td>4</td>
</tr>
<tr>
<td>1.3.2 Specific objectives</td>
<td>4</td>
</tr>
<tr>
<td>1.4 Research questions</td>
<td>5</td>
</tr>
<tr>
<td>1.5 The conceptual framework of job analysis</td>
<td>6</td>
</tr>
<tr>
<td>and perceived training needs of primary school heads</td>
<td></td>
</tr>
<tr>
<td>1.6 Significance of the study</td>
<td>7-8</td>
</tr>
<tr>
<td>1.7 Limitations of the study</td>
<td>8</td>
</tr>
</tbody>
</table>
1.8 Definitions of terms

1.8.1 Job analysis
1.8.2 Task analysis
1.8.3 Training needs analysis
1.8.4 Perceived training needs

1.9 Summary

CHAPTER 2 – REVIEW OF LITERATURE

2.1 Introduction
2.2 Training
2.3 Training needs analysis
2.4 Job analysis
2.5 Task analysis
2.6 Perceived training needs
2.7 Past related studies
2.8 Theory support this study

2.8.1 McClelland Need Theory

2.9 Summary

CHAPTER 3 – METHODOLOGY

3.1 Introduction
3.2 Design of the study
3.3 Sample and sampling procedure
3.4 Instrument of the study 27-30
3.5 Pilot study 30-32
3.6 Validity and reliability 32-33
3.7 Data collection procedures 33
3.8 Framework of data analysis 33-35
3.9 Summary 35

CHAPTER 4 – DATA ANALYSIS AND RESULTS

4.1 Introduction 36

4.2 Part A: Respondents Demographic Background

4.2.1 Ethnicity 37
4.2.2 Gender 38
4.2.3 Grade 38
4.2.4 School Grade 39
4.2.5 School Location 40
4.2.6 School Size 40
4.2.7 Year headteachers join present school 41-42
4.2.8 Years of experience as headteacher 42
4.2.9 Year headteachers join education service 43

4.3 Part B: Primary School Headteacher Tasks

4.3.1 Curriculum Management Cluster 44-45
4.3.2 Co Curriculum Management Cluster 46
4.3.3 Resource, Facility and Financial Management Cluster

4.3.4 Academic and Non Academic Staff Management Cluster

4.3.5 Student’s Welfare Management Cluster

4.3.6 Liaison Management Cluster

4.3.7 General Management Cluster

4.3.8 Records Management Cluster

4.3.9 Meeting Cluster

4.4.0 Policy Implementation Cluster

4.4.1 Teaching Cluster

4.4.2 Counseling to Students Cluster

4.4.3 Others Cluster

4.4.4 Summary of Data Analysis and Results

4.4 Summary

CHAPTER 5 – DISCUSSION AND CONCLUSION

5.1 Introduction

5.2 Summary of previous chapter

(Chapter One until Chapter Four)

5.3 Limitation of the study
5.3.1 Time 70
5.3.2 Resources 70
5.3.3 Commitments from respondents 70
5.3.4 Methodology 71
5.4 Recommendations 71
5.4.1 Training & Development Division,
under State Education Department Sarawak 71
5.4.2 Future Researcher 72
5.5 Implications of the study 72
5.5.1 Headteachers 72
5.5.2 Future Researcher 72-73
5.6 Conclusion 73
5.7 Summary 73
References 74-77
Appendices 78-92
LIST OF TABLES

Table 3.4.1
The designation of the questionnaire 28

Table 3.5.1
Results of Reliability Analysis for Real Study and Pilot Study 31

Table 3.5.2
Summary of Reliability Analysis Results for Pilot Study and Real Study 32

Table 3.8.1
Framework of data analysis 34

Table 4.2.1
Ethnicity 37

Table 4.2.2
Gender 38

Table 4.2.3
Grade 38-39

Table 4.2.4
School Grade 39

Table 4.2.5
School Location 40
<table>
<thead>
<tr>
<th>Table 4.2.6</th>
<th>School Size</th>
<th>40-41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 4.2.7</td>
<td>Year headteachers join present school</td>
<td>41-42</td>
</tr>
<tr>
<td>Table 4.2.8</td>
<td>Years of experience as headteacher</td>
<td>42</td>
</tr>
<tr>
<td>Table 4.2.9</td>
<td>Year headteachers join education service</td>
<td>43</td>
</tr>
<tr>
<td>Table 4.3.1</td>
<td>Curriculum Management Cluster</td>
<td>44-45</td>
</tr>
<tr>
<td>Table 4.3.2</td>
<td>Co Curriculum Management Cluster</td>
<td>46</td>
</tr>
<tr>
<td>Table 4.3.3</td>
<td>Resource, Facility and Financial Management Cluster</td>
<td>47</td>
</tr>
<tr>
<td>Table 4.3.4</td>
<td>Academic and Non Academic Staff Management Cluster</td>
<td>48-49</td>
</tr>
<tr>
<td>Table 4.3.5</td>
<td>Student’s Welfare Management Cluster</td>
<td>50-51</td>
</tr>
<tr>
<td>Table 4.3.6</td>
<td>Liaison Management Cluster</td>
<td>52-53</td>
</tr>
</tbody>
</table>
Table 4.3.7
General Management Cluster 54-55

Table 4.3.8
Records Management Cluster 56-57

Table 4.3.9
Meeting Cluster 57-58

Table 4.4.0
Policy Implementation Cluster 59-60

Table 4.4.1
Teaching Cluster 61

Table 4.4.2
Counseling to Students Cluster 62

Table 4.4.3
Others Cluster 63

Table 4.4.4
Summary of Data Analysis and Results 64-66
LIST OF FIGURES

Figure 1.5
The conceptual framework of job analysis and perceived training needs of primary school headteacher 6

Figure 3.4.2
Sections of the questionnaire 29
This study was accomplished in order to perceive primary school headteachers training needs. As heads in schools, headteachers always aim to be a type of leader who is dynamic, systematic, and enthusiastic in accomplishing his or her work. Therefore, proper and adequate training are needed to ensure headteachers are always looking forward to advancement in their career. However, before implementing any training to headteachers, training needs analysis must be conducted in order to determine the most suitable training to be given to headteachers. Job analysis is one of the best ways to investigate training needs of primary school head teachers. Therefore, this study is conducted in order to determine head teachers training needs. This study is done by using quantitative method. Questionnaire was used as instrument of this study. Forty questionnaires were distributed to forty respondents which comprised of forty primary school headteachers from Kuching division. Purposive sampling method is employed in order to do this study. Purposive sampling method is done based on judgmental basis where the researcher select her respondents based on their knowledge and expertise related to the study. Based on the results of this study, job analysis on headteachers tasks has been identified and the degree of importance and degree of necessity of those tasks has been determined. Results of this study shows that headteachers considered all thirteen clusters of tasks and duties at school as very important and very necessary. Therefore, the findings of this study can be used as the guideline in implementing the best and suitable training for primary school headteachers.
ABSTRAK

ANALISA KERJA DAN KEPERLUAN LATIHAN GURU BESAR SEKOLAH RENDAH

Oleh

Maslina Binti Bujang

Chapter One
Introduction

1.0 Introduction
This chapter discusses the background of the study, statement of the problem specific to the context of the study, research objectives and research questions. In addition, this chapter also explains the conceptual framework of the study, significance of the study, limitation of the study, and definition of terms relevant to the study. The chapter ends with a summary.
1.1 **Background of the study**

Noe, (2008) state that job is a specific position requiring the completion of a certain tasks. Job analysis itself refers to the process of developing a description of the job such as tasks, duties, and responsibilities and the specifications such as knowledge, skills and abilities (Noe, 2008). Besides that, job analysis is conducted in order to gauge the training needs of employees. This study will determine the training needs of primary school headteachers by conducting a study on their job. In this study, job analysis of primary school headteachers is conducted to establish their training needs. As mentioned above, job analysis is one of appropriate ways to establish training needs of headteachers because job analysis provides the information about the description of the job such as tasks and duties of headteachers. By conducting job analysis, we are able to determine the most important tasks that a headteacher is really in need for his or her training and development activities.

According to Noe, (2008) job analysis is all about work and task accomplishment. This implies that, job analysis is a focus more on what is to be accomplished. In order to determine the actual training needs of a headteacher, there should be an investigation or a study on headteacher’s duties and tasks. Job analysis of headteachers will be a suitable way to determine their training needs.

1.2 **Problem statement**

One of the important issues in this study is the focus on the job analysis of primary school headteachers. By conducting a study on headteachers job analysis, their perceived training needs will be identified. Besides that, the other issues that will be included in this study are about what are the most important headteachers tasks and duties. If the researcher is able to identify the most important tasks and duties of headteachers, then the perceived training needs will be made known. Besides that, this study intends to see the present practice of headteachers training program as compared to the past training program.
According to Miller and Osinski (1996) training needs assessment is a very critical activity for the training and development of any employee in an organization. The first step in designing a training and development program is to conduct a need assessment. Training needs assessment should be conducted to design an effective training and development program.

Besides that, the other critical issues to be identified in this study are the job analysis itself. Job analysis is the analysis of the tasks being performed. According to Gupta (1999) doing a job and task analysis not only helps people within an organization to develop a clearer picture about what their job entails, but also helps them to understand what is expected of them.

However, the main purpose of conducting job analysis will not only lie on this, but there is other significant purpose of conducting a job analysis. In this study, job analysis is conducted to gauge the training needs of primary school headteachers. Ibrahim (1996) suggest that the gap between the actual and what should be expected is the problem that is faced by an employee within an organization. In the context of this study, this gap is the actual problem that headteachers should know.

In other words, primary schools headteachers will have a problem in accomplishing his or her tasks and a duty because their level of knowledge and expertise is rather low than what is to be expected. However, some of the researchers nowadays have an opinion that training needs should not only be based on job and performance problems but rather on the opportunity that might exist in the future. In this study, the future tasks of headteachers can be assumed by conducting job analysis. Besides that, job analysis will be a helping tool to plan a proper training and development program for headteachers.

Job analysis is the analysis of tasks being performed. According to Horner (1995) dividing of a job up into levels and identifying the component parts at each level is an example of a broad job analysis technique. Task analysis on the other hand, is a behavioral understanding of the actual tasks. In this study, headteachers tasks and duties were analyzed in order to establish the actual tasks and duties that
they need most in schools. Then, the job analysis is conducted to determine these needs.

Training needs analysis is one of the necessary steps in determining the real task of an employee. By analyzing the task of the employee, the organization can identify their training and development needs that are very crucial in improving their performance and contribution towards the organization. Training needs analysis is a series of activities conducted to identify problems or other issues in the workplace. In this study, job analysis is conducted to establish headteachers training needs.

1.3 Research objectives

In this study, the research objectives are stated both as general and specific ones as follows:

1.3.1 General objectives:

The main objective of this study is to investigate job analysis of primary school head teachers and to determine the important needs of primary school headteacher’s tasks and duties. Result of this study would be the perceived training needs of primary school headteachers.

1.3.2 Specific objectives:

1. To determine the importance of the thirteen clusters of primary school headteacher’s tasks and duties.

2. To determine the training needs of headteachers with regards to the thirteen clusters of head teachers tasks and duties.
1.4 Research questions

1. What are the degree of importance of the thirteen clusters of primary school headteachers tasks and duties?

2. What are the perceived training needs based on the thirteen clusters of primary school headteachers tasks and duties?
1.5 The conceptual framework

Figure 1.5: The conceptual framework of job analysis and the perceived training needs of primary school heads.

<table>
<thead>
<tr>
<th>Independent Variables (Reaction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Analysis of primary school head teachers:</td>
</tr>
<tr>
<td>a) Curriculum Management</td>
</tr>
<tr>
<td>b) Co-curriculum Management</td>
</tr>
<tr>
<td>c) Resource, Facility and Financial Management</td>
</tr>
<tr>
<td>d) Academic and Non Academic Staff Management</td>
</tr>
<tr>
<td>e) Student Welfare Management</td>
</tr>
<tr>
<td>f) Liaison Management</td>
</tr>
<tr>
<td>g) General Management</td>
</tr>
<tr>
<td>h) Records Management</td>
</tr>
<tr>
<td>i) Meeting</td>
</tr>
<tr>
<td>j) Policy Implementation</td>
</tr>
<tr>
<td>k) Teaching</td>
</tr>
<tr>
<td>l) Counseling to students</td>
</tr>
<tr>
<td>m) Others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dependent (Outcome)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived training needs of primary school headteachers</td>
</tr>
</tbody>
</table>
The knowledge regarding job analysis of primary school headteachers contributes to perceive primary school head teachers training needs. Besides that, the study on job analysis of primary school headteachers will lead to the identification of tasks and duties that are significant to primary school headteachers. This study will help the researcher to perceive training needs of primary school headteachers and to identify significant tasks and duties to establish suitable training and development program. Then, this will help to include those significant tasks and duties to develop effective training and development program to develop headteachers in terms of knowledge and expertise. New knowledge on the perceived training and development needs of headteachers will be gained as a result of this study. This will benefit headteachers, their school management in developing training and development program. Moreover, the researcher learns new knowledge that might be useful to broaden his or her knowledge on perceived training needs of headteachers.

In addition, the other significance of this study is in term of practice. Result of this study will be able to help researcher to stress the most significant tasks and duties of primary school headteachers. The management of school will be able to adapt on new practice that are effective and efficient that enable them in gathering new information regarding significant tasks and duties of headteachers. This will help the school and the headteacher themselves to adapt and at the same time learn to new practices that will benefit both of them in terms of training and development practices.

The other significance of this study will be in term of policy. Result of this study will be able to broaden the policy that existed in one’s particular primary school. Headteachers will be able to know his or her significant tasks and duties. Result of this study will assist the school management to develop new policy regarding training and development needs that is effective and efficient for headteachers.

Besides that, the other significance of this study will be in terms of theory. Result of this study will make the school and headteachers themselves to identify
and perceive training needs. Then, the theory that is related to training and development will make headteachers and school management to be aware of the existing theory that they have mastered and apply to develop suitable training and development program for head teachers. The McClelland Need Theory is used in this study that will be explained in chapter two of this study.

1.7 Limitations of the study

One of the limitations of this study is that the sample size used in this study is small. The sample size of this study consists of fifty respondents. Fifty questionnaires were distributed to fifty selected respondents in Kuching division. There is the possibility that the researchers will not be able to collect the whole of the fifty questionnaires.

Besides that, the other limitations of the study are that this study is only conducted in one of the division of Sarawak and not covering the other areas in Sarawak. Therefore, the findings of this study may not be applicable in other states of Malaysia and therefore results of the study cannot be generalized. The other limitation of this study is in term of the time span to conduct the study. The time available to carry out this study is rather limited and there are so many steps that ought to be carried out to complete the study within the stipulated time.

1.8 Definitions of terms

In this study, there are two type of definition of terms being used. First, the conceptual definition and second is operational definition.

1.8.1 Job analysis
According to Wei and Kleiner (2002), the term job analysis is a systematic process of obtaining valid job information to assist management in the decision making. Wei and Kleiner refer every single component in this definition as critical. The "systematic process" means the job analysis is planned carefully to meet specific jobs.

In the context of this study, task and responsibilities of primary school headteachers are analysed in order to understand the perceived training needs for them. In addition, job analysis is conducted to determine the list of task and responsibilities of primary schools headteachers.

1.8.2 Task analysis

Job analysis is also known as task analysis. Task analysis is one of the methods that is used in determining the knowledge, skills, tools, conditions, and requirements needed to perform a job. Task analysis is involving the process of determining what type of job characteristics are to be analyzed. (Ibrahim, 1996).

In this study, task analysis is a process used to identify the knowledge, skills needed by headteachers in order to perform their job as head teachers.

1.8.3 Training needs analysis

According to Ibrahim (1996), training needs analysis is one particular process of identifying the staff that needs training and the field of training that is needed for the particular staff. This definition has proved how important it is to conduct training needs analysis before a training program should be implemented.
In the context of this study, training needs analysis is also related to some with some major issues. Training needs analysis is also important to be conducted before determining what kind of training that is best suited for primary school headteachers.

1.8.4 Perceived training needs

Perceived needs can be defined as what an individual consider their needs to be (Horner, 1995). In the context of this study, perceived needs are related to what primary school headteachers consider as their needs to be. For example, the need to identify what kind of training that should be chosen as the most important for them as primary school headteachers.

1.9 Summary

In summary, this chapter explains the background of the study, problem statement, and the research objectives which comprise general and specific objectives. The research questions and research hypotheses are stated. Then, the conceptual framework is illustrated to show the independent and dependent variables of this study. Besides that, the significance and limitations of the study are discussed. This chapter also includes the definitions of terms both deliberated as the conceptual and operational forms. The next chapter will be the literature review.
Chapter Two
Review of Literature

2.1 Introduction

This chapter describes the context of the study which includes training, job analysis, task analysis, training needs analysis and perceived training needs. In addition, several prior researches supporting this study are discussed. Lastly, this chapter discusses the theoretical framework of training.