

The Effectiveness of Sports School in Malaysia:

A Pilot Study in Sports School of Pahang State

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Abstract—This research is to study the effectiveness of Sports School in Malaysia. Furthermore, this study will identify the deterrent factor of effective practice in a Sports School. To achieve research objectives, questionnaires were distributed to 30 respondents from Sports School in Pahang state. The questionnaire that was developed by Associate Professor Dr. Muhammad Faizal A. Ghani (2008) via Delphi Method was used as the instrument for this research. The data collected through this research were analysed using the Statistical Package for the Social Science (SPSS) Version 23.0. Descriptive statistical methods, such as mean and standard deviation were used to analysis the data collected in order to identify the effectiveness of Sports School in Malaysia and the deterrent factor of effective practice in the Sports School. The findings showed that the effectiveness of Sports School in Malaysia was high when the mean score was 3.99. In addition, the results for deterrent factors of effective practice in the Sports School showed that the context factor was the most significant factor in obstructing the Sports School from achieving high effectiveness when the mean score was 3.83. Hence, this indicates the importance of controlling the context factor in the Sports School in order to improve the effectiveness of the Sports School and to ensure the quality of the output of the Sports School.

Keywords—school effectiveness, deterrent factor, Sports School in Malaysia.

I. INTRODUCTION

School is a social institution that plays the role as an agent of change in society [1][6]. Hence, parents tend to enroll their children in excellent schools [3] as education is the main key which affect the development of individual and in shaping the future of one's life (Tan Sri Abd. Ghafar Bin Mahmud, Malaysia Education Blueprint 2013 – 2025, PPPM 2013 – 2025). Sharifah Md. Nor (2000) has conducted a random survey in order to get the public perception on effective school, the findings found that the term “effective school” carried different meaning to each of the parties as their expectation for school are vary from one another. As a result, Sharifah Md. Nor (2000) has concluded the definition of effective school as “a school which can improve the schooling results (output) in

both academic and non-academic aspects. This includes the process such as school administration, the collaboration of school members, teaching and learning process and so on. In addition, the school environment, for example the cleanliness and discipline aspect are also included in effective school aspect.

Effective school is not a new concept in education field, but it always get attention from education leaders in our country and abroad. The research about effective school has been carried out since 30 years ago (Muhammad Faizal A. Ghani, 2008). As a result, the researchers have found different findings in this field as they used different research method in their research and also due to the changes and improvement of research method from time to time (Sammons, Thomas, Mortimore, Cairn & Bausor, 1994). However, if we analyzed the research of effective school in Malaysia, we found that the research that has been carried out usually involves high performance or high achievement schools. [3][4][5] which states that many studies of effective schools conducted in Malaysia are focusing on schools that have achieved success, or in other word, have shown excellent performance in input variables.

The plan to establish Sports School in Malaysia have been discussed since the 80s to ensure the progress, growth and development of sports in the country. The establishment of Sports School in Malaysia have been approved in Fifth Malaysia Plan (1991 – 1995). Sports School is a school that enrolls and nurtures potential students so that they can excel their sports and academic talent under the guidance of dedicated sports coaches and academic teachers. The management system of Sports School in Malaysia is similar to Sekolah Berasrama Penuh (SBP) or Fully Residential School which focus on concepts such as the development of world-class student athletes, the employment of professional coaches in training, focusing and specialization in Sports Science across the curriculum and emphasis on sports as a career. In curriculum aspect, Sports School's students will follow the same curriculum as students in mainstream and they need to sit

for every public examinations as prescribed in the education system in Malaysia.

Although several studies regarding the leadership of sports coaches and the implications on the performance of athletes were conducted by researchers in Malaysia, the studies conducted were less comprehensive and detailed in order to improve the effectiveness of management and administration of the Sports School in Malaysia. According to Taylor, Pressley & Pearson (2000) and Kercheval & Newbill (2003), the lack of research activities will restraint the improvement process of education policy in the country. As a result, the lack of comprehensive and detailed study on the management and administration of Sports School in Malaysia causes the government face difficulties in getting the detailed and actual outcomes for the formulation of National Sports Policy and the improvement programme cannot be planned in order to improve the effectiveness of Malaysian Sports School.

Hence, the findings in this research can be used as a reference and guidance to policy makers in planning and designing appropriate policies and curriculum in order to improve the effectiveness of the management and administration of the Malaysian Sports Schools. This is crucial in shaping national athletes who balance in physical (jasmani), emotional (emosi), spiritual (rohani) and intellectual (intelekt) dimension (JERI). By practicing efficient management in Sports School, parents and the stakeholders of Sports School will be more confident to the policies and education system of Malaysian Sports School.

II. PROBLEM STATEMENT

According to Harris (2000), the variety of effective school research model in education field is due to the intentions of researchers in forming a model which is appropriate and suitable to the latest context in their country. In Malaysia, many studies of effective schools have been carried out since the 80s until now in order to get findings that suitable to the context of Malaysia. Several aspects that commonly directed by Malaysian researchers when carrying out studies of effective schools including (a) curriculum aspect which usually emphasis on teaching and learning process, (b) administration aspect which emphasis on the leadership of principal and teacher in order to create leaders who are committed, motivated, efficient and effective, (c) infrastructure factor in order to increase the satisfaction of the school community, and (d) school environment aspect, particularly to create a conducive school [3][4][5].

The lack of school effectiveness research that involving Malaysian Sports School has brought difficulties to the administrators of Malaysian Sports School to get a reference and guideline to improve the effectiveness of school management and administration. According to Stoll & Mayers (1997), the slogan "One Size, Fits All Approaches" will not exist in the formation of an effective school. In Malaysia, research on school effectiveness usually carried out in excellent schools and more focused on the leadership in excellent schools. For instance, studies that have been carried out by Hussein Mahmood (1989), Lan Poh Chin (1998), Ishak Sin (2004), and research by Sazali Yusof, Zurida Ismail and Mustapa Kassim

(2004), were more focusing on professional leadership. Furthermore, Muhammad Faizal (2008) has carried out a research which involves Sekolah Berasrama Penuh (SBP) and Sekolah Menengah Kebangsaan Agama (SMKA) which have students who excel in academics as the input variables.

Accordingly, all the research findings obtained by the researchers is more suitable to the context of excellent schools or schools that lead by effective school leaders. In other words, the findings of the research can only be revised by administrators from schools that have similar context with excellent school. In the context of Malaysian Sports School, the management of training programme which will be conducted by trained teachers and sports coaches will directly affect the athlete's satisfaction and performance. This will then impact directly on the effectiveness of Malaysian Sports Schools in producing quality output, which refers to quality and competitive athletes.

Based on the statistic retrieved from official portal of Ministry of Education Malaysia, there are four main Malaysian Sports School and fifteen State Sports School in Malaysia. For every state in Malaysia, there will have one State Sports School and for every Federal Territory such as Federal Territory of Kuala Lumpur and Federal Territory of Labuan, there will have one Sports School in every Federal Territory. Therefore, every Sports School in Malaysia operating in different location and hence each and every Sports School will have different operating environments. According to the findings of research that had been carried out by Reynolds, Sammons, Stoll, Barber dan Hillman (1997) by involving 26 school improvement and effectiveness project in developing countries, they concluded:

"...the failure in school improvement and effectiveness project is mostly due to the skills and knowledge for a student from the beginning until the end of schooling is not taken into account, though the research objective stated is clear, namely to create a conducive learning environment... Most researchers tend to refer the research findings by other researchers... although they are facing different problems and they are different in their respective abilities" (hlm. 21).

Malaysian Sports School was established to provide a appropriate and suitable learning environment for potential athletes so that they can develop their talents in sports and academic under the guidance of professional sports coaches and selected academic teachers. Hence, the management of training and learning programme will directly affect the satisfaction and achievement of athletes in the Sports School. Slater & Teddlie (1992) states that, the neglect of school internal factors such as teachers and students and also the inappropriate strategies taken by the school authorities are the reasons for the failure in school improvement programme. Hence, this research was carried out in selected Sports School to analyze the effectiveness level of the school and to identify the deterrent factors of effective practice in Sports School.

The establishment of Malaysian Sports School is an effort to nurture and develop the talent and potential of athletes in sports and academic. However, it is difficult to change and eliminate the negative perception about Sports Schools by some community, as they believe that Sports School is established for students who are weak in academic aspects. In fact, parents tends to enroll their children in high achievement school or excellent school [3]. So, this study that focuses on the school

effectiveness in the context of Malaysian Sports School is a must in order to analyze the effectiveness of school management of Malaysian Sports School and at the same time identify the factors that hindering the shaping of effective school in the context of Malaysian Sports School.

With the findings in this research, appropriate improvement strategies will be discussed to improve the effectiveness of Malaysian Sports School. [27], the school and education system improvement of a country should be carried out according to the current context such as the ability of school to guarantee the success of the project. Therefore, this research can consider as a comprehensive study on the effectiveness of Sports Schools, which equipped with suggested strategies in order to improve the effectiveness of Malaysian Sports School by taking the current context of Sports School into account.

With the implementation of the planned and comprehensive research that focus on the context of the Sports School, the findings in this research can be used as a guideline for Sports School administrators to improve the effectiveness of school management in their Sports School respectively. According to the research report by World Bank Operation Evaluation Department (1999), schools in developing countries which have lower level of socioeconomic status will face pressure and stress when they try to implement effective school programmes according to the views and suggestions of experts from developed countries. Therefore, this very first research carried out in Malaysia tends to provide guideline for administrators and teachers in Malaysian Sports School in improving the effectiveness of management and administration of Malaysian Sports School and ensuring the quality of the outcomes of the school.

III. OBJECTIVES

This study was conducted to achieve the following objectives:

1. To evaluate the effectiveness of the Malaysian Sports School,
2. To identify the challenges for Malaysian Sports School in achieving effectiveness, and
3. To identify the solutions to the challenges that faced by Malaysian Sports School in achieving effectiveness.

IV. LITERATURE REVIEW

A. *Effective School*

[14] the concept of effective school began to grow in western country since Industrial Revolution, particularly in United States and Britain. At that time, school was responsible in fulfilling the demands of the economy by provide quality and skilled workforce (Robinson, 1998). So, effective school at that time refers to school which provide skilled and high vocational educated workforce (Townsend, 2001).

In the 1980s, Effective Schools Movement have begun to spread throughout the world such as Holland, Israel, Wales, Netherlands, Scotland and Australia. School at that time was

believed as the main factors that are effective to ensure student excellence. As a result, Hoy and Furguson (1985) defines effective school as the school produce most excellent students, using resources efficiently, well adapted to internal and external restraints, and ensuring high satisfaction in the school community. Next, Levine & Lezotte (1990) defines effective school as the school which can produce the output as desired. Felsenthal (1982) explained that school is effective when the majority of students achieve excellent result in public examinations nationally.

According to Edmonds (1979a) and Brophy & Good (1986), schools have the ability to bring and to make changes. Therefore, effective schools play an important role in country development, especially in terms of human resources. If schools failed to achieve educational goals, it would then affect the country stability and development [3]. Coinciding with this statement, studies about school effectiveness has begun since 40 years ago (Scheerens & Bosker, 1997) to improve the findings of previous studies so that the dynamic education system can improve student's achievement on an ongoing basis. Within this time period, plenty of research findings were found and the researchers have presented their respective views on the concept of effective school and also the factors that led to school effectiveness.

In fact, a pilot study to improve the quality of education by using a simple research methodology has been carried out by Edmonds in 1979 (Reynolds *et al.*, 1994 and Sammons *et al.*, 1994). Then, improved research methodology such as Hierarchy Linear Models (Teddlie & Reynolds, 1999) which was developed based on previous research findings have been used and the research more focus on classroom observation (Mortimore & MacBeath, 2003). However, some later studies that found similar findings in terms of the factors contributing to the success of a school (Creemers, 1996) has resulted in the ongoing research in this field to discover the findings of different studies (Mortimore & MacBeath, 2003).

In Malaysia, the lack of school effectiveness research has led to the phenomenon where each and every researcher have their own definitions on the effective school concept (Rahimah Ahmad *et al.*, 1999). According to Profesor Peter Mortimore (1995), the pioneer of effective school in Malaysia, effective school refers to the school that is able to make a difference in the development of students who showed an increase in value compared to students from other schools that provide the same facilities. [29] states that effective school is not referring to schools that is established or premier school, but it refers to the school which can perform high academic achievement, not facing disciplinary problem such as vandalisme, truancy and drop off from school and also trustworthy by local community, and teachers satisfied with their job and duty.

According to Ramaiah *et al.* (1995), effective school is a school that has positive effects and influences on students learning towards academic excellence. In 1997, Ministry of Education Malaysia has given recognition to the school for excellence in academic aspects such as Sekolah Harapan Negara and non-academic aspects such as Sekolah Dalam Taman at state and national level [31]. The recognition of school has been conducted according to the process and

outcomes variables of a school [31]. In other words, the school which was recognized as an effective school at that time must achieve better quality outcomes compare to expected quality outcomes from the input variables.

In 2001, Inspectorate of Schools (Jemaah Nazir Sekolah) has set the standard of school by seven Taxonomy of Educational Ratings so that the administration of school can practice self-assessment to identify the standard of school. For example, Sekolah Gemilang, Sekolah Cemerlang, Sekolah Harapan, Sekolah Sederhana, Sekolah Lemah, Sekolah Sangat Lemah dan Sekolah Lampau Lemah. In line with the recognition of Sekolah Harapan Negara by Ministry of Education in 1997, [13] that the recognition of Sekolah Harapan Negara was given to the schools that have fulfill the criterion fixed by the Ministry of Education. Some effective school profile in Malaysia which has been concluded and in his research includes leadership and positive school environment, expectation from teachers on students in the learning of basic skills, frequency of assessments, the role of the Parent Teacher Association (PTA) and the physical facilities of the school.

[4] Effective school concept in the context of Malaysia which based on the award of the school in academic achievement, character development, and social skills through fostering cultural traditions and the character of the school itself is actually coincided with the National Education Philosophy in Malaysia. [7] Sharifah Md. Nor (2000) agree with this statement by explaining that the notion of effective school should include all aspects of education and not just limited to the achievement of students in academic only. This is to ensure that the concept of effective school was in line with the aspirations stated in National Education Philosophy and Vision 2020, such as visionary, zero defects and world class school.

[7] Explanation that the school is effective when it managed to show improvement in curriculum and co-curriculum, aspect of moral, personal and physical, and at the same time practicing efficient administration, established teaching and learning process, close collaboration among school community and between school community with the local community. According to Sharifah Md. Nor (2000), effective school has a variety of definitions as different parties have different perceptions and expectations from the school.

For instance, parents or guardian will define the effectiveness of the school according to their children's achievement in education and also the collaboration of school with the parents. Communities define school effectiveness by linking the concept with the students' academic achievement and students' character. Whereas for stakeholders of the school such as manufacturing and production industry, an effective school is a school that strives to produce excellent and skilled workforce so that they can help to reduce the costs in production and at the same time increase the productivity of the plant.

Sharifah Md. Nor (2000) adds, in Malaysia, there are various types of schools of choice for parents when making decisions in choosing the right school for their children. Parents' choice and decisions are influenced by their different expectations on schools and also their perception on which

school will be able to provide the best education for their children. In this case, academic excellence is commonly used as the main consideration by parents or guardians in the selection of right school for their children. Moreover, the definition of effective school in Malaysia refers to the recognition and awards given by Ministry of Education that received by the school. For example, high performance school in public examination, High Quality Award from Ministry of Education, and so on.

Hence, Sharifah Md. Nor concludes that there are five criteria set out by Ministry of Education in defining effective school, namely (a) the academic achievement in public examinations, (b) the importance of academic excellence such as the quantity and quality of homework, remedial actions in teaching and teaching strategies, (c) the importance of management and administration of the school such as blueprint, curriculum committee, time and financial management, (d) the importance of school environment, such as school culture, positive attitude among teachers and the relationship and cooperation among teachers, and (e) the importance of parental involvement in Parent Teacher Association (PTA).

Generally, an effective school is a school tends to improve the overall progress of all students and at the same time considers the early development and also students's background in order to ensure the equality in education system. Furthermore, an effective school is also responsible to improve students achievement and progression to make sure students achievements is accordance to the standards and benchmarks that need to be achieve by the students throughout the year. In addition, an effective school tends to practice efficient management which includes the effectiveness of leadership and organization management by the administrators of the school. Thus, an effective school is a school which is able to continuously produce the best student achievement in all aspects, and at the same time the members of the school organization can work together under a systematic and well-managed organization.

B. Sports School

According to Niedra & Chelladurai (2012), the concept of sports school begins in the Soviet Union, Russian. Although sports schools have been established more that 60 years in the country, but no evaluation of effectiveness been carried out in the country. In 2012, a research about the effectiveness of sports school in Latvia was carried out by Niedra & Chelladurai (2012) to identify the outcomes of sports school in Latvia – the promotion of an active and healthy lifestyles among the participants and the development of athletic talent. The results show that the establishment of sports school in Latvia has achieved the objectives of school because the former students of the school practicing a more active lifestyle than the non-former students. Besides, most of the Olympic athletes are former students of sports school.

In conclusion, the previous research related to effective schools and studies involving sports school has been used as the references and literature review in this research to support the research objectives set in this pilot study. This is important

to ensure the quality of this school effectiveness research and at the same time to keep the researcher in the right track when carrying out this pilot study in order to get a trustworthy findings about the effectiveness of Malaysian Sports School.

V. RESEARCH METHODOLOGY

A. Research Design

[12] Research design is the framework used in a study to collect and analyze data. Robson (2011) states that research design serves to convert the research questions to projects involving the objectives, theory, research questions, methods and sampling strategy. Whereas Creswell (2009) defines research design as planned or proposal to conduct research which involves the interaction between philosophical studies, research strategies and research methods.

The conceptual framework of this study is based on two theoretical models in the studies of school effectiveness, which is Input-Process-Output Model by Teddlie & Reynolds (1999) and Integrated Goal and System-Resource Model Of Effectiveness [27]. Input-Process-Output Model is the theoretical framework formulate through Effective Schools Movement. Besides, Intergrated Goal and System-Resource Model Of Effectiveness is the model that has been formed through the combination of two mainstream models of organizational effectiveness which includes Goal Model and System-Resource Model.

Moreover, the analysis of school effectiveness studies that have been carried out by five local and abroad researchers in school effectiveness was used as the process variables in this research. The five researchers includes Peter Mortimore (1995), Stoll & Fink (1996), Abd. Karim Mohd. Nor (1998), Teddlie & Reynolds (2000) and Muhammad Faizal A. Ghani (2008). As a result, seven universal characteristic of effective school have been identified in the analysis, namely (i) leadership, (ii) teaching and learning process, (iii) school culture and environment, (iv) high expectation, (v) students aspect, (vi) continuous monitoring and evaluation process, and (vii) collaboration of school and home.

Hence, the formation of framework in this study has been made by referring to the characteristics of effective school model and the formation of the theoretical framework has been made by referring to the theoretical framework commonly used by previous researchers in effective schools studies. It is important to ensure that the result of this pilot study is conducted based on the context of Malaysian Sports School and can be used as a reference and guideline for Sports School in Malaysia to improve the effectiveness of school management and administration. The conceptual framework of this pilot study is shown in Figure 1.

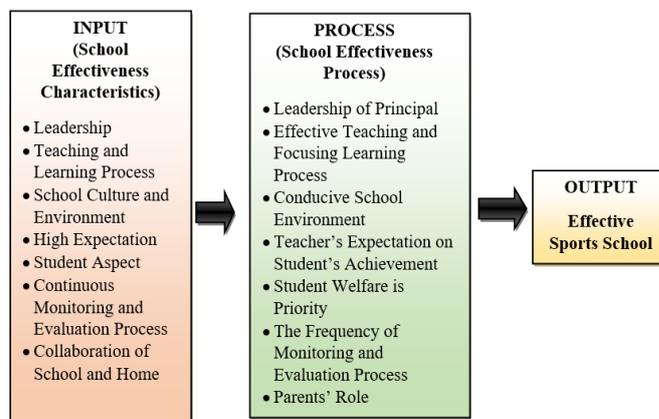


Fig. 1. Conceptual Framework of The Effectiveness of Sports School in Malaysia

B. Sampling in The Research

[15] The research location must be in accordance with the requirements of the study. Hence, this pilot study has been conducted in a Sports School located in Pahang state, Malaysia. The population was 30 respondents that includes teachers who directly involved in the management and administration of Sports School, such as Senior Assistants, Heads of Division, Head of the Subject Committee, Counsellor and teachers who served in the Malaysian Sports School. The respondents consist of male and female teachers from different races, grades and working experience in the organization.

The number of respondents chosen in this pilot study is sufficient according to the suggestions of Kerjcie & Morgan (1970), and Gay & Airasian (2003). A well planned population of respondents is crucial to ensure the parameters of the respondents' population as Mohd. Majid Konting (2000) states that the saiz of respondent population directly affecting the number of data need to be collected for analysis purposes in the research.

C. Research Instrument

Research instrument is one of the important component in data collecting when conducting a research [18]. It is important to answer the problem statements focused by the researcher in the research [22]. According to Zemke & Kramlinger (1982), the pros of using questionnaire in the research are questionnaire is able to improve the accuracy of statistical estimation of the sample and it can also reduce sampling error in the research. Hence, questionnaire has been chosen as the main research instrument in collecting data needed in this pilot study.

This instrument is adapted from the instrument used by Muhammad Faizal A. Ghani (2008) in his Delphi study that forms effective school model in the local context. When conducting the Delphi research, the researcher gets the views and suggestion from experts in the field of school leadership in order to get an accurate and reliable findings. The rational of choosing this Delphi research as a reference is due to the validity and reliability of the research findings. Apart from

referring to previous research, the items in the questionnaire have been modified to ensure the validity of questionnaire in getting the data needed in this pilot study. Moreover, the questionnaire was sent to experts in the field of Management, Language and Mathematics to ensure the validity and reliability of the instruments to be used in this study for data collecting purposes.

The items in this questionnaire has been divided into four sections, namely (I) school profile, (II) teacher's profile, (III) practices of effective Sports School, and (IV) deterrent factors in practicing effective school in Sports School. The respondents were required to answer structured questions in Section I and II as the response for each respondent is vary. For Section III and Section IV, the respondents were required to answer the questions based on Five Point Likert Scale [16].

The Five Point Likert Scale for Section III and Section IV has been summarized as shown in Table 1.

TABLE 1. FIVE POINT LIKERT SCALE FOR SECTION III AND SECTION IV

Five Point Likert Scale	Response	
	Section III	Section IV
5	Almost Always	Strongly agree
4	Sometimes	Agree
3	Once in a While	Neutral
2	Rarely	Disagree
1	Never	Strongly Disagree

D. Data Analysis

The analysis process is important in the research as the data obtained are meaningless if it is not analyzed [22]. In other words, data analysis is carried out to make the data collected more meaningful in the research (Ary, Jacobs & Razavieh, 2004) as the analysed data can be used to answer the research questions and provide a systematic information about the facts and characteristics of the population accurately [22]. The data collected in this pilot study were analyzed using the Statistical Package for the Social Sciences (SPSS) Version 23.0.

Moreover, descriptive statistical methods, such as mean and standard deviation were used to interpretate the data collected in this pilot study. Respondents would state their level of agreement for each item in the questionnaire based on Five Point Likert Scale. Next, score will be given for each item answered as shown in Table 2.

TABLE 2. SCORE FOR EACH RESPONSE IN THE QUESTIONNAIRE

Five Point Likert Scale	Response	Score
5	Almost Always / Strongly Agree	5
4	Sometimes / Agree	4
3	Once in a While / Neutral	3
2	Rarely / Disagree	2
1	Never / Strongly Disagree	1

Then, the interpretation of the mean score for every items in the questionnaire has been shown in Table 3.

TABLE 3. THE INTERPRETATION OF MEAN SCORE

Mean Score	Interpretation Level
1.00 – 2.49	Weak
2.50 – 3.79	Moderate
3.80 – 5.00	High

Source: Zulkifli Awang, 2012 [66]

VI. FINDINGS

The effectiveness of the Sports School in state Pahang and the deterrent factors of effective practice in the school were identified by getting response from 30 respondents through questionnaire. The data collected were analyzed using descriptive statistics to get the mean score. Next, the score were interpreted into level of effectiveness by referring to the score interpretation created by Zulkifli Awang (2012), as shown in Table 3.

Hence, the findings and interpretation for the data collected in this pilot study were showed in Table 4 and Table 5. Table 4 is mainly for data presentation for items in Section III, while Table 5 shows the findings for items in Section IV.

TABLE 4. EFFECTIVENESS LEVEL OF SPORTS SCHOOL OF PAHANG STATE

Items	Mean	Standard Deviation	Effectiveness Level	Interpretation
A.Principal Professional Leadership	3.81	0.84	High	Effective
B.Conducive School Environment	3.96	0.73	High	Effective
C.Focus on Teaching and Learning Process	4.19	0.62	High	Effective
D.High Expectation	4.24	0.63	High	Effective
E.Continuous Evaluation	4.06	0.73	High	Effective
F.Collaboration between School and Parents	3.86	0.84	High	Effective
G.School as a Learning Organization	3.92	0.82	High	Effective

Based on Table 4, the items in Section IV of the questionnaire have shown the mean scores range from 3.81 to 4.24. The findings of the mean scores have shown the effectiveness of management in the Sports School in Pahang State, where the level of satisfactory is high among the respondents. The items "High Expectation" have shown the highest mean score, which is 4.24, followed by the "Focus on Teaching and Learning Process" with a mean score of 4.19. However, the item "Principal Professional Leadership" have showed the lowest mean score compared to other items, which is 3.81. As a conclusion for the findings in this section, the Sports School in the Pahang state has achieved an average mean score of 3.99, which is at a high level of effectiveness.

TABLE 5. DETERRENT FACTOR OF EFFECTIVE PRACTICE IN SPORTS SCHOOL OF PAHANG STATE

Items	Mean	Standard Deviation	Level	Interpretation
A.School Factor	2.59	0.92	Moderate	Significant
B.Teacher Factor	3.09	0.97	Moderate	Significant
C.Student Factor	3.44	0.93	Moderate	Significant
D.Context Factor	3.83	1.13	High	Very Significant

Based on the results showed in Table 5, the most significant deterrent factor in obstructing the practice of effective practices in Sports School is the context factor. In fact, the items in context factor has shown the highest mean score, which is 3.83. Next, the student factor was the second significant factor with a mean score of 3.44. Instead, the school factor has demonstrated the lowest mean scores compared to the other three factors, with a mean score of 2.59 and followed by teacher factor with a mean score of 3.09.

Besides, the items “increasing in teachers’ workload” has demonstrated the highest mean score among 21 items in identifying the deterrent factors of effective practice in Sports School, which is 4.43. Next, the item financial provisions were slow and not enough has showed second highest mean score, namely with a mean score of 4.20. Furthermore, items indifference of students towards leaning and misbehaving also showed third highest mean score, which is 4.17.

VII. DISCUSSION

Based on the findings that have been shown in the form of tables and discussed comparatively in the previous section, the Sports School in Pahang state has achieved high level of effectiveness. However, the study found that “Principal Professional Leadership” has showed lowest mean score compared to other items. This findings show that the Sports School leaders need to take appropriate action in order to improve the effectiveness of school management in Sports School. In fact, according Mohd Salleh Aman (2005), supportive and credible leaders are needed for the development of sports sector. Besides, Barrow (1977) states that leadership is a process for individual and groups to plan and achieve the goals and objectives of the team or organization. In this era of multi-dimensional sports, leadership is needed in the process of motivating, providing feedback for internal relations and group assessments in order to improve the confident and ability of team members.

In addition, the collaboration between school and parents should be enhanced in the transformation of Sports School to become a quality education institution which is capable in producing a balanced, harmonious, competitive and world class students. Some parents and community still have the perception that Sports School only focus on sports activities and they do not realize that sports actually plays an important role in children development and sports actually create a bright future for potential athletes. Hence, the findings in this pilot study once again proved that the reputation of a school plays an important role in influencing the confidence level of the public,

especially parents who expecting the best education for their generation.

This phenomenon and trend is coincides with the view of Bolendar [10], which states that the efforts in developing school reputation is increasingly important and more challenging nowadays. Hence, school authorities must take the initiative and step up their efforts to develop an excellent school reputation. Therefore, school administrators not only need to be aware with all the policy changes proposed by the ministry, but also need to be aware with the findings and suggestions that obtained through scientific research about school management and system improvements. By forming collaboration with the parents and improving parents’ confident level towards the school management and administration, the effectiveness of Sports School will eventually increased. Moreover, the findings in this pilot study shows that the context factor were identified as the most significant deterrent factor for effective practice in the Sports School. The items in context factor such as ministry programmes apart from Ministry of Education have interrupted teaching and learning process, the problems in financial allocation, dynamic policy changes in education and unsupportive education stakeholders have showed higher mean score compare to other items in context factor.

In addition, teachers were burdened with heavy workload and indifference of students towards learning were identified as the most significant deterrent factor in practicing effective practice in Sports School. The findings in this pilot study showed similar result with the findings of research carried out by Muhammad Faizal A. Ghani (2008) in Sekolah Berasrama Penuh (SBP) and Sekolah Menengah Kebangsaan Agama (SMKA). In fact, both research found that the deterrent factors obstructing the effective practice in the school include the increase in teacher workload, indifference attitude among the students bring disciplinary problem in the school, ministry programmes apart from Ministry of Education have interrupted the teaching and learning process, dynamic policy changes in education, the problems in financial allocation and lack of stakeholders’ support to school development and programme.

Hence, in order to improve the effectiveness of the Sports School, school administrators led by school principal should always take into account the school context factors that will directly influence the effectiveness of school management. For example, financial aspect, dynamic changes in education policies, teachers’ workload and also student aspects are some of the context factors that significantly affect the level of effectiveness in school management and administration.

In conclusion, the findings in this pilot study has demonstrated that leadership, credibility and the sensitivity of Sports School administrators in dealing and handling the deterrent factors in forming effective Sports School are the key of success in establish effective Sports Schools in Malaysia.

VIII. CONCLUSION

School is a social institution serving all walks of life. As a result, every society members have their own definition of school effectiveness. For example, teachers emphasize the balanced development of students and the leadership of school

administrators so that they can carry out their duties effectively. For students, they emphasize the willingness of teachers to teach effectively and the beautiful, clean and harmonious school environment which can help them to develop their talents and potential. Whereas for parents, they emphasize the cooperation and good collaborative relations between the school and the parents in the formation of effective Sports School.

Hence, this pilot study has been carried out in order to continuing the studies of school effectiveness in Malaysia by involving Sports School which responsible in athletes training in order to ensure the athletes performing in sports in academics. Besides, the findings in this research has provide reference for Sports School administrators in making self evaluation and taking appropriate efforts in improving their effectiveness in school management and administration to ensure the quality of the output of the Sports School.

In addition, the findings in this research have also identified the deterrent factors that obstructing Malaysian Sports School in effective management. Therefore, improvements and strategic solutions can be designed and implemented by Sports Schools to provide quality education services to the students and stakeholders and thus increase the quality of sports in Malaysia. The findings of this pilot study can be used as a reference to the stakeholders in order to enhance the effectiveness of Sports Schools and transforming the Sports School as an effective educational institution that plays an important role in forming first class human resources in our country.

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