

Certification of Examination of Thesis

We, the following members of the Thesis Examination Panel appointed by the Senate to examine the thesis entitled:-

"A Case Study of the Environment of A Teacher's Training College
in Penang, Malaysia"

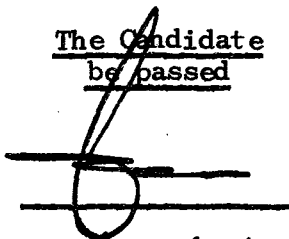

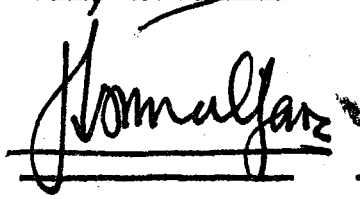
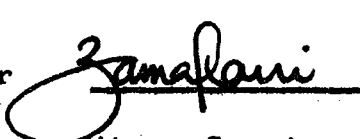
submitted by Puan Law Swee Keat in partial fulfilment of the requirements for the degree of Master of Education hereby confirm that:-

- (i) We met on Friday, 11 September 1981 and submitted the candidate, Puan Law Swee Keat to an Oral Examination in accordance with the Provisions of Part (A) Clause 8(3) of the Higher Degree Programme Requirements:-

"Unless exempted by Senate, a candidate will have
to appear for an Oral Examination"

and

- (ii) that we make the following individual recommendations:-

- | <u>Thesis Examination Panel</u> | <u>The Candidate</u>
<u>be passed</u> | <u>The Candidate</u>
<u>be not passed</u> |
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I, Noel Alfred Ogle, in my capacity as Secretary to the said Thesis Examination Panel, do hereby confirm that the Panel after full consideration of the recommendations of the External and Internal Examiners and of the individual recommendations of its members, has agreed to recommend to Senate that the candidate, Puan Law Swee Keat be awarded the degree of Master of Education.

Date: 11/9/81.


(Secretary)

A CASE STUDY OF THE ENVIRONMENT OF A TEACHERS TRAINING
COLLEGE IN PENANG, MALAYSIA

by

LAW SWEE KEAT

A thesis submitted in partial fulfilment of
the requirements for the degree of

Master of Education

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Finally, this work would not have been possible without the encouragement of my husband, who offered much critical advice.

ABSTRAK

Jika setiap individu itu berbeza dari individu lain dalam keadaan fizikal dan psikologikalnya, begitu juga institusi-institusi pengajian tinggi boleh dibezakan dari segi struktur, objektif, kursus, guru, buku, ujian, syarahan, peraturan-peraturan, undang-undang dan sikap ahlinya. Akan tetapi sesebuah institusi pengajian tinggi sepatutnya mempunyai ciri-ciri tersendiri, bersesuaian dengan kedudukannya, yang menjadikannya lebih daripada satu koleksi objektif-objektif, sikap-sikap dan sifat-sifat. Keadaan inilah yang mengasingkannya dari institusi lain dan walaupun sifat ini tidak boleh didefinisikan dengan tepat, ianya akan mempengaruhi kita pada saat kita melangkah ke alam institusi itu. Pengaruh ini mungkin menjadi kuasa pembina yang kuat pada semua yang menuntut dan bekerja di dalamnya.

Kajian ini telah memeriksa persekitaran satu maktab perguruan di Pulau Pinang. Mengikut pendapat penulis, beberapa perkembangan sahshiah yang paling bererti terus berlaku pada masa individu itu ada di maktab dan perbezaan-perbezaan dalam aspek-aspek persekitaran formal dan informal akan meninggalkan kesan-kesan yang berbeza-beza itu. Berdasarkan "College and University Environment Scales (CUES)" yang dibentuk oleh C.R.Pace, kajian ini telah membandingkan persepsi-persepsi berbagai kumpulan dalam maktab dan juga persepsi penuntut-penuntut terhadap persekitaran maktab mereka dengan persekitaran institusi-institusi di tempat-tempat lain.

CUES terdiri daripada lima skala, setiap skala mengandungi dua puluh item. Skala-skala tersebut ialah kepraktikan (practicality), kesedaran (awareness), keserjanaan (scholarship), perkongsia (community) dan ketertiban (propriety). Responden-responden menunjukkan sama ada mereka bersetuju atau tidak dengan item-item berkenaan dengan lima aspek persekitaran ini. Mengikut persepsi-persepsi yang telah diperolehi, persekitaran Maktab Perguruan Sri Pinang boleh disifatkan sebagai suatu yang menegaskan ketertiban dan kepraktikan, sedangkan keserjanaan dan kesedaran tidak diberi banyak perhatian.

Identifikasi juga telah dibuat mengenai beberapa keadaan, amalan dan peraturan yang boleh menolong pendidik-pendidik mencapai tujuan latihan perguruan. Adalah sangat-sangat diharapkan bahawa pelbagai saranan berkenaan dengan aspek-aspek persekitaran maktab perguruan yang dikemukakan dalam kajian ini akan diikuti dengan perubahan-perubahan dalam keadaan, amalan dan peraturan maktab supaya suatu persekitaran yang lebih unggul dapat dibentuk.

ABSTRACT

As individuals differ in their physical and psychological make-up so do institutions of learning differ in their physical structures, objectives, sets of courses, lecturers, books, tests, rules and regulations and the attitudes of their members. However any institution worthy of its name, will have a character of its own, a personality which makes it more than just an assemblage of objects, attitudes and attributes. This characteristic atmosphere makes it different from other environments and though eluding attempts to describe it accurately, nevertheless, exerts an influence on and may even act as a powerful developing force upon all who study and live in it.

This study is an attempt to examine the environment of a teaching college in Penang. It is the contention of the writer that significant personality development continues to occur during the years in college and that differences in both the formal and informal aspects of the environment make for differential impact on the students. Using the College and University Environment Scales (CUES) developed by C.R. Jones the study has attempted to compare the perceptions of the different groups of people within the environment as well as the general environment of the college as perceived by the students to the perceived environments of other institutions of learning.

The hundred items of CUES form five scales of twenty items (the scales being; practicality, awareness, scholarship, community and propriety. Each item describes a feature of the scale to which it belongs. Respondents indicate their agreement or disagreement with the items pertaining to these five scales, based on their perceptions of the environment. The results of the survey indicate an environment which emphasizes practicality and propriety, with relatively less emphasis on scholarship and awareness. However, the results were found to differ, depending on the respondent's sex, educational background, elective group and position in the environment.

Besides characterizing the environment and accounting for the differences in the perceptions obtained, identification was also made of those conditions, practices and procedures, both formal and informal, that might aid educators in the attainment of the objectives of teacher training. It is hoped that the various aspects of the environment of the teachers college as revealed in the study will result in specific changes in the teachers college to meet with the wider educational goals as well those established by the ministry's teacher training programme.

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGEMENTS	i
LIST OF TABLES	viii
LIST OF FIGURES	xii
CHAPTER	
INTRODUCTION	1
1. TEACHER EDUCATION IN MALAYSIA	4
A. AIMS AND CONTENT	
B. SUBJECT OF STUDY	
2. DEFINING THE ENVIRONMENT	17
3. STATEMENT OF PROBLEM	21
4. NEED FOR STUDY AND REVIEW OF LITERATURE	23
5. RESEARCH DESIGN AND METHODOLOGY	33
6. ANALYSIS OF RESULTS	53
7. ANALYSIS OF THE SUBSCALES PERTAINING TO THE HIDDEN CURRICULUM	102
8. CONCLUSION	111
BIBLIOGRAPHY	
APPENDIX	
1. Soalselidik tentang Persekitaran Maktab Perguruan seperti yang dipersepsikan oleh Guru-guru Pelatih dan Pensyarah-pensyarah Maktab.	123
2. CUES FORM X-2	131
3. Scoring Key and Rationale	135

4.	(a)	Practicality Scale Items: Distribution of Keyed Responses by Sample Elective Groups, MPSP, 1980.	137
	(b)	Scholarship Scale Items: Distribution of Keyed Responses by Sample Elective Groups, MPSP, 1980.	138
	(c)	Community Scale Items: Distribution of Keyed Responses by Sample Elective Groups, MPSP, 1980.	139
	(d)	Awareness Scale Items: Distribution of Keyed Responses by Sample Elective Groups, MPSP, 1980.	140
	(e)	Propriety Scale Items: Distribution of Keyed Responses by Sample Elective Groups, MPSP, 1980.	141
5.	(a)	Practicality Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980. (Home Background, Ethnic Group and Sex of Respondents).	142
	(b)	Scholarship Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980 (Home Background, Ethnic Group and Sex of Respondents).	143
	(c)	Community Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980. (Home Background, Ethnic Group and Sex of Respondents).	144
	(d)	Awareness Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980. (Home Background, Ethnic Group and Sex of Respondents).	145
	(e)	Propriety Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980. (Home Background, Ethnic Group and Sex of Respondents).	146
6.		Background of Student Respondents, Sample Group, MPSP, 1980.	147
7.		CUES: Probability that given percentages might shift above or below the dividing line of being counted in the score (When N = 75 to 100).	148

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Intake of Trainees into Teachers Training Colleges in Malaysia, 1971-1980.	9
2.	Student Enrolment, MPSP, 1980.	14
3.	Composition of Students, MPSP, 1980	14
4.	Return on CUES Administered to Sample Group, MPSP, 1980.	53
5.	Incomplete Items in CUES Administered to Sample Group, MPSP, 1980.	54
6.	Responses For Omitted Items in CUES Administered to Sample Group, MPSP, 1980.	56
7.	CUES Score for Maktab Perguruan Sri Pinang	58
8.	Practicality Scale Items: Distribution of Keyed Responses of Sample Group, MPSP 1980 (Students).	59
9.	Scholarship Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980 (Students).	61

<u>Table</u>		<u>Page</u>
10	Community Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980 (Students).	62
11	Awareness Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980.	63
12.	Propriety Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980 (Students).	64
13.	Practicality Scale: Items Answered by 60% and More in Keyed Direction By Sample Group, MPSP, 1980.	65
14.	Practicality Scale: Items with less than 33% of Keyed Responses of Sample Group, MPSP, 1980.	66
15.	Scholarship Scale: Items answered by 66% or More and 33% or less in Keyed Direction By Sample Group, MPSP, 1980.	67
16.	Community Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980 (Students).	69

<u>Table</u>		<u>Page</u>
17.	Community Scale: Items with less than 33% of Keyed Responses of Sample Group, MPSP, 1980.	70
18.	Awareness Scale: Items answered by 66% and more and 33% or less in Keyed Direction by Sample Group, MPSP, 1980.	71
19.	Propriety Scale: Items answered by 66% and more in Keyed Direction by Sample Group, MPSP, 1980.	73
20.	Propriety Scale: Items with less than 33% of Keyed Responses of Sample Group, MPSP, 1980.	74
21.	CUES Score - Elective Group of Sample, MPSP, 1980	76
22.	Difference in Student Perceptions - Home Background, MPSP, 1980.	80
23.	Differences in Student Perceptions - Ethnic Group, MPSP, 1980.	82
24.	Differences in Student Perceptions - Sex of Respondents, MPSP, 1980.	83
25.	CUES Score: Students and Staff, MPSP, 1980	86
26.	Practicality Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980 (Staff).	87

<u>Table</u>	<u>Page</u>
27. Scholarship Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980 (Staff).	88
28. Community Scale Items: Distribution of Keyed Responses of Sample group, MPSP, 1980 (Staff).	89
29. Awareness Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980 (Staff).	90
30. Propriety Scale Items: Distribution of Keyed Responses of Sample Group, MPSP, 1980 (Staff).	91
31. CUES Score for Different Institutional Types	96
32. CUES: Scale Scores and Percentiles for United States Teachers Colleges & MPSP.	98
33. CUES: Scale Scores - Universiti Sains Malaysia and MPSP.	100
34. CUES Subscale: The Quality of Teaching and Nature of Course Work.	103
35. CUES Subscale: Staff-Student Relationship	105
36. CUES Subscale: Campus Morale	108

FigurePage

1	Use of Environmental Information
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25

INTRODUCTION

The great majority of studies in contemporary education in Malaysia have dealt with either the schooling system or government policies. It is only lately that efforts have been made to study a vital part of the educational system - namely the teachers themselves. It is an acknowledged fact that the quality of an educational system is not only dependent on the strength and clarity of policies, the excellence of physical facilities and the type of students but also the teachers themselves. In 1980 the primary, secondary, vocational and technical schools together had an enrolment of more than 3.3 million (Third Malaysia Plan, 1976-1980). The responsibility of educating this enormous number of students falls on the shoulders of 107,153 teachers.¹ To a large extent the quality of the education imparted by these teachers depends on the value, motivation and commitment of these teachers and the quality of the training that they themselves have received prior to their service in school.

Much effort has been made by the authorities to establish a formal syllabus for the teachers colleges which would provide the teachers with both the practical training as well as the academic training necessary for them to become good teachers.² This formal syllabus has often been

-
1. This figure for 1978 is derived from Ahmad b. Salleh's tables in "Ke Arah Pendidikan Bermutu, Pendidik dan Pendidikan, Vol. 2 No. 1 January 1980.
 2. See for instance, Second Malaysia Plan, 1971-1975, Mid-Term Review Position Paper on Teacher Training, Teacher Training Division, Ministry of Education, Malaysia and Jawatankuasa Mengkaji Matlamat-matlamat Latihan Perguruan, 1971. Some of the recommendations are discussed in Chapter One.

taken as the 'curriculum' of teacher education; from time to time it has been modified but basically its defining characteristics have remained the same, namely, formal contact between staff and students in regular classroom activities. Contact hours are divided among the various disciplines and emphasis is placed on the mastery of the formal syllabus. Notwithstanding the obvious importance of the formal syllabus as a tool of training, the writer is of the opinion that it is the totality of the learning experience provided to teacher trainees which really determines their attitude towards the profession and accounts for the teaching characteristics of the trainees at the end of the course. The totality of the learning experience means not only the learning process during the dispensation of the formal syllabus but also the wider matrix of factors which impinge upon the student trainee inside and outside the classroom. Therefore, the academic and non-academic character of the college, the quality of the learning facilities, the extent of extra-curricular involvement, the social relationship the student establishes with his peer group as well as with his teachers, the values and standards which are seen as emphasized by the college, including socio-cultural and professional - all of these can be said to constitute the curriculum of the teachers training college. The value of such a definition is that it does not set apart the formal syllabus from its wider institutional setting; neither does it ascribe the standard of performance of the teacher trainee to a simple unicausal explanation. Rather it recognizes the interrelationship of several factors and the complexity of arriving

at a satisfactory explanation for the values or performance of the students. It is because of this broader definition of the curriculum that this study will specifically focus on the environment of a teacher training college.

Chapter One

TEACHER EDUCATION IN MALAYSIA

A. Aims and Content

There are two main types of teacher training institutions in Malaysia; the non-graduate teacher training institutions administered by the Ministry of Education and the various graduate faculties, schools or departments of education run by the universities. Until the early 60's the emphasis of teacher training had been in meeting the requirements of the school and thus the curriculum of the teachers colleges had centred around teaching methods and the teaching of primary school subjects.¹

Apart from the need to unite the nation, the late 60's also saw increasing emphasis being placed on technical, scientific and vocational education. There was clearly a need for a review of the teacher education curriculum and the formulation of a definitive teacher training policy in view of the rapidly changing conditions. Thus in 1969, the Teacher Training Policy Review Committee², prompted

-
1. For instance, until 1963, the primary teacher training curriculum provided a total training time of twenty hours per week, half of which was devoted to the main and second language and only one to two hours per week were devoted to the study of education.
 2. This was the committee formed to review teacher education under the Second Malaysia Plan, 1971-1975.

by these factors, set up a subcommittee¹ to

- (a) define the aims of the primary and secondary teacher training colleges and to consider the extent to which the programmes were geared to the needs of the schools
- (b) review the syllabuses in relation to the proclaimed aims
- (c) consider the desirability and feasibility of coordinating and integrating the hitherto separate teacher training programmes in the secondary and primary training colleges.

(Wong and Chang; 1973 p.86).

The Committee presented its findings to the National Seminar on Teacher Education organized by the Ministry of Education in December 1970. It was of the opinion that teachers who were to be responsible for implementing the national educational policy at ground level should possess certain qualities, both innate and acquired. It was not only important to produce good professionals with a thorough grasp of what they were required to teach and who were capable of imparting and transmitting knowledge along sound pedagogical lines but

"definitive provisions must be made for the personal development of the teacher as an individual even as

1. It was chaired by Professor Sim Wong Kooi, Dean of the Faculty of Education, University of Malaya.

his professional needs are being catered for. If it is expected of a teacher to instill in his pupils feelings of loyalty for this country he must himself develop these feelings.... he will need to develop right attitudes to people and to various branches of knowledge if his pupils are required to cultivate such attitudes, he must be assisted to develop into a well rounded personality if he in turn is required to help his pupils to achieve all round development."¹

As a result of the recommendations of the Committee , the Committee of Study to review the Courses of Study at the Teacher Training College, 1972 (Jawatankuasa Menyemak Semula Kursus-Kursus Pengajian Maktab-Maktab Perguruan 1972)² decided to integrate the primary and secondary teacher training schemes into one common programme. The objectives of this programme, commonly referred to as the Integrated Teacher Training Programme, (Rancangan Latihan Perguruan Bersepadu), are³

- (a) to provide trained teachers of high calibre
- in sufficient numbers to meet the increased
- needs of the country

-
1. General and Specific Aims of Teacher Training in Malaysia, Jawatankuasa Mengkaji Tujuan-Tujuan Latihan Perguruan, Kementerian Pelajaran, Mei 1971 p. 2
 2. This committee was headed by Tuan Hj. Lokman bin Musa, then Director of Teacher Training, Ministry of Education.
 3. Kementerian Pelajaran; 1971, p.4

- (b) to cater for the requirements of all types of schools within the system
- (c) to produce teachers motivated strongly to
 - (i) be active agents in creating a united Malaysian nation dedicated to the democratic way of life
 - (ii) instil in pupils the ideals of Rukunegara¹
 - (iii) meet the challenges of developing the potential human resources of the youth of the country to meet its manpower needs
 - (iv) stimulate in pupils the growth of aesthetic, moral, physical and intellectual qualities necessary for living full and satisfying lives.

Today there are twenty five teachers colleges in Malaysia, the majority of which are fully residential. Students under the current Integrated Programme follow a common core curriculum with electives

1. The main objectives of Rukunegara or national ideology adopted in 1970 are (i) the maintenance of a democratic way of life
 (ii) the creation of a just society
 (iii) the pursuance of a liberal approach to the rich and diverse cultural traditions
 (iv) the building of a progressive society oriented to modern science and technology.

to enable them to specialize in primary or lower secondary school teaching during their second year of training. The core courses comprise Bahasa Malaysia, English Language, Education (including Teaching Practice) and Physical and Health Education. The subjects for specialization include Bahasa Malaysia, Teaching of English as a Second Language, History, Geography, Commerce, Science, Mathematics, Agricultural Science, Home Science, Arts and Crafts, Industrial Art, Vocational subjects, Music and Physical and Health Education.

Before the launching of the Integrated Training Programme, the training of teachers for the primary and lower secondary levels were conducted separate from each other. This hierarchical system did not allow for dialogue between teachers of secondary schools and those in the primary schools. Moreover, with the exception of three colleges, the primary school training centres had no residential facilities and were commonly referred to as Day Training Centres. Another practice which tended to add to the stratification was the acceptance until 1968, of trainees with only three years of secondary school education into these centres as compared with a minimum of five years for the other programme.

Besides sharing common core courses, the Integrated system differs from the previous systems in the following respects:

- (a) subject content and teaching methods are not separated

- (b) all trainees are required to be proficient in the two languages, Bahasa Malaysia and English
- (c) there is greater emphasis on co-curricular activities as proficiency in the classroom alone is no longer acceptable.

There is also greater emphasis on the teaching of civics, religious and moral education.

The existing colleges can accommodate about 12,000 trainee teachers a year (Chan Siang Sun, as quoted in New Straits Times Press, June 24, 1980). There is no fixed recruitment figure per year, the intake into the colleges being dependent on the needs of the country. Intakes for the years 1971-1980 are as follows:¹

Table 1: Intake of Trainees into Teachers
Training Colleges in Malaysia, 1971 - 1980

Year	1971	1971	1973	1974	1975
No.	1,048	1,833	2,173	2,884	3,421
Year	1976	1977	1978	1979	1980
No.	5,352	5,959	5,870	5,550	5,770

1. These figures are based on those given by T.Hj. Mohd Ali b. Ibrahim, Director of Teacher Training for the years 1971-78 and Datuk Chan Siang Sun, New Straits Times Press, June 24, 1980 for 1979-80.

The Three Year Course

As redefinition of the specific aims of education and the adoption of the national ideology have resulted in the revision of the operational objectives of teacher training and in the launching of the Integrated Teacher Training Programme, so also have changing conditions within the country in general, and in developments in the field of education in particular affected the programme itself. There have been changes in the organization of teaching practice, wider implementation and use of educational technology as illustrated by the current emphasis on micro-teaching, and revisions and additions to the syllabuses, as for instance the addition of Moral Education and Islamic Instruction in 1978.

An attempt has been made to evaluate the effectiveness of the Integrated Teacher Training Programme. In 1977 answers to wide ranging questions on the effectiveness and usefulness of the courses offered and the activities undertaken were solicited from teachers who had passed through the programme. Heads of schools were also requested to rate the teachers on matters such as class control, attitude and relationship with their pupils.¹ Among the suggestions forwarded by the respondents were

- (1) the need to increase the general knowledge
of the teacher trainees

1. 444 teachers responded, but only 248 questionnaires were completed in full. The return for head teachers was 98. Soal Selidik Mengenai Latihan Perguruan Bersepadu, Bahagian Latihan Guru, Kementerian Pelajaran, September 1977.

- (2) the need to place greater emphasis on skills
 that would enable teachers to assess and
 evaluate their pupils' progress/weaknesses
- (3) lengthening the period of both training and
 teaching practice.

One recurring theme which has become increasingly problematic is the duration of the teacher training programme. Additions to the syllabuses have generally been solved by increasing the number of lecture hours per week. This has resulted in overburdening the trainees to the detriment of the wider objectives of self improvement and development. The obvious solution would be to increase the duration of the course. This has long been voiced by heads of colleges, heads of schools, lecturers, administrators and trainees but has not been implemented sooner because it would mean a dislocation in the supply of teachers: for the extra year when the teacher trainees undergo training, there will be no teachers leaving the colleges. The implementation of the three year training programme in 1981 comes at a time when the demand for teachers has stabilized and attention is being focussed on the quality of the teachers leaving the colleges. Although its implementation has resulted in the revision of some of the existing terms of entry and a reduction in the intake into the colleges (given the existing capacities) the advantages are many: trainees will have more time to improve themselves through self study as the course would be

less examination oriented, less theory-oriented and more personality formative. More stress would also be placed on practical as well as remedial aspects of teaching.

The three year course is but one of several efforts being made to improve teaching and learning in schools. There is increasing awareness that teachers have to be not only academically qualified but also suitably trained; the instrument of training, namely, the curriculum should not only cater for the professional development of the teacher trainee but also offer scope for his personal development. The three year course will modify considerably the nature of the social interactions and the overall environment of the college. How will the extended one year of the course influence the environment as regards the training of the teachers? What impact, if any, will the three year course have on the characteristics of the teacher trainees? Will the changes to the curriculum, the length of the programme and the overall environment of the college be sufficient to bring about the desired changes?

B. Subject of Study

Maktab Perguruan Sri Pinang (Sri Pinang Teachers College) was officially declared open in June 1957 on the site of the former Green Lane School, Penang. Then known as the Day Training Centre, its expressed aim was to train teachers for the primary schools.¹

1. This was in accordance with the recommendations of the Razak Committee, the body appointed immediately after the first election in 1955 to look into and to make recommendations on the state of education in the Federation of Malaya.

Minimum entry qualifications was three years of secondary education (Lower Certificate of Education or Sijil Rendah Peperiksaan). In 1966 the original three-year course of training was shortened to two years and entry was restricted to candidates who possessed a School Certificate or Malaysia Certificate of Education (that is, a minimum of five years of secondary education). Following the implementation of the Integrated Teachers Training Programme in 1973, the college began taking students for both primary and secondary schools. Its present name, Maktab Perguruan Sri Pinang (MPSP) in use since 1976, was officially gazetted only in April 1979. In September 1979, the college vacated its old premises for the site of the former Maktab Perguruan Jalan Northam in Northam Road, Penang, so as to allow for the rebuilding of the college on its original site, the college having long outgrown many of the original facilities. The present site is also hardly adequate but there is at present, a fully equipped micro-teaching studio, an audio visual room and a Home Science-cum-Science block beside the usual lecture and administrative rooms.

In 1957, the student intake consisted of three separate streams, the English stream comprising fifteen groups of students, the Malay stream comprising two groups of students and a Chinese stream of three groups of students. Today there are thirteen groups of students who are in three different elective groups. Each group averages thirty students and the total enrolment for the college in 1980 stood at 371.

Table 2: Student Enrolment: MPSP, 1980

Elective Group		1st. Year	No.	2nd. Year	No.
PPAK(A)	Early Childhood Education - general	2 groups	60	2 groups	55
PPAK(C)	Early Childhood Education - Chinese	3 groups	85	2 groups	55
PPAK(I)	Early Childhood Education- English	2 groups	56	2 groups	60
Total		7 groups	201	6 groups	170

The student breakdown is indicated in Table 4 below:

Table 3 : Composition of Students, MPSP, 1980

	Malays		Chinese		Indians	
	Male	Female	Male	Female	Male	Female
First Year	56	43	16	80	6	-
Second Year	64	42	25	36	3	-
Total	120	85	41	116	9	-

The academic staff of thirty-three is also varied and compared to other newer colleges, it has a lower proportion of graduate staff (only 45%). This is because of a higher proportion of staff who have been with the college since the early sixties when it was the policy to recruit non-graduate staff for the day training colleges.

The curriculum of MPSP is that prescribed by the Ministry of Education, namely, Principles of Education (including School Practice), School Subjects, Special Subjects (Chinese and Teaching of English as a Second language), Moral and Religious education. These are taught in the mornings and early afternoons. Late afternoons are usually given over to games, sports, clubs, societies, uniform bodies and other extracurricular activities. Time devoted to core courses and extracurricular activities are the same for the various elective groups, the only difference being in the hours allocated for the special subjects. Male students also do not follow the Home Science course prescribed for female students.

Entry into the college is made by a selection board outside the control of the staff and principal of the college. Each student receives an allowance of two hundred dollars monthly towards board and lodging for the duration of the two year course, there being no hostel facilities.

Besides conducting the two year full time pre-service course, the college is also involved in a three year part-time course for

temporary teachers in national type (Chinese) schools during the holidays. There is a trial kindergarten class within the college. Originally under the auspices of UNESCO, it has since January 1980 been incorporated into the college proper. In service courses are also conducted by the staff of the college from time to time as directed by the Ministry of Education.

Its initial position as a day training centre, the higher proportion of non-graduate to graduate staff, the non-residential nature of the college and its current temporary site have all worked to produce an environment particular to MPSP. How do these features of the environment influence the social as well as the academic nature of the trainees and the college? In Chapter Two an attempt will be made to define the environment and to outline its main features.

Chapter Two

DEFINING THE ENVIRONMENT

As individuals differ in their physical and psychological make-up, so also institutions of learning differ one from the other. Each institution not only has its own students and teacher but it also has its prescribed sets of courses, books, tests, lectures and extracurricular activities. Apart from these, each institution is further characterized by its own facilities, physical structures, rules and regulations. Together they constitute the elements of what is commonly referred to as the 'environment' of the institution. How to characterize this environment has been a persistent problem in research on higher education. Descriptions vary, depending on the field of specialization and intention of the researcher; thus the environment has been termed in a general way as vocational, technical or collegiate, that is according to the type of training offered. It has also been more specifically identified in terms of the physical and educational facilities, age structure of the students and their prevalent characteristics.

Though opinions differ in the characterization of the environment and the ways to measure or quantify it and its efficiency, it cannot be denied that the environment provides opportunities for the acquisition of new knowledge, beliefs and skills by changing the student's sensory input. These changes in sensory input may result in several changes: in the student's immediate subjective experience

in a temporary or situational change in behaviour, in a lasting or relatively permanent change in the student's experience and in a lasting or relatively permanent change in the student's behaviour (Astin: 1968,p.3). It is for these reasons that studies on the environment of learning institutions have been deemed relevant. Most educational practices are tailored to produce changes of the latter two types, that is, lasting or relatively permanent change in the student behaviour and experience. In the context of the schools and teachers colleges, those changes that are generally promoted are those which produce specific knowledge, beliefs and skills perceived as valued by society and by the authorities which manage the institutions.

Because the environment is not easily defined and the elements within it numerous, attempts at assessing the influence of the environment have tended to be confined to the curricular aspects of the environment, for example, the impact of the curriculum on student learning. This is not surprising in view of the fact that students spend the great part of their time in college guided and instructed in the curriculum, which is the main and often the only formal instrument for meeting the objectives of the institution. As with the environment, there are problems in arriving at a suitable definition for curriculum. It has variously been defined as a course of study, as a planned composite effort of any institution to guide student learning and in a wider context, as consisting of all the planned experiences provided by the school to assist the pupils in attaining the designated outcomes to the best of their abilities. (Neagley and Evans: 1967,p.2

Formally conceived and designed, it can be considered an essential component of the environment but it should be noted that it is only an aspect of the environment that is planned. Learning, however, cannot be restricted to only those aspects which are planned. To do so is to ignore the fact that the school or institution is a complex social system with a network of interactions, some of which arise from unplanned or spontaneous situations and others from planned situations. Although the formal curriculum does have an impact on the experiences of its recipients, there appears to exist also a hidden, non-formal, unseen curriculum which is equally important in contributing new knowledge and in shaping attitudes, beliefs and values.

This unseen curriculum is much more difficult to distinguish and has given rise to some controversy, for if it is difficult to define the curriculum, the problem is even greater in attempting to define something which is hidden or which is unseen. It has been described as "those organizational aspects of school life and the informal interpersonal relations among members of the school community that serve unofficially and often insidiously, the functions of socialization." (Saylor and Alexander: 1966, p.149). A similar view refers to it as "the prevailing social arrangements in which schooling takes place which affects students' modes of thinking, social norms and principles of conduct" (Dreeben: 1976, p.112). A more encompassing view is taken by Kohlberg who identifies it as moral education by

which one learns to accept and adapt to crowds, to praise and to the power structure of the school (Kohlberg: 1970). In more specific terms the hidden curriculum is said to include such important learning as understanding alternative orientations to the 'official' knowledge of the school, how to satisfy teachers' requirements, how to respond to the knowledge or normative content in ways that are acceptable to one's peers as well as one's teachers. Response to the hidden curriculum may well be at least as important for the personal survival of the student as his response to the official curriculum (Eggleston: 1977,p.15).

These views of the hidden curriculum indicate one important distinction between the formal and the hidden curriculum; that where the former is conscious and deliberate, the latter is unintended, but includes learning in the cognitive, affective and psychomotor domains that are acquired concurrently with the planned curriculum.

For the purpose of this study, the environment of MP & P refers to both the formal and informal aspects of the curriculum, (e.g. prescribed courses, rules and regulations, extra-curricular activities) as well as those aspects of the physical environment mentioned earlier; namely, the buildings and other physical facilities. It is essential that the research instrument include items relating to all the above, especially those aspects of the hidden curriculum that have hitherto been neglected.

Chapter 3STATEMENT OF PROBLEMStatement of Problem

This study is an attempt to describe the environment of a teachers training college in Penang, Malaysia by seeking answers to the following:

1. (a) What is the nature of the environment
 of the teachers college as perceived
 by the teacher trainees?
- (b) Are there differences between the nature
 of the environment as perceived by the
 different teacher trainee groups? If so, why?
- (c) Are there differences between the nature
 of the environment as perceived by the college
 staff and the teacher trainees?
- (d) Are there differences between the environ-
 ment of the college under study and
 teachers colleges abroad? If so, why?

2. How do teacher trainees as a body perceive the quality of teaching and the nature of coursework, staff-student relationship, campus morale and the general objectives of teacher training?

Chapter 4NEED FOR STUDY AND REVIEW OF LITERATURENeed for Study

One reason for assessing differences among colleges is the realization that even at this relatively late level of education and learning, there are differences in the impact of different environment on students. Specialists in the field are agreed that significant personality development continue to take place in the age group 17-25 years and that the college years contribute significantly toward this change. (Feldman and Newcomb:1969). The stimuli provided by peers, by classroom experiences and administrative practices are among the most significant sources of influences during the years in college. Differences in the general academic climate, in rules and regulations, in student-faculty interactions, in curricula, teaching and evaluation make for differential impact on the students and on student-staff relationships. In the absence of such studies in Malaysia, this study hopes to make a small contribution toward furthering interest in the field.

A study of the environment is invaluable in that it can provide instructors and administrators of the college with information and insights into the nature of the existing environment and help optimize the teaching -learning process and foster the development of relevant attitudes. For example, what classroom practices and/or administrative decisions can contribute towards training teachers of high calibre,

motivated strongly to be active agents in creating a united Malay nation, able to meet challenges and stimulate in pupils the growth of aesthetic, moral, physical and intellectual qualities? This is especially pertinent in view of the scarce physical and human resources of Third World countries. Besides providing data for decision-making on the above, a study of the environment can also aid in decisions concerning the allocation of non-personal resources, such as the physical facilities, economic resources as well as the formal and structural aspects of the college's procedures and policies. Thus a study of the environment of the college can also help in assessing the extent to which the college is in harmony with or contrary to the college's stated aims and objectives. In addition to aiding in decision-making, the environmental information obtained from such a study can act as base-line data towards the monitoring of the environment aimed at discovering those aspects of the environment that need to be modified or fostered to achieve these objectives, such as student input, administrative practices, organizational structures, curriculum features, (both formal and informal). Another purpose for which environmental information may be useful is in decisions among institutions, namely those that involve the comparison of a teachers college with another, or the teachers colleges with other institutions of higher learning.

Thus, information about the environment is useful in two ways : in providing general information and in aiding decision-making. The