

# The Influence of Senior Assistants of Co-Curriculum's Competencies on Teachers' Attitudes and Work Motivation in Educational Organization

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## Abstract

This study aims to identify the influence of Senior Assistants of Co-Curriculum's (GPK-ko) competencies from the aspects of meta-skills, soft skills, and technical skills on teachers' attitudes in co-curriculum. This study also aims to identify the influence of these competencies on the teacher's motivation in the co-curriculum implementation of the National Secondary Schools in Negeri Sembilan. This was a quantitative study using a survey method with a population of 6349 and a sample number of 366. Descriptive data analysis was performed using IBM SPSS Statistics Version 25 package. Multiple regression analysis (stepwise) was used in this study to see the influence and contribution of the variables. The results show that the competencies of Senior Assistants of Co-Curriculum are one of the contributing factors to the attitude and motivation of teachers in terms of meta-skills and technical skills. Whereas the competence of Senior Assistants of Co-Curriculum in terms of soft skills does not influence the teachers' attitude and work motivation. This study focuses on the skills competencies of Senior Assistants of Co-Curriculum by using the selected competency model consisting of meta-skills, soft skills, and technical skills as well as attitudes and motivation of teachers in educational organizations, namely the National Secondary Schools in Negeri Sembilan.

**Keywords:** Senior Assistants of Co-Curriculum's Competencies, Attitude, Work Motivation, Educational Organization.

## I INTRODUCTION

The One of the ways to apply the concept of competency-based education is by increasing the level of competence of frontline leaders, namely the Senior Assistants of Co-Curriculum (GPK-ko). GPK-ko is one of the front-line leaders in schools. If GPK-ko is competent, the co-curriculum implementation in schools can be carried out successfully. The competency of GPK-ko can influence the attitude and motivation of teachers towards co-curricular excellence in an educational organization. In line with the Malaysia Education Development Plan 2013-2025 (PPPM), the 5th shift aspires to place high-performing leaders in schools. The leadership foundation in each school will be

strengthened by developing and making The Senior Assistants, Heads of Fields, and Heads of Committees as instructional leaders (PPPM 2013-2025). The planning focus will be expanded to include Senior Assistants, Senior Subject Teacher, and the Head of the Committee. If this plan is successfully implemented, it will produce competent school administrators. The Malaysian Education Development Plan (PPPM) 2013-2025 also emphasizes co-curricular programs as the country's goal is to produce holistic human capital. Meanwhile, the Malaysian Education Quality Standard (SKPMg2) also emphasizes the development of students' cognitive, affective, and psychomotor aspects through co-

curricular activities. If a leader is competent, then the teachers under his leadership will be guided in a more focused manner in determining the success of the co-curriculum in the school. Competencies are often used as a basic guide to making assessments in triggering excellence.

## 2 Literature Review

A study conducted by Sheila Michael, Abdul Said Ambotang (2019) found that excellent co-curricular management can increase students' involvement in co-curricular activities and subsequently, form a more positive personality. To get excellent co-curricular management, there is a need for a competent co-curriculum manager. In this study context, the co-curriculum manager refers to the Senior Assistants of the Co-curriculum (GPK-ko). Co-curricular managers who have good activity management skills will attract students to participate in interesting and systematic co-curricular activities. He can greatly influence the teachers under his leadership. Norlena, Muhd Taib and Nur Asmara (2011) stated that the effectiveness of co-curricular activity management depends on the teacher's competence in managing those activities. Fischer and Theis (2014) also proved that there is a relationship between quality co-curricular activities and students' involvement in co-curricular activities in school. Whereas student involvement excellence is closely related to co-curricular management. The better the co-curricular management, the greater the impact on student engagement (Sheila Michael, Abdul Said Ambotang 2019). It generally affects the attitude and motivation of teachers to work in ensuring the success and excellence of the co-curriculum.

## 3 Methodology

This is a quantitative study to collect research data through a distributed questionnaire. The population consisted of 6349 teachers working in the National Secondary Schools in Negeri Sembilan supervised by six District Education Offices (PPD) which were selected at random to be the respondents. The questionnaires were used to identify the competency level of the Senior Assistants of Co-Curriculum (GPK-ko) and its influence on teachers' attitudes and work

motivation. Each item in the construct of competencies, attitude, and work motivation had high reliability with a range of Cronbach alpha values between 0.87 to 0.99. This indicated that each item in the construct had high reliability and could be used in the actual study. The collected data were analyzed using Statistical Package for Social Science (SPSS) version 25. This study used the mean score interpretation by Nunnally & Bernstein (1994) to indicate the level of competence of the Senior Assistants of Co-Curriculum (GPK-ko). Meanwhile, multiple stepwise regression analysis was used to study the influence of the three predictor variables related to the Senior Assistants of Co-Curriculum's competencies, namely meta-skills, soft skills, and technical skills on teachers' attitudes and work motivation towards co-curriculum implementation in schools.

## 4 Results and Discussion

This descriptive analysis involves mean values and standard deviations of the Senior Assistants of Co-Curriculum's (GPK-ko) competency constructs of meta-skills, soft skills, and technical skills in national secondary schools in Negeri Sembilan in the co-curriculum implementation. Next, multiple stepwise regression analysis was used to study the influence of the Senior Assistants of Co-Curriculum's competencies, namely meta-skills, soft skills, and technical skills on teachers' attitudes and work motivation. The results analysis is discussed as follows:

### i) The first objective

Identify the level of competencies of the Senior Assistants of Co-Curriculum in co-curricular management in schools.

The table below displays the mean values and standard deviations of respondents' feedback on the Senior Assistants of Co-Curriculum's competencies construct (GPK-ko).

Table 1 *The Mean Score and Standard Deviation of the Senior Assistants of Co-Curriculum's competencies*

Co-Curriculum Skills Competency Components			
	Mean	Std. Deviation	Score Intp.
Meta Skills	4.08	.334	High
Soft Skills	4.02	.349	High
Technical Skills	4.11	.338	High

Table 1 displays the mean value, frequency, percentage, and standard deviation which are the analysis of respondents' feedback on the Senior Assistants of Co-Curriculum's competency component in terms of meta-skills, soft skills, and technical skills. Based on the findings, it shows that the Senior Assistants of Co-Curriculum's (GPK-ko) competencies according to the teachers are high with the technical skills dimension recorded the highest mean score (mean = 4.11, sd = .338), followed by the meta-skills dimension (mean = 4.08 and sd = .334) and the lowest was soft skills dimension (mean = 4.02 and sd = .349). On the whole, the perspective of teachers in national secondary schools in Negeri Sembilan under the supervision of the District Education Offices of Seremban, Port Dickson, Jempol Jelebu, Kuala Pilah, Tampin, and Rembau found that all three aspects of GPK-ko's competencies were at a high level.

## ii) The second objective

Identify the contribution of the Senior Assistants of Co-Curriculum's competencies towards teachers' attitudes.

The research hypotheses for the second objective were as follows:

H01: There was no influence of meta-skills competency of the Senior Assistants of Co-Curriculum on teacher attitude.

H02: There was no influence of soft skills competency of the Senior Assistants of Co-Curriculum on teachers' attitudes.

H03: There was no influence of technical skills competency of the Senior Assistants of Co-Curriculum on teachers' attitudes.

The analysis for the first, second, and third null hypotheses (H01, H02, H03) showed that significantly, only two predictor variables that are meta-skills and technical skills were the predictors of the teacher's attitude. This indicated that the first and third null hypotheses (H01, H03) were successfully rejected. Meanwhile, the second hypothesis (H02) failed to be rejected. The results of the Pearson correlation test were shown in Table 2.

Table 2 *Multiple regression of the influence of Senior Assistants of Co-Curriculum's competencies on teachers' attitudes.*

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R <sup>2</sup>	Contribution
	B	Std. Error	Beta				
Meta skills	.364	.070	.214	3.319	.001	.113	11.3%
Technical skills	.231	.069	.189	2.931	.004	.021	0.2%
Constant	2.245	.238		9.449	0.000		

Table 2 shows that Senior Assistants of Co-Curriculum competency in terms of meta-skills contributed 11.3 % towards teachers' attitudes (Beta = .214, t = 3.319, Sig = 0.001 and R<sup>2</sup> = 0.113). Furthermore, Senior Assistants' competency in terms of technical skills contributed 0.2% towards teachers' attitudes (Beta = .189, t = 2.931, Sig = 0.004 and R<sup>2</sup> = .021). From the multiple regression findings, the following regression equations can be made:

$$Y = 2.245 + 0.364x_1 + 0.231x_2$$

in which;

Y - Teacher attitude

X1 - Meta skills  
X2 - Technical skills

Constant = 2.245

Findings of multiple regression analysis (stepwise) for the study population (N = 366) showed that the Senior Assistants of Co-Curriculum's competencies in terms of meta-skills and technical skills were the contributing factors to teachers' attitudes with a percentage value of 11.4%. Based on the findings, the researcher found that there is an influence of competencies from the aspect of meta-skills and technical skills of GPK-ko on the teachers' attitude in the co-curriculum implementation in national secondary schools in Negeri Sembilan. This is also supported by several previous researchers as noted in the discussion.

### iii) The third objective

Identify the contribution of the Senior Assistants of Co-Curriculum's competencies towards teacher work motivation.

H04: There was no influence of meta-skills competency of the Senior Assistants of Co-Curriculum on teacher work motivation.

H05: There was no influence of soft skills competency of the Senior Assistants of Co-Curriculum on teacher work motivation.

H06: There was no influence of technical skills competency of the Senior Assistants of Co-Curriculum on teacher work motivation.

The fourth, fifth, and sixth null hypotheses (H04, H05, H06) showed that significantly, only two predictor variables namely meta-skills and technical skills were the contributing factors to the teachers' work motivation. This indicated that the fourth and sixth null hypotheses (H04, H06) were successfully rejected. Meanwhile, the fifth hypothesis (H05) failed to be rejected. The results of stepwise multiple regression analysis were summarized in the table below:

Table 3 *Multiple regression of the influence of GPK-ko's competencies in terms of Meta Skills, Soft Skills, and Technical Skills on teachers' work motivation*

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R <sup>2</sup>	Contribution
	B	Std Error	Beta				
Meta skills	.245	.199	.265	4.206	.000	.150	15.0%
Technical skills	.173	.058	.189	3.001	.003	.021	0.2%
Constant	2.674	.199		9.449	0.000		

Table 3 shows that Senior Assistants' competencies in terms of meta-skills contributed 15.0 % on teachers' work motivation (Beta = .265, t = 4.206, Sig = 0.000 and R<sup>2</sup> = .150). Additionally, Senior Assistants' competencies in terms of technical skills contributed 0.2% on teachers' work motivation (Beta = .189, t = 3.001, Sig = 0.003 and R<sup>2</sup> = .021). The following regression equations can be made:

$$y = 2.674 + 0.245x_1 + 0.173x_2$$

in which;

Y - Teacher work motivation

X1 - Meta skills

X2 - Technical skills

Constant = 2.674

The multiple regression analysis (stepwise) for the population (N = 366) showed that the Senior Assistants of Co-Curriculum's competencies in terms of meta-skills and technical skills were the contributing factors to teachers' work motivation with a percentage value of 15.2%.

On the whole, it can be concluded that not all dimensions of skills in the competency construct, namely meta-skills, technical skills, and soft skills contribute to teachers' work motivation.

## 5 Conclusion

To ensure the co-curriculum implementation in a school achieves the vision and goals of the National Education Philosophy, fulfills the aspirations of the National Education Policy, and realizes the Malaysian Education Development Plan (PPPM) 2013-2025 and other co-curricular policies, futuristic-minded leadership is needed. Effective co-curricular implementation depends entirely on the authority of the advisory teachers who lead each co-curricular unit in the school. In this study, there is an influence of the Senior Assistants of Co-Curriculum's competencies from the aspect of meta-skills and technical skills towards the teachers' attitude and work motivation. To shape the identity and personality of students in line with the National Education Policy, student achievement should also be focused on the co-curriculum in addition to the curriculum.

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