

**WORKLOAD, ROLES AND STAFF DEVELOPMENT IN RELATION TO MANAGING
LIBRARY AND MEDIA IN TERENGGANU**

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For the award of the degree of
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LIST OF ABBREVIATIONS

EPRD	Education Planning and Research Division
GPM	Guru Perpustakaan dan Media
IPG	Institut Pendidikan Guru
IIUM	International Islamic University Malaysia
HR	Human Resource
IL	Information literacy
JPN	Jabatan Pendidikan Negeri
LMT	Library and media teacher
MOE	Ministry of education
PM	Primary school
PSS	Pusat sumber sekolah
QCA	Qualitative content analysis
SC	Secondary school
SRC	School resource centre
SD	Standard deviation
TAC	Teachers activity centre
UiTM	Universiti Teknologi MARA
UKM	University Kebangsaan Malaysia
UM	University Malaya
UNISEL	Universiti Industri Selangor

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ABSTRACT

In order to improve the education system, the Government always puts out extra efforts, especially at the school level. These efforts have brought the establishment of school libraries and the post of library and media teacher (LMT) at all schools in Malaysia. Other than the LMT post, the teachers have to teach subjects according to their options and cater to other tasks assigned by the school. The main objective of this study is to investigate the workload of LMT duties and whether or not they comply the guided role. Furthermore, students' perceptions towards the LMT roles have also been studied. This research also reviewed the suitability of training whether they fulfill the needs of the teachers. The researcher has carried out a two phase study in the state of Terengganu, Malaysia. In the first phase, a survey was distributed to 268 LMTs and 194 students. An interview and document analysis was then conducted to complement the questionnaires and provide wider views to answer the research questions. The data were analysed for triangulations and to answer the research questions. The outcome of the data analysis was that the LMTs are facing excessive workload and conflicts to comply the guided role, since they are burdened with many other posts as well. This research found that LMTs only complied with 10 out of 18 of the guided role. Many of them are committed to fulfilling the role of LMTs, but they still need training and development in the library and information science, in addition to their task conflicts as mentioned previously. Almost 90% of students show appreciation for the post of LMT, consider it important in their learning and value their positive influence on the students' academic success. They believe that an efficient LMT is always friendly, helpful and disciplined. The training of LMTs are appropriate, however they still need advanced courses to become efficient LMTs. It is hoped that the LMTs and the government can also utilise the information from the study to recognise the conflicts faced by the LMTs and take several crucial measures to overcome the problem overburdening the LMTs with tasks.

ABSTRAK

Kerajaan sentiasa berusaha untuk menambah baik sistem pendidikan negara khususnya di peringkat sekolah. Usaha ini telah membawa kepada penuhan pusat sumber sekolah dan jawatan guru perpustakaan dan media (GPM) di semua sekolah di Malaysia. Jawatan GPM telah diwujudkan sejak tahun 2006, selain dilantik sebagai GPM, mereka juga perlu mengajar mata pelajaran mengikut opsyen dan menjalankan tugas-tugas lain seperti yang diarahkan oleh pihak sekolah. Objektif utama kajian ini adalah untuk mengkaji konflik tugas GPM dan adakah mereka mematuhi tugasan seperti yang ditetapkan oleh kerajaan. Sebagai tambahan, persepsi pelajar terhadap peranan mereka turut ditinjau. Kajian ini turut menyelidik kesesuaian kursus dalam perkhidmatan yang dikuti oleh GPM dan adakah kursus ini memenuhi keperluan mereka sebagai GPM. Penyelidik telah menjalankan kajian yang melibatkan dua fasa di negeri Terengganu, Malaysia. Fasa pertama terdiri dari soal selidik terhadap 268 guru GPM dan 194 pelajar. Wawancara dan analisis dokumen bagi fasa kedua telah dibentuk untuk melengkapkan soalan kaji selidik dan memberikan wawasan yang luas untuk menjawab soalan. Data dianalisis untuk tujuan triangulasi dan untuk menjawab persoalan kajian. Hasil daripada data analisis, didapati bahawa GPM menghadapi konflik untuk berperanan sebagai GPM yang efektif kerana mereka terbeban dengan tugas-tugas lain seperti mengajar kelas peperiksaan awam, sebagai penasihat kelab dan persatuan, jurulatih dan pengurus sukan dan permainan, dan memegang jawatan dalam Persatuan ibu bapa dan guru. Sebagai GPM, mereka perlu menjalankan 18 tugasan seperti yang terdapat dalam pekeliling. Kajian ini mendapati GPM mematuhi hanya sepuluh daripada lapan belas senarai tugas yang ditetapkan. Ramai daripada mereka yang komited untuk melaksanakan peranan mereka, tetapi mereka sendiri memerlukan kursus dalam bidang sains perpustakaan dan maklumat di samping konflik tugas seperti di atas. Hampir 90% pelajar menghargai peranan GPM, menganggapnya penting dalam pembelajaran mereka, dan menghargai kesan positif mereka pada kejayaan akademik pelajar. Mereka percaya bahawa GPM yang berkesan bersikap mesra, sentiasa membantu dan berdisiplin. Kursus dalam perkhidmatan yang diikuti oleh GPM adalah bersesuaian, tetapi mereka memerlukan kursus lanjutan bagi menjadi GPM yang berkesan. GPM dan kerajaan boleh menggunakan maklumat kajian ini untuk memahami konflik yang dihadapi oleh GPM dan mengambil langkah perlu untuk mengatasi beban tugas yang dihadapi oleh mereka.

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