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**MANAGERIAL DECISION-MAKING AMONG COORDINATORS OF
CHINESE PRIMARY SCHOOLS' BASKETBALL TEAM
IN PETALING PERDANA DISTRICT SELANGOR**



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MANAGERIAL DECISION-MAKING AMONG COORDINATORS OF
CHINESE PRIMARY SCHOOLS' BASKETBALL TEAM
IN PETALING PERDANA DISTRICT SELANGOR

LIM SOON EE

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SULTAN IDRIS EDUCATION UNIVERSITY

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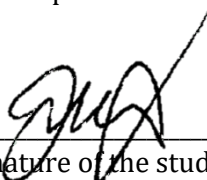
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13 December 2023

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To my friends and also my postgraduates batchmates, I would like to extend my gratitude for all direct and indirect contributions to the accomplishment of this study and throughout my years at University Pendidikan Sultan Idris.

ABSTRACT

This study explores the problems and implementation of the managerial decision-making process among Chinese Primary School teachers with the assignment as coordinator in Petaling Perdana, Selangor. Purposive sampling was used in which the participants comprised four teachers with the assignment as coordinator of a school basketball team. Data were collected using the methods of observation, documentation and interviews. Creswell's qualitative research was used as the research data analysis method. The findings of this study show three main problems a teacher has to handle while fulfilling the responsibility of a coordinator; as such issues affect the core business. Implementing managerial decision-making among teachers has shown positive impacts towards balancing the core business as a teacher and the coordinator's responsibility. The connection between Decision-Making Approaches and Personal Decision Styles among teachers contributed to developing alternative solutions to resolve the encountered problems. To sum up, the connection between the different Decision-Making Approaches and Personal Decision Styles influenced the different implementation of managerial decision-making among teachers to find a balance between the core business of a teacher and the responsibility of a coordinator effectively. However, a further investigation should be conducted on more teachers at other medium primary schools. This study would become more reliable relating to the effect of assignment as a coordinator and managing the balance between the core business of teachers at primary school.



PENGURUSAN MEMBUAT KEPUTUSAN DALAM KALANGAN PENYELARAS PASUKAN BOLA KERANJANG SEKOLAH RENDAH KEBANGSAAN CINA DI DAERAH PETALING PERDANA SELANGOR

ABSTRAK

Kajian ini bertujuan untuk meneroka masalah dan pelaksanaan pengurusan membuat keputusan dalam kalangan guru Sekolah Jenis Kebangsaan Cina (SJKC) yang diamanahkan sebagai guru penyelarar dalam daerah Petaling Perdana, Selangor. Pendekatan kajian kualitatif dengan teknik pensampelan bertujuan telah digunakan yang mana empat orang guru yang diamanahkan sebagai guru penyelarar kepada pasukan bola keranjang sekolah. Data telah dikumpul melalui kaedah pemerhatian, dokumentasi dan temu bual. Kaedah kajian kualitatif Creswell telah digunakan untuk analisis data kajian. Dapatan dari kajian menunjukkan masalah-masalah yang dihadapi oleh guru semasa menjalani amanah sebagai seorang guru penyelarar, dan masalah tersebut mempengaruhi pelaksanaan tugas guru. Pelaksanaan membuat keputusan pengurusan menunjukkan impak positif terhadap mencari keseimbangan antara pelaksanaan tugas seorang guru dengan tanggungjawab sebagai seorang guru penyelarar. Kesenambungan antara 'Decision-Making Approaches' dan 'Personal Decision Styles' dalam kalangan guru turut mempengaruhi pendekatan untuk menyelesaikan masalah-masalah yang dihadapi. Kesimpulannya, hubungan antara perbezaan 'Decision-Making Approaches' dan 'Personal Decision Styles' mempengaruhi pelaksanaan dalam kalangan guru mencari keseimbangan antara tugas seorang guru dengan tanggungjawab sebagai seorang guru penyelarar secara berkesan. Walaubagaimanapun, kajian yang lebih komprehensif perlu dilaksanakan dengan melibatkan guru-guru sekolah rendah dari pelbagai aliran bagi mendapatkan maklumat yang boleh dipercayai berkenaan pengaruh amanah sebagai seorang guru penyelarar dan pengurusan keseimbangan antara penyelaksanaan tugas guru dalam kalangan guru sekolah rendah.



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ABBREVIATION LIST

AKK	<i>Akademi Kejurulatihan Kebangsaan</i> (National Coaching Academy)
IPG	<i>Institut Pendidikan Guru</i> (Institute of Teacher Education)
JPNS	<i>Jabatan Pendidikan Negeri Selangor</i> (Selangor State Education Department)
KATMO	<i>Karnival Tunas Mini Olimpik</i> (Mini Tunas Olympic Carnival)
KDC	<i>Kursus Dalam Cuti</i> (Holiday Course)
MABA	Malaysia Basketball Association
MSSD	<i>Majlis Sukan Sekolah Daerah</i> (District School Sports Council)
MSSS	<i>Majlis Sukan Sekolah Selangor</i> (Selangor School Sports Council)
PE	Physical Education
PPD	<i>Pejabat Pendidikan Daerah</i> (District Education Office)
PPPM	<i>Pelan Pembangunan Pendidikan Malaysia (2013-2025)</i> (Malaysia Education Blueprint (2013-2025))
SJK	<i>Sekolah Jenis Kebangsaan</i> (National-type school)
SJKC	<i>Sekolah Jenis Kebangsaan Cina</i> (National-type Chinese school)
SJKT	<i>Sekolah Jenis Kebangsaan Tamil</i> (National-type Tamil school)
SK	<i>Sekolah Kebangsaan</i> (National school)





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xvi

T&L Teaching and Learning

U10 Under-10

U11 Under-11

U12 Under-12



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APPENDIX LIST

- A Interview Questions Instrument
- B Field Notes
- C Field Notes – Day One
- D Field Notes – Day Two
- E Field Notes – Day Three
- F Field Notes – Day Four
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- H Interview Transcript - Teacher A
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CHAPTER 1

INTRODUCTION

1.1 Background Research

Education is essential and plays a significant role in developing a child, a community, and a nation. Idris, Hassan, Ya'acob, Gill, and Awal (2012) also briefly mentioned that education could serve as necessary guidance in a human's life. Education is generally responsible for the growth of three main aspects: economic, social and political; as it could undeniably affect the development of a society (Kementerian Pendidikan Malaysia, 2013). A further discussion made by Idris, Hassan, Ya'acob, Gill, and Awal (2012) stated that education has the general purpose of educating individuals within a society to prepare and qualify them for work in the economy as well as to integrate



people into the community and teach them the values and morals of a particular society. From top to bottom, the growth of an organisation depends on the quality of education that is being imparted within a nation. In conjunction with that, the *Pelan Pembangunan Pendidikan Malaysia 2013-2025* (PPPM) does emphasize that school plays a vital role in moulding the future of a nation by expediting the comprehensive development of its future citizens (Kementerian Pendidikan Malaysia, 2013).

In this current globalised educational scenario, students are the asset of a nation's future as they have to learn to go beyond the traditional way of rote learning (Kementerian Pendidikan Malaysia, 2013). Education institution such as school serves as a basis and essential platform for implementing a particular curriculum (Kementerian Pendidikan Malaysia, 2018). In a general way of speaking, the two main assets in a school are teachers and students. For teachers, they focus on their core business, which is teaching and learning (T&L).

On the other half, according to the brief statement in PPPM, students are being exposed to various resources from teachers that can imbibe immense knowledge and are instrumental for their development in different aspects (Kementerian Pendidikan Malaysia, 2013), including sports. In short, teachers and students are considered the two main elements linked to curriculum and co-curriculum complicatedly in many ways.



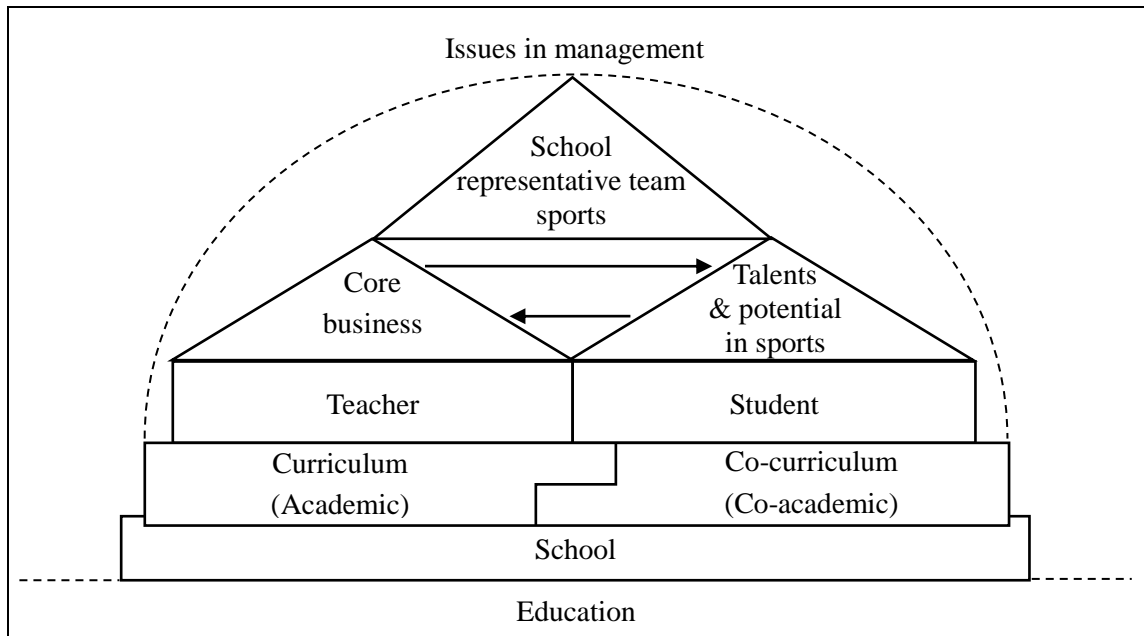


Figure 1.1. The Overview of Connection Between Education-Related Elements Together with Issues in Management of School Representative Team Sports Within a School.

Figure 1.1 briefly shows the overview connection of education which serves as

the base, and school acts as the platform to implement two main pillars: curriculum and co-curriculum. As moving up along the figure also shows the relation of the two main assets within a school: teacher and student. For each main asset, the element to be looked into will be the core business of a teacher and the need to discover the talents and potential of a student in sports respectively until the top of the constitution, which focuses on exploring the issues in the management of a school representative team sports. By referring to one of the main assets in Figure 1.1: students, they may possess undiscovered talents and potential in curriculum or co-curriculum. However, the researcher would solely explore the field of sports in co-curriculum.



The school representative team, which also known as “*Pasukan Sekolah*” in Malay (Kementerian Pendidikan Malaysia, 2021), generally plays the primary role of participating in tournaments or competitions at different level. On top of that, the school representative team will scout talented and skilful students to be part of the team in school. Upon joining the team, students become one of the team members. In sports, the team members will be responsible for following training routines to be better at a particular sport. When it comes to the peak season for local programme, which also known as “*program tempatan*” in Malay (Kementerian Pendidikan Malaysia, 2018); which includes the sports event, the school representative team sports will participate in the upcoming tournament at the district level hosted by the district education office. There are surely many local programmes that are opened and available for students to participate within every state throughout the nation (Kementerian Pendidikan Malaysia, 2018). According to *Peraturan Kejohanan Majlis Sukan Sekolah Malaysia* (MSSM), local programme such as sport tournaments which organise by *Pejabat Pendidikan Daerah* (PPD) for district level is known as *Majlis Sukan Sekolah Daerah* (MSSD) (Majlis Sukan Sekolah Malaysia, 2022).

In Selangor, the MSSD primary sports tournament could be divided mainly into the Under-12 (U12) and *Karnival Tunas Mini Olimpik* (KATMO) (Jabatan Pendidikan Selangor, 2021). The U12’s category where only players at the age of 12 and below are qualified to participate in a particular tournament. On the other hand, KATMO is a development sports division tournament in Selangor which divided into





Under-11 (U11) and Under-10 (U10) (Jabatan Pendidikan Selangor, 2021). Players who have reached the age of 12 are not qualify to participate in KATMO. Additionally, there are a total of ten PPD districts in Selangor which consist of Gombak, Hulu Langat, Hulu Selangor, Klang, Kuala Langat, Kuala Selangor, Petaling Perdana, Petaling Utama, Sabak Bernam and Sepang (Jabatan Pendidikan Selangor, 2021).

On the other hand, due to the physical facility factor in a Chinese primary school, which also refer as Chinese National-type School or known as *Sekolah Jenis Kebangsaan (Cina)* (SJKC) in Malay (Kementerian Pendidikan Malaysia, 2013); the school basketball team is the most common school representative team sport that available in most of the Chinese Primary Schools in Petaling Perdana as a basketball court is available in every school (Jabatan Pendidikan Selangor, 2021). Likewise, as stated in the *Peraturan MSSM: Modifikasi Peraturan Pasca Pandemik Covid-19* (Majlis Sukan Sekolah Malaysia, 2022), a total of 24 sports were listed. Among the sports listed, basketball is one of the sports under the category of team sports; the number of players allows to register for the recent tournament have been reduced from the basic 12 players to the current 10 players (Majlis Sukan Sekolah Malaysia, 2022). In Petaling Perdana, as of 2021, there are 13 Chinese Primary Schools (Jabatan Pendidikan Selangor, 2021). The list of all Chinese Primary Schools with school codes in Petaling Perdana district is as shown in Table 1.0. Among the 13 Chinese Primary Schools, each school has at least a school basketball team; either a boys' team or a girls' team, or both.





Table 1.1

List of Chinese Primary School with School Code in Petaling Perdana District.

Name	School Code
SJKC Subang	BBC8407
SJKC Lick Hung	BBC8414
SJKC Tun Tan Siew Sin	BBC8421
SJKC Tun Tan Cheng Lock	BBC8416
SJKC Chee Wen	BBC8417
SJKC Yak Chee	BBC8410
SJKC Shin Cheng (Harcroft)	BBC8419
SJKC Kheng Chee	BBC8422
SJKC Han Ming	BBC8404
SJKC Bukit Serdang Seri Kembangan	BBC8423
SJKC Serdang Baru (1)	BBC8405
SJKC Serdang Baru (2)	BBC8406
SJKC Kung Man	BBC8403

Adopted from Jabatan Pendidikan Negeri Selangor, 2021.



Meanwhile, a teacher in charge has to be appointed to manage the team to ensure that the school representative team sport can play their role well. As a whole, the researcher believes that management issues relating to the school representative team sport could be identified through the teacher in charge, which could be also known as the coordinator. On behalf of the school representative team, the teacher will play a crucial part in managing that team upon receiving the assignment from the school administration as a coordinator. A coordinator in school could be generally known as “*guru penasihat*” in Malay (Kementerian Pendidikan Malaysia, 2016). As stated in Malaysian School Governance (MySG) primary school, a coordinator is a co-curricular position that has to carry out co-curricular duties (Kementerian





Pendidikan Malaysia, 2021). Moreover, a coordinator could also be in charge of managing a school representative team (Kementerian Pendidikan Malaysia, 2021). A teacher has to engage in this post through the official assignment by the school administration (Kementerian Pendidikan Malaysia, 2016), despite the element of unwillingness.

According to the guideline stated in MySG, under the component of *Guru Penasihat Unit-Unit Kokurikulum* (Kementerian Pendidikan Malaysia, 2021), a coordinator is responsible to perform the following general tasks:

1. To attend meetings which the unit to be representing.
2. To ensure one follows the rules and regulation of the unit to be representing.
3. To select and train the school representative team according to the schedule and planning of school co-curriculum, PPD or JPN.
4. To manage the registration or participation of students in events such as tournaments under school, zone, district or state level.
5. To manage the transportation for school representative team to competitions/tournaments outside the school.
6. To manage the letter of consent, which also known as *surat kebenaran ibu bapa/penjaga*, to competitions or tournaments outside the school.
7. To bring the school representative team out to tournaments; report and record tournament results which the unit took part from time to time.



8. To implant the spirit of sportsmanship among students.
9. To evaluate the school representative team performance and take actions to improve the achievement.
10. To attend courses from time to time to improve one's knowledge of the unit to be representing and personal skills.
11. To execute other jobs which instructed by the administration from time to time.

Pointing back to the issues in management, as the appointed teacher whom is in charge of a specific school representative team sport, one will have to manage the core business which is T&L, as well as the position as a coordinator. On the other hand, to be an efficient coordinator, the teacher has to be good at decision-making skills in management, not just bounding the classroom yet going beyond. Early in the 90's, Cambone, Weiss and Wyeth (1992) have already discussed that as empowered the authority of decision making, teachers should change their beliefs and attitudes toward their roles outside the classroom, and learnt to how to think in new ways regarding what was possible. Hence, rather than just focusing on T&L, the teacher has to manage other crucial elements such as time, energy and workload for being a coordinator. Last but not least, Kementerian Pendidikan Malaysia (2021) also advised that teachers should possess general knowledge of a specific sport, in order to overcome the problem of miscommunication while carrying out the responsibility as a coordinator.





As a coordinator, one has to be alerted about the allocation of the peak season for sports tournament. In Selangor, the peak season of the MSSD sport tournament is mostly affected by the state level sport tournament, which also known as *Majlis Sukan Sekolah Selangor* (MSSS) (Jabatan Pendidikan Selangor, 2021). The implication of the MSSD sport tournament will be earlier for around one to two months prior to the MSSS sports tournament as players will be scouted throughout the whole MSSD tournament. In the meantime, the teacher in charge as the coordinator will have to attend plenty of agendas like attending meetings and managing the team throughout the tournament for days or even weeks, depending on the tournament schedule. Upon bringing the team sport out for the game, the teacher will not be available to attend to their core business which has a crucial matter with the T&L process at school for days. Those unattended lessons will have to leave to the relief teachers to carry out the T&L process. As so, the researcher would like to look into a common question which emerged: “How does the extra workload as a coordinator affect the T&L of that particular teacher?”

1.2 Problem Statement

In general, a teacher should focus more on T&L to ensure the discovery of knowledge in our young generations and develop soft skills that they should obtain throughout





the schooling period. Lin (2014) also mentioned that the role of a teacher was to be a classroom manager responsible for student academic performance and daily behaviour within the classroom. Although a teacher's core business is T&L, the reality is more than just that. According to Shaari, Romle and Kerya (2006), teaching profession in Malaysia is a challenging profession as the job coverage is very wide and the responsibilities are heavy to bear.

For instance, a teacher's job distribution is not just solely focused on T&L as it also contains other subsequent roles (Kementerian Pendidikan Malaysia, 2021). One may eventually possess other positions in the academic or non-academic field or even both in the school. Shaari, Romle and Kerya (2006) also debated that non-academic responsibilities of a teacher could cover three sections such as administration management, students' welfare and also co-curriculum management. As so, the researcher would like to explore the connection of a teacher possessing a good set of skills in managerial decision-making to manage the mentioned responsibilities, especially from the perspective of a coordinator, rather than the classroom decision-making.

Moreover, throughout the service of a teacher in school with academic responsibilities, a teacher also has to hold different positions in non-academic field; as in the field of co-curriculum, such as coordinator, teacher in charge, coach of a certain sports and many more (Norashid & Hamzah, 2014). Additionally, a teacher could be





the head of a certain department or a key person to a specific event. In that case, the effectiveness in practicing managerial decision-making plays a crucial part, one to manage the department or unit to excellence. As stated by Celai Teyyar Ugurlu (2013) that a healthy organisation, like school, is dependent on the true operation of the decision-making process by the school administrators.

According to the school administration's arrangement, the assignment of responsible positions may change in every fiscal year. Norashid and Hamzah (2014) also mentioned that teachers will be informed through formal instalment letter, which also known as *Surat Lantikan*, regarding their responsible jobs during the first annual school meeting before starting the first semester of schooling. Upon receiving the official assignment as a coordinator for a particular school representative team sport, the teacher surely has an extra responsibility to manage, despite uninterested in that position nor the unwillingness. In order to ensure the duties can achieve specific goals, the teacher must effectively contain time, energy, and workload. From possessing a different positions in the school, a teacher should be able to implement a good managerial decision-making to keep up all the responsibilities in line, as not to cause any issues to the school administration.

Celai Teyyar Ugurlu (2013) generally mentioned that school administrators are in charge of making the right choice to solve a problem that concerns the teachers in the school as well as any other school-related issue. Alternatively, rather than referring





to the school administrators in implementing managerial decision-making, the researcher would like to look at the implementation of managerial decision-making at teacher level. Lin (2014) once discussed that teacher participation in decision-making offered crucial information which adjoining the sources of problems of schooling and improving the quality of decisions.

On the other hand, teachers who have prior sport involvement experiences during schooling history or possess official licenses in specific sports may encounter fewer difficulties managing this position as they could adapt themselves to the new circumstance. Unlikely for teachers who are in the zone of zero-interest, lack of understanding or knowledge in that particular sport, or even management knowledge; one may find it challenging to fit into the position as a coordinator. Sometimes it was not easy for teachers to adapt themselves to the new strange circumstance which they were not familiar with at all (Lin, 2014). Apart from that, the managing task is a big challenge for a teacher who is new to the field or deficiencies in management knowledge.

Lin (2014) also added that teachers in Taiwan may commonly felt that they did not prepare well for the acceptance of a new position. With limited knowledge in management, especially in managerial decision-making, this may cause problems for the coordinator while managing the team. Eventually, the researcher realised that it's rare to have local researches that look into the implication of managerial decision-





making among teachers who possesses an effective managerial decision-making skill that could be in assistance to cope progressively while fitting into the position, or the other way around.

It is indeed that the general tasks to be performed by a coordinator could be more than as stated previously. Upon the arrival of peak season of sports tournament, the teacher has to perform the tasks as a coordinator; one has to attend meetings, manage all the related tasks and bring the team out to the tournament for several days. Within those several days of school absence, this may affect the core business, especially when a bad decision-making had been implemented. Furthermore, the T&L schedule or curriculum syllabi may be out of the track if the teacher failed to implement an effective decision-making in managing it too. Although those abandoned lessons have the relief teachers to attend to, the worst scenario is that the teacher may lose track on the topic or unit which the relief teacher had delivered. Other than that, the teacher also has to abandon checking and marking students' exercises. By the time the teacher returns to school after the tournament season ended, the activities may have stacked up more than one can imagine.

From these series of tasks relating closely to the core business, the worst scenario could happen would be the teacher is overly confident about one's ability or even in state of uncertainty, and made decisions. As Daft and Marcic (2017) explained that uncertainty is the condition that occurs when managers know which goals they



wish to achieve, but information about alternatives and future events is incomplete. Teachers may have to make assumptions from which to forge the decision even though it will be wrong if the assumptions are incorrect. As a sum, the researcher is keen to look into the implementation of managerial decision-making, with considering the approach and personal decision style, in managing all the mentioned tasks and the unpredictable impact towards the core business of a teacher from the perspective as a coordinator.

1.3 Purpose of The Research

This study discovers the problems of the school basketball team management in Petaling Perdana district Chinese primary schools, which teachers may have to face from the perspective as a coordinator. This study also aims to explore the implementation of managerial decision-making in carrying out the responsibility as a coordinator.

At the final stage in the study, it aims to understand the approaches and personal decision styles applied through managerial decision-making by the teacher to manage the balance between T&L and responsibility as a coordinator of the school basketball team effectively.



1.3.1 Research Objectives

The objectives of this research are:

1. To discover the problems a teacher has in the management of the school basketball team from a coordinator's perspective.
2. To explore the implementation of managerial decision-making in carrying out the responsibility of the coordinator.
3. To understand the connection of approaches applied and personal decision style of a teacher in implementing managerial decision-making to manage the balance between core business and responsibility of a coordinator effectively.



1.3.2 Research Questions

This research aims to find answers to the following questions:

1. What types of problems a teacher has in the management of the school basketball team from the perspective of a coordinator?
2. How does a teacher implement the managerial decision-making in carrying out the responsibility as a coordinator?
3. How does a teacher manage the balance between core business and the responsibility of a coordinator effectively through vary personal decision style and the approach applied in the managerial decision-making process?





1.4 Significance of The Research

This research is vital to be carried out because the problems which a teacher in Malaysia may have to face in the management towards a school basketball team through the perspective as a coordinator could be discovered. This research also can understand the situations that a teacher has to face while managing the T&L process together with the school basketball team at the same time. Moreover, this research could discover the effect of the responsibility as a coordinator could bring towards a teacher's core business. Through this research, a deeper understanding could be achieved of the personal decision style and approach of a teacher applied through the managerial decision-making to ensure that the management of T&L and responsibility as a coordinator could be effective.

1.5 Conceptual Framework

Hennink, Hutter and Bailey (2011) stated that a conceptual framework essentially contains the concepts included in the research and maybe depicted diagrammatically using boxes linked together with arrows to indicate potential relationships between concepts that researchers intend to use further explore in the study.



The conceptual framework in Figure 2.1 which is adapted from the Personal Decision Framework by Rowe, Boulgarides and McGrath (1984). The framework is briefly about the role of personal decision style in the decision-making process, where situations could be characterized by various level of uncertainty, and one may use one of the three models of decision making, follows with the six steps of decision-making process in managerial decision-making; to find out the choice of decision.

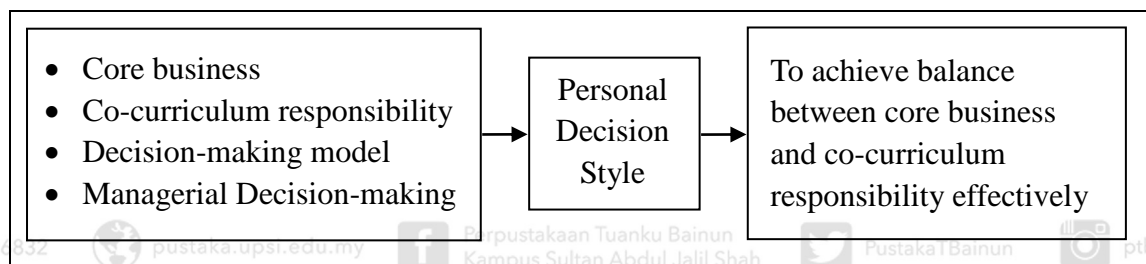


Figure 1.2. Research Conceptual Framework. Adapted from Rowe, Boulgarides and McGrath (1984).

Upon adaptation, Figure 2.1 shows that a teacher's core business at school is performing T&L. In addition, a co-curriculum responsibility will be assigned by the school administration to the teacher. The indicated responsibility in the co-curriculum refers to the coordinator. The aspect of co-curriculum which the research focuses on is relating to sport. In sport, a coordinator is responsible for managing a school-representative team sport, which referring to the school basketball team.



The management scope of a school basketball team that a coordinator has to possess could be obtained from this research too. To manage the core business of a teacher and the role of a coordinator parallelly, this research aims to discover the effects generated by both responsibilities. Meanwhile, this research can understand the decision-making model applied by a Malaysian teacher in implementing managerial decision-making with the vary of personal decision style on the management of core business relating to co-curriculum responsibility as a coordinator effectively.

1.6 Limitations of the Research



This research will only be carried out on the Chinese primary teachers in Petaling Perdana district in Selangor relating to the problems in the management of school basketball team. School administration is totally not involved in this research. Meanwhile, the main data had been collected based on the interview sessions with teachers involved as coordinators. Hence, the findings from teachers' responses were based on individual sincerity when stating their perspectives based on the interview questions. Another data collected through fieldnotes generated from sessions of observation for triangulation purpose solely involved teachers as coordinators of the school basketball team.



This research only focuses on teachers from Chinese primary schools as coordinators for the school basketball team in Petaling Perdana district. This research neither involves teachers from other medium school, secondary schools nor coordinators of other school representative team sports. Hence, the findings cannot be generalized to all schools in Petaling Perdana district in Selangor.

1.7 Operational Definition

1.7.1 Teacher

The teacher refers to a permanent teacher, who is currently serving under the Ministry of Education (KPM), with the tagging of *Guru Akademik* KSSR (GAB) (Kementerian Pendidikan Malaysia, 2022). Moreover, the teacher is currently teaching in a Chinese primary school in the Petaling Perdana district. The teacher may be from the morning or afternoon session, depending on the allocation of that teacher.

Likewise, the teacher is a coordinator, also known as *Guru Penasihat* in Malay (Kementerian Pendidikan Malaysia, 2022), who has been appointed officially by the school administration. The school representative team sports which the coordinator in charge is the school basketball team.

1.7.2 Chinese Primary School

The Chinese primary school refers to one of the 13 Chinese Primary Schools operating under KPM in the Petaling Perdana district only (Jabatan Pendidikan Selangor, 2021). According to PPPM, the Chinese primary school also refers to the Chinese National-type School or known as *Sekolah Jenis Kebangsaan (Cina)* (SJKC) in Malay (Kementerian Pendidikan Malaysia, 2013).

1.7.3 School Representative Team Sport

School representative team, which also can be known as *pasukan sekolah* in Malay (Kementerian Pendidikan Malaysia, 2021), refers to a team sport representing a school to participate in a tournament (Kementerian Pelajaran Malaysia, 2010). The school representative teams may also refer to a boys' or girls' team, or both. On the other hand, team sport refers to more than two players working together towards a shared objective (Kementerian Pelajaran Malaysia, 2010). As well, team sport is sports which involves a group of players competing against another team. Out of 24 sports listed by MSSM, the common team sports available in primary schools are handball, netball, football, basketball, volleyball, hockey, rugby, sepak takraw and softball (Majlis Sukan Sekolah Malaysia, 2022).



1.7.4 School Basketball Team

The school basketball team is referring to the school representative team sports for basketball in school. At the primary school level, the available category of basketball tournament is U12. The U12 basketball is also known as mini-basketball, or *bola keranjang mini* as in Malay translation (Majlis Sukan Sekolah Malaysia, 2022).

According to The International Basketball Federation (FIBA), mini-basketball is a game of basketball for boys and girls who are twelve years or less in the year the competition begins. (The International Basketball Federation & World Association of Basketball Coaches, 2016). The school basketball team will be the team to represent a school in participating a basketball tournament. The U12 basketball tournament for a school basketball team to participant could be categorized into Boys U12 and Girls U12 (Majlis Sukan Sekolah Malaysia, 2022).

1.7.5 Coordinator

Coordinator refers to a co-curriculum position, which also known as *guru penasihat* in Malay (Kementerian Pendidikan Malaysia, 2021), that is responsible in managing a school representative team. The school representative team sports which the coordinator is officially assigned to will be the school basketball team.





1.7.6 Decision-Making

Decision-making refers the process of identifying problems and opportunities and then resolving them (Daft, Lecturer, & Vershinina, 2010). Decision-making is also referring to the process whereby an individual, group or organization reaches conclusions about what future actions to pursue given a set of objectives and limits on available resources (Al-Omari, 2013). The decision-making process which a teacher implement will be managerial decision-making.

1.7.7 Approach



Approach refers to the three decision-making models: classical model, administrative model and political model (Daft & Marcic, 2017). Approach is the choice of models depends on an individual's personal preference and the degree of uncertainty associated with the decision. The approach applied by a teacher will be identified through the data analysis of interview sessions.

1.7.8 Personal Decision Style

Personal decision style refers to distinctions among people with respect to how they evaluate problems, generate alternatives, and make choices (Daft, 2015). According to Daft, Lecturer, and Vershinina (2010), personal decision style could be identified into



four major decision style: directive, analytical, conceptual and behavioural. Additionally, one's dominant decision style can help to avoid making critical mistakes when the usual style may be inappropriate to the problem at hand (Bush, 2015).

1.8 Summary

It is crucial to discover the problems in the management of the school basketball team that a coordinator may have to face. This research will help other teachers who possess that same assigned position to understand the approach a teacher applied with considering the vary in personal decision style, through implementing managerial decision-making into the management of performing T&L and being a coordinator effectively.