

Research on
**Knowledge and Practice of
Human Rights in Secondary Schools**

CHAPTER 5
**ANALYSIS & DISCUSSION OF
SCHOOL ADMINISTRATOR DATA**



ANALYSIS & DISCUSSION OF SCHOOL ADMINISTRATOR DATA

Introduction

The administrator questionnaire was administered to principals, senior assistants (administration), senior assistants (students' affairs), senior assistants (co-curriculum) and afternoon supervisors. One hundred and forty two (142) of them completed the questionnaire and returned it to SUHAKAM.

Like the responses of the students and teachers, those of the administrators were grouped into 4 clusters for analysis and discussion. They are general knowledge of human rights; children's rights and responsibilities, fundamental rights in the Federal Constitution; practices in school that impinge upon human rights.

Human Rights: General Knowledge

The items in this group pertain to (i) awareness of SUHAKAM' existence; (ii) knowledge of the establishment of SUHAKAM by an Act of Parliament; (iii) the passing of the Convention on the Rights of the Child by the Parliament; and (iv) briefing on the CRC.

a) Knowing SUHAKAM's Existence

Overall 7.7% of the 142 participating administrators admitted of not knowing the existence of SUHAKAM until they took part in the survey, implying that almost all of them knew of its existence. One of them did not respond to this item and this administrator was from the single sex school. The highest percentage of administrators who did not know of SUHAKAM's existence before participating in this survey came from the technical schools (16.7%) and the lowest was from the co-ed schools (6.5%). The percentages of administrators who were unaware of SUHAKAM's existence in the single sex and agama schools were 7.7 and 11.8 respectively.

More female than male administrators were unaware of SUHAKAM's existence; 9.1% of the female administrators, compared to 6.6% of the male administrators, were not aware of SUHAKAM's existence. Analysis according to type of school and gender discloses that, in the single sex schools, all the 9 male administrators knew of the existence of SUHAKAM while 2 female administrators out of 17 (11.8%) did not. In the agama schools, 1 male and 1 female administrator admitted of being unaware of SUHAKAM's existence. However, in the technical schools, all the three female administrators had this knowledge while one out of the three

male administrators did not. When calculated in percentage, the technical schools had 33.3% of the male administrators who did not know of the existence of the Human Rights Commission of Malaysia. Owing to the very small number of administrators in the technical schools who responded to the questionnaire, percentages can give a misleading perception of the gender differences.

Table 5.1
Percentage of Administrators Who Heard of SUHAKAM for the First Time

<i>Type of School</i>		<i>Gender</i>		<i>Locality</i>	
		<i>M</i>	<i>F</i>	<i>Urban</i>	<i>Rural</i>
Co-ed 93	N= 6	3	3	2	4
	%= 6.5	5.6	7.7	4.7	8.0
	Ms= 0	0(0%)	0(0%)	0(0%)	0(0%)
Single Sex 26	N= 2	0	2	2	
	%= 7.7	0	11.8	7.7	
	Ms=1(3.8%)	0(0%)	(5.9%)	Ms=1(3.8%)	
Technical 6	N= 1	1	0	1	0
	%= 16.7	33.3	0	33.3	0
	Ms= 0%	0(0%)	0(0%)	0(0%)	0(0%)
Agama 17	N= 2	1	1	1	1
	%= 11.8	10.0	14.3	33.3	7.1
	Ms= 0%	0(0%)	0(0%)	0(0%)	0(0%)
Total N=142	N= 11	5	6	6	5
	%=.7	6.6	9.1	8.0	7.5
	Ms= 0.7(1)	0(0%)	1(1.5%)	1(1.3%)	0(0%)

Ms denotes number and percentage of no response

Likewise the perception for the urban-rural difference in the technical schools can be misleading. In addition, since the sample size of the technical school is small, comprising 6 administrators only, the data is unlikely to be representative of the population of administrators in the technical schools. Hence, the data should be viewed with caution. The data of the administrators in the agama schools should also be viewed with caution because the number of respondents in these schools is small although bigger than the number of the respondents in the technical schools.

In the total sample, there seemed to be little difference in the percentage of urban and rural administrators who did not know of SUHAKAM's existence. However, when the data was analyzed by type of school and urban-rural locality, differences were discerned in the co-ed schools which had more rural administrators who did not know of SUHAKAM's existence; 8.0% of the rural administrators, compared to 4.7% of the urban administrators, did not have this knowledge. All the rural administrators in the technical schools knew of

SUHAKAM's existence while 1 urban administrator did not. In the agama schools, 1 urban and 1 rural administrator did not know of SUHAKAM's existence. Owing to the small number of respondents in the technical and agama schools, comparison of the percentages of the administrators' response can be misleading.

b) Establishment of SUHAKAM by Act of Parliament

An examination of Table 5.1 and Table 5.2 shows that 92.3% of the administrators knew of the existence of SUHAKAM but only 81.0% knew that SUHAKAM was established by an Act of Parliament. The data therefore shows that not all of those who were aware of SUHAKAM's existence knew that SUHAKAM was established by the Parliament.

Table 5.2
Percentage of Administrators Knowing SUHAKAM's Formation by Act of Parliament

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=74 %=79.6 Ms=5(5.4%)	46 85.2 2(3.7%)	28 71.8 3(7.7%)	33 76.7 3(7.0%)	41 82.0 2(4.0%)
Single Sex 26	N=21 %=80.8 Ms=2(7.7%)	7 77.8 1(11.1%)	14 82.4 1(5.9%)	21 80.8 2(7.7%)	
Technical 6	N=6 %=100.0 Ms=0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)
Agama 17	N=14 %=82.4 Ms=2(11.8%)	9 90.0 1(10.0%)	5 71.4 1(14.3%)	3 100.0 0(0%)	11 78.6 2(14.3%)
Total 142	N=115 %=81.0 Ms=9(6.3%)	65 85.5 4(5.3%)	50 75.8 5(7.6%)	60 80.0 5(6.7%)	55 82.1 4(6.0%)

Ms denotes number and percentage of no response

Analysis of the data according to type of school shows that all the 6 administrators in the technical schools claimed that they knew that SUHAKAM was established by an Act of Parliament yet one of them admitted of being unaware of SUHAKAM's existence before participating in the study. The lowest percentage of administrators knowing about the establishment of SUHAKAM by an Act of Parliament was found in the co-ed schools (79.6%). The percentage of administrators possessing this knowledge in the single sex and agama schools was 80.8 and 82.4 respectively.

Overall, more male than female administrators had knowledge of the establishment of SUHAKAM by the Parliament, the percentage being 85.5 and 75.8 respectively. However, this pattern was not consistent across the different types of schools. There was no gender difference in the technical school as all the three male and three female administrators knew that SUHAKAM was established by an Act of Parliament. In the single sex schools, the percentage of the female administrators who knew about the establishment of SUHAKAM was higher, the percentage being 82.4 and 77.8 respectively. But, the reverse was found in the co-ed and agama schools. In the co-ed schools, 85.2% of the male administrators and 71.8% of the female administrators knew about the establishment of SUHAKAM by an Act of Parliament. In the agama schools, 90.0% of the male administrators and 71.4% of the female administrators had this fact correct.

Since all the 3 urban and 3 rural administrators in the technical schools knew about the establishment of SUHAKAM, there was no difference between them. In the co-ed schools, 76.7% of the urban and 82.0% of the rural administrators knew that SUHAKAM was established by an Act of Parliament; implying that more rural administrators had this fact correct. In the agama schools, the reverse was the case; all the three urban administrators (100%) and 78.6% (11) of the rural administrators knew that SUHAKAM was established by an Act of Parliament (Table 5.2).

c) Misconception of CRC Being Passed by Parliament

Table 5.3 shows that 84.5% of the administrator had the mistaken notion that the CRC was passed by an Act of Parliament, implying that the majority of the administrators did not realize that CRC is only an international covenant which does not require legislation.

Analysis by type of school shows that all the administrators in the technical schools had the mistaken notion that the CRC was passed by the Parliament. All of them had earlier indicated that SUHAKAM was established by an Act of Parliament. The single sex schools had the lowest percentage of administrators with this mistaken notion of the CRC; 69.2% of them checked that the Convention was passed by the Parliament. The percentage of administrators in the co-ed and agama schools with the mistaken notion of the CRC was 88.2 and 82.4 respectively.

No gender difference was discerned as 84.2% of the male administrators and 84.8% of the female administrators had the misconception that CRC was passed by the Parliament. When gender difference was analyzed by type of school, a higher percentage of the female administrators in the co-ed and single sex schools were observed to have the misconception that the CRC was passed by an Act of

Parliament. In the single sex schools, 55.6% of the male and 76.5% of the female administrators and in the co-ed schools, 87.0% of the male and 89.7% of the female administrators had the mistaken notion of the CRC being passed by the Parliament. Ninety percent of the male and 71.4% of the female administrators in the agama schools had this mistaken notion of the CRC, implying that unlike the co-ed and single sex schools, the agama schools had more males with this mistaken notion of the CRC. All (100%) the male administrators and all (100%) the female administrators in the technical schools had the misconception of the CRC being passed by the Parliament.

Table 5.3
Percentage of Administrators with Misconception of CRC Being Passed by Parliament

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=82 %=88.2 Ms=4(4.3%)	47 87.0 2(3.7%)	35 89.7 2(5.1%)	37 86.0 2(4.7%)	45 90.0 2(4.0%)
Single Sex 26	N=18 %=69.2 Ms=2(7.7%)	5 55.6 0(0%)	13 76.5 2(11.8%)	18 69.2 2(7.7%)	
Technical 6	N=6 %=100.0 Ms=0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)
Agama 17	N=14 %=82.4 Ms=1(5.9%)	9 90.0 0(0%)	5 71.4 1(14.3%)	3 100.0 0(0%)	11 78.6 1(7.1%)
Total 142	N=120 %=84.5 Ms=7(4.9%)	64 84.2 2(2.6%)	56 84.8 5(7.6%)	61 81.3 4(5.3%)	59 88.1 3(4.5%)

Ms denotes number and percentage of no response

Analysis by urban-rural locality shows that the responses of the administrators in the technical and agama schools to this item was similar to their response to the item on the establishment of SUHAKAM by an Act of Parliament, meaning that those who answered that SUHAKAM was established by an Act of Parliament also answered that the CRC was passed by the Parliament. For both of these items, 100% of the urban and rural administrators in technical schools and 100% of the urban administrators in the agama schools agreed that the CRC and the establishment of SUHAKAM were passed by the Parliament. In the co-ed schools, 90.0% of the rural and 86.0% of the urban administrators had the mistaken notion of the CRC being passed by the Parliament.

d) Briefing on CRC

Although the CRC was acceded in 1995, only 7.0% of the administrators claimed that they had been briefed on the Convention on the Rights of the Child. None of the administrators in the technical and agama schools had been briefed on the CRC while 4.3% of the administrators in the co-ed and 23.1% of them in the single sex schools were briefed.

Table 5.4
Percentage of Administrators Given Information of CRC

Type of School		Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=4	2	2	2	2
	%=4.3	3.7	5.1	4.7	4.0
	Ms=1(1.1%)	1(1.9%)	0(0%)	0(0%)	0(0%)
Single Sex 26	N=6	3	3	6	
	%=23.1	33.3	17.6	23.1	
	Ms=1(3.8%)	1(11.1%)	0(0%)	1(3.8%)	
Technical 6	N=0	0	0	0	0
	%=0	0	0	0	0
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Agama 17	N=0	0	0	0	0
	%=.0	0	0	0	0
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Total 142	N=10	5	5	8	2
	%=7.0	6.6	7.6	10.7	3.0
	Ms=2(1.4%)	2(2.6%)	0(0%)	1(1.3%)	1(1.5%)

Ms denotes number and percentage of no response

More female than male administrators had briefing but the difference between them was small, the percentage being 7.6 and 6.6 respectively. When analyzed according to type of school, 5.1% of the female administrators and 3.7% of the male administrators in the co-ed schools claimed that they had briefing on the CRC. In the single sex schools, 33.3% of the male administrators and 17.6% of the female administrators were briefed on the CRC. Neither the male nor the female administrators in the technical and agama schools were briefed on the CRC.

Likewise none of the administrators in the urban and rural technical and agama schools were briefed. In the co-ed schools, 4.7% of the urban and 4.0% of the rural administrators were briefed, implying there was little difference in terms of percentage of the urban and rural administrators who had been briefed on the CRC.

Children's Rights and Responsibilities

This section has nine items on the rights of the child which are similar to those in the teacher questionnaire. The items include the right to education, the right of the disabled to education, freedom of expression, the right to leisure and recreation, the right to association, the right to access to information and the right to protection from physical and mental abuse.

a) Compulsory Primary Education

As administrators, they should be cognizant of the legislation that 6 years of primary education is compulsory for all children of Malaysian citizens. However, as 94.1% knew of this legislation, there were 4.9% of the administrators who were ignorant of this fact. One of them omitted answering this item, implying that he/she did not know and was unsure of the answer.

All the administrators in the technical schools knew of this legislation. In the co-ed schools, 96.8% of the administrators in the co-ed schools and 92.3% of the administrators in the single schools knew that primary education is compulsory. In the agama schools, 88.2% of the administrators had knowledge of this legislation.

Table 5.5
Administrators' Response to Compulsory Primary School Education

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=90 %=96.8 Ms=1(1.1%)	52 96.3 1(1.9%)	38 97.4 0(0%)	41 95.3 1(2.3%)	49 98.0 0(0%)
Single Sex 26	N=24 %=92.3 Ms=0(0%)	8 88.9 0(0%)	16 94.1 0(0%)	24 92.3 0(0%)	
Technical 6	N= 6 %=100.0 Ms=0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)
Agama 17	N=15 %=88.2 Ms=0(0%)	8 80.0 0(0%)	7 100.0 0(0%)	3 100.0 0(0%)	12 85.7 0(0%)
Total 142	N=135 %=95.1 Ms=1(.7%)	71 93.4 1(1.3%)	64 97.0 0(0%)	71 94.7 1(1.3%)	64 95.5 0(0%)

Ms denotes number and percentage of no response

In all the types of schools, except for the technical schools, more female administrators knew that primary education is compulsory. In the technical schools, all the administrators claimed knowing that primary education is compulsory. All the 7 female administrators in the agama schools (100%) also claimed to have this knowledge while 80.0% of their male colleagues knew of this legislation. In the co-ed and single sex schools, the percentages of the male and female administrators are 96.3, 97.4, 88.9 and 94.1% respectively.

A slightly higher percentage of the rural administrators knew that primary school is compulsory. In the co-ed schools, 95.3% of the urban and 98.0% of the rural administrators knew that primary education is compulsory. But, in the agama schools the reverse was found. While all the male administrators knew that primary education is compulsory, 85.7% of the female administrators had this knowledge.

b) Education of Children with Disabilities

Many administrators, like the students and teachers, agreed that children with disabilities should be placed in special schools; 92.3% of them were of this view. All the administrators (100%) in the technical schools agreed that children with disabilities should be placed in special schools. The lowest percentage of administrators who held this view was found in the single sex schools (76.9%). For administrators in the co-ed schools, the percentage was 95.7 and in agama schools, it was 94.1.

Overall, a higher percentage of male administrators agreed that children with disabilities should be placed in special schools; 93.4% of the male administrators compared with 90.9% of the female administrators held this view. Analysis of the data according to type of school and gender reveals that a higher percentage of male administrators in the single sex and agama schools wanted disabled children to be placed in special schools. In the agama schools, all the male administrators wanted disabled children to be placed in special schools while 85.7% of the female administrators did so. In the single sex schools, 77.8% of the male administrators and 76.5% of the female administrators held the view that disabled children should be placed in special schools. A higher percentage of the female administrators in the co-ed schools wanted disabled children to be placed in special schools; 97.4%; of the female and 94.4% of the male administrators wanted disabled children to be in special schools. Similar to their responses to the previous items, all the male and female administrators in the technical schools agreed to the item, that is, 100% of them agreed that disabled children should be in special schools.

Table 5.6

Administrators' Response to Disabled Children Being Placed in Special Schools

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=89 %=95.7 Ms=0(0%)	51 94.4 0(0%)	38 97.4 0(0%)	41 95.3 0(0%)	48 96.0 0(0%)
Single Sex 26	N=20 %=76.9 Ms=2(7.7%)	7 77.8 1(11.1%)	13 76.5 1(5.9%)	20 76.9 2(7.7%)	
Technical 6	N=6 %=100.0 Ms=0(0%)	3 100.0 0(0%)	3 100 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)
Agama 17	N=16 %=94.1 Ms=0(0%)	10 100.0 0(0%)	6 85.7 0(0%)	3 100.0 0(0%)	13 92.9 0(0%)
Total 142	N=131 %=92.3 Ms=2(1.4%)	71 93.4 1(1.3%)	60 90.9 1(1.5%)	67 89.3 2(2.7%)	64 95.5 0(0%)

Ms denotes number and percentage of no response

Like the item on compulsory primary education, all urban and rural administrators in the technical schools agreed to the item. All the urban and 92.9% of the rural administrators in the agama schools wanted disabled children to be placed in special schools. In the co-ed schools, a slightly higher percentage of the rural administrators wanted children with disabilities to be placed in special schools. 96.0% of the urban and 95.3% of the rural administrators wanted this form of education for disabled children.

c) Freedom of Expression

All the administrators, except for 3 administrators in the co-ed schools, agreed that students should have the right to express ideas and opinions even though they conflict with those of the adults. One of the administrators in the co-ed schools gave no response.

As all the administrators in the single sex, technical and agama schools agreed that all children should be given the freedom of expression; male and female administrators in these schools did not differ in their view on freedom of expression. In the co-ed schools, more male administrators were for giving children the freedom of expression; 98.1% of the male administrators as compared with 92.3% of the female administrators were for children to have the freedom of expression.

Table 5.7
Administrators' Response to Students' Right to Express Ideas and Opinions

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=89 %=95.7 Ms=1(1.1%)	53 98.1 0(0%)	36 92.3 1(2.6%)	40 93.0 1(2.3%)	49 98.0 0(0%)
Single Sex 26	N=26 %=100.0 Ms=0(0%)	9 100.0 0(0%)	17 100.0 0(0%)	26 100.0 0(0%)	
Technical 6	N= 6 %=100.0 Ms=0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)
Agama N=17 17	10 7 %=100.0 Ms=0(0%)	3 100.0 0(0%)	14 100.0 0(0%)	100.0 0(0%)	100.0 0(0%)
Total 142	N=138 %=97.2 Ms=1(.7%)	75 98.7 0(0%)	63 95.5 1(1.5%)	72 96.0 1(1.3%)	66 98.5 0(0%)

Ms denotes number and percentage of no response

Likewise, since all the administrators in the technical and agama schools agreed that students be given the freedom to express themselves, the urban and rural administrators in these schools did not differ in their viewpoint. In the co-ed schools, 93.0% of the urban and 98.0% of the rural administrators were for giving students the freedom of expression.

d) Use of Ridicule to Motivate Students

Only 14.1% of the administrators agreed that it is not wrong for teachers to ridicule students to motivate them to study. The highest percentage of administrators agreeing this method of motivating students was in the co-ed schools (17.2%) while the lowest was in the single sex schools (3.8%) which had only one administrator agreeing to this method of motivating students. The technical schools also had 1 administrator agreeing to the use of ridicule to motivate students to study but as there were only 6 respondents, the percentage computed was 16.7%. In the agama schools, 11.8% of the administrators agreed to the use of ridicule to motivate students to study.

Analysis of the data according to gender and type of school shows that none of the female administrators in the single sex, technical and agama schools agreed to the use of ridicule to motivate students to study. In term of numbers of respondents, 1 male (11.1%) administrator in the single sex schools, 1 male

administrator (33.3%) in the technical schools and 2 (20.0%) male administrators in the agama schools were for this method of motivating students. In the co-ed schools more female administrators agreed to the use of ridicule to motivate students to study, 14.8% of the male and 20.5% of the female administrators.

Table 5.8
Administrators' Response to "Not Wrong for Teachers to Ridicule to Motivate Students"

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N= 16 %=17.2 Ms=1(1.1%)	8 14.8 1(1.9%)	8 20.5 0(0%)	7 16.3 0(0%)	9 18.0 1(2.0%)
Single Sex 26	N=1 %=3.8 Ms=0(0%)	1 11.1 0(0%)	0 0 0(0%)		
Technical 6	N=1 %=16.7 Ms=0(0%)	1 33.3 0(0%)	0 0 0(0%)	0 0 0(0%)	1 33.3 0(0%)
Agama 17	N=2 %=11.8 Ms=0(0%)	2 20.0 0(0%)	0 0 0(0%)	0 0 0(0%)	2 14.3 0(0%)
Total 142	N=20 %=14.1 Ms=1(,7%)	12 15.8 1(1.3%)	8 12.1 0(0%)	8 10.7 0(0%)	12 17.9 1(1.5%)

Ms denotes number and percentage of no response

The data in Table 5.8 also shows that none of the urban administrators in the technical and agama schools were for teachers to use ridicule to motivate students to study. One administrator (33.3%) in the rural technical schools and 2 (14.3%) administrators in the rural agama schools agreed to the use of ridicule to motivate students. In the co-ed schools, 16.3% (7) of the urban and 18.0% (9) of the rural administrators agreed to the use of ridicule to motivate students to study. Hence, generally a higher percentage of the rural administrators were in favour of using ridicule to motivate students to study.

e) Rest and Recreation

To the item that students can rest and have their recreation only when allowed by adults, 21.1% of the administrators said "yes". The highest percentage of administrators who agreed to this item was found in the co-ed schools; the percentage was 25.8. The single sex schools came next with 15.4% of the administrators agreeing that adults control children's rest and recreation. None

of the administrators in the technical schools agreed to the item that adults control when children can rest and have their recreation while 2 (11.8%) administrators in the agama schools did.

Overall, the percentage of female administrators who agreed that children can only have their rest and recreation when allowed by adults was almost double that of the male administrators; the percentages were 28.8 and 14.5 respectively. This gender difference was also obtained in the co-ed schools and single sex schools. In the co-ed schools, 38.5% of the female administrators and 16.7% of the male administrators agreed that children can only rest when allowed by adults. In the single sex schools, all the male administrators did not agree that children could only rest and have their recreation when allowed by adults while 4 (23.5%) of the female administrators did. Contrary to the finding in the single sex schools, none of the female administrators in the agama schools agreed that adults control children's rest and recreation while 2 (20.0%) of the male colleagues did. None of the male and female administrators in the technical schools agreed that adults control children's rest and recreation.

Table 5.9
Administrators' Response to Children's Right to Rest and Recreation

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=24 %=25.8 Ms=1(1.1%)	9 16.7 1(1.9%)	15 38.5 0(0%)	12 27.9 0(0%)	12 24.0 1(2.0%)
Single Sex 26	N=4 %=15.4 Ms=0(0%)	0 0 0(0%)	4 23.5 0(0%)	4 15.4 0(0%)	
Technical 6	N=0 %=0 Ms=0(0%)	0 0 0(0%)	0 0 0(0%)	0 0 0(0%)	0 0 0(0%)
Agama 17	N=2 %=11.8 Ms=0(0%)	2 20.0 0(0%)	0 0 0(0%)	0 0 0(0%)	2 14.3 0(0%)
Total 142	N=30 %=21.1 Ms=1(.7%)	11 14.5 1(1.3%)	19 28.8 0(0%)	16 21.3 0(0%)	14 20.9 1(1.5%)

Ms denotes number and percentage of no response

In the co-ed schools, 27.9% of the urban and 24.0% of the rural administrators agreed that children could rest and relax only when adults allowed them, implying that the percentage of administrators who wanted control over children's rest and recreation was higher for the urban than the rural administrators. Two (14.3%)

of the administrators in the rural agama schools wanting to control children's rest and recreation while none of the administrators in the urban agama schools were for adult's control over children's rest and recreation.

f) Freedom of Association

Almost all the administrators (97.9%) agreed that students be given the freedom to choose the clubs or societies to join. While 97.8% of the administrators in the co-ed schools and 96.2% of the administrators in the single sex schools agreed that students be given the freedom to choose the clubs or societies to join, all the administrators in the technical and agama schools did.

Since all the administrators in the technical and agama schools agreed to give students the freedom to choose their co-curricular activities, there was no difference between the male and female administrators on this item. In the single sex schools, while all (100%) the female administrators were in favour of giving students the freedom to choose the clubs and societies to join, 88.9% of the male administrators did so. In the co-ed schools, more male (98.1%) than female (97.4%) administrators agreed to give students the freedom to choose their co-curricular activities. But, the difference between them was small.

Table 5.10
Administrators' Response to Students' Right to Join Societies and Clubs in School

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=91 %=97.8 Ms=1(1.1%)	53 98.1 1(1.9%)	38 97.4 0(0%)	42 97.7 0(0%)	49 98.0 1(2.0%)
Single Sex 26	N=25 %=96.2 Ms=1(3.8%)	8 88.9 1(11.1%)	17 100.0 0(0%)	25 96.2 1(3.8%)	
Technical 6	N=6 %=100.0 Ms=0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)
Agama 17	N=17 %=100.0 Ms=0(0%)	10 100.0 0(0%)	7 100.0 0(0%)	3 100.0 0(0%)	14 100.0% 0(0%)
Total 142	N=139 %=97.9 Ms=2(1.4%)	74 97.4 2(2.6%)	65 98.5 0(0%)	73 97.3 1(1.3%)	66 98.5 1(1.5%)

Ms denotes number and percentage of no response

All the urban and all the rural administrators in the technical and agama agreed that students be given the freedom to choose the clubs and societies to join. In the co-ed schools, a slightly higher percentage of the rural administrators held this view; 98.0% of the rural and 97.7% of the urban administrators were for giving students the freedom of choice of their co-curricular activities.

g) Access to Information

The vast majority of the administrators (81.7%) agreed that every child has the right to access to information from various sources, within and without the country. All the administrators in technical schools agreed that children have this right while 82.8%, 76.9% and 76.5% of the administrators in the co-ed, single sex and agama held this viewpoint respectively.

Table 5.11
Administrators' Response to Children's Right to Information from Various Sources

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=77 %=82.8 Ms=3(3.2%)	44 81.5 2(3.7%)	33 84.6 1(2.6%)	36 83.7 1(2.3%)	41 82.0 2(4.0%)
Single Sex 26	N=20 %=76.9 Ms=0(0%)	6 66.7 0(0%)	14 82.4 0(0%)	20 76.9 0(0%)	
Technical 6	N=6 %=100.0 Ms=0(0%)	0 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)
Agama 17	N=13 %=76.5 Ms=0(0%)	8 80.0 0(0%)	5 71.4 0(0%)	3 100.0 0(0%)	10 71.4 0(0%)
Total 142	N=116 %=81.7 Ms=3(2.1%)	61 80.3 2(2.6%)	55 83.3 1(1.5%)	62 82.7 1(1.3%)	54 80.6 2(3.0%)

Ms denotes number and percentage of no response

Overall, a slightly higher percentage of female administrators (83.3%) as compared with male administrators (80.3%) subscribed to this viewpoint. Likewise a higher percentage of the female administrators in the co-ed and single sex schools held this view but the reverse was found in the agama schools. In the co-ed schools, 84.6% of the female administrators and 81.5% of the male administrators agreed that every child has the right to access to information from various sources. The gender difference was more obvious in the single sex schools

as 82.4% of the female and 66.7% of the male administrators held the view that students have the right to access to information. In the agama schools, the reverse was the case; 80.0% of the male administrators, compared to 71.4% of the female administrators, agreed that students have the right to information. All (100%) of the male and female administrators in the technical schools held this view.

A higher percentage of urban teachers in the co-ed schools agreed that every child has the right to access to information; 83.7% of the urban and 82.0% of the rural administrators held this view. In the agama schools, the difference was more obvious as all the urban administrators agreed that children have the right to information while 71.4% of the rural administrators agreed. As usual, all the urban and rural administrators in the technical schools agreed to the item that children have the right to access to information.

h) Protection from Physical and Mental Abuse

One expects principals, supervisors and senior administrators to protect children from physical harm and mental agony. But the findings indicated that not of them agreed that every child in Malaysia has the right to this protection. As the data shows that only 95.1% of them agreed that every child has this right, that is, 4.9% did not. Four of them did not agree and three of them did not respond. Perhaps, since caning is a common practice in schools, some of the administrators may be of the opinion that misbehaving children, especially persistent offenders, warrant to be caned. Caning in some schools can be rather severe as caning is used to teach students a lesson and to deter them from breaking school regulations and committing offences.

As with most of the items, all the administrators in the technical schools agreed, meaning that all of them opined that every child has the right to be protected from physical and mental abuse. The co-ed and agama schools had almost the same percentage of administrators who agreed that children have the right to protection from physical and mental abuse; their respective percentages were 94.6 and 94.1. The percentage of administrators in the single sex schools who agreed that children have the right to protection from physical and mental abuse was slightly higher, being 96.2%.

All (100%) the female administrators in the single sex and agama schools agreed that children have the right to this protection while 88.9% of the male administrators in the single sex schools and 90.0% of the male administrators in the agama schools held this viewpoint. In the co-ed schools, more male (96.3%) than female administrators (92.3%) agreed that children have the right to be protected from physical and mental abuse. As usual, all the male and female administrators in the technical schools agreed with the item, that is, children have the right to protection from physical and mental abuse.

Table 5.12
Administrators' Response to Students' Right to Protection from Physical and Mental Abuse

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=88 % = 94.6 Ms=3(3.2%)	52 96.3 2(3.7%)	36 92.3 1(2.6%)	40 93.0 1(2.3%)	48 96.0 2(4.0%)
Single Sex 26	N=25 % = 96.2 Ms=0(0%)	8 88.9 0(0%)	17 100.0 0(0%)	25 96.2 0(0%)	
Technical 6	N=6 % = 100.0 Ms=0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)
Agama 17	N=16 % = 94.1 Ms=0(0%)	9 90.0 0(0%)	7 100.0 0(0%)	3 100.0 0(0%)	13 92.9 0(0%)
Total 142	N=135 % = 95.1 Ms=3(2.1%)	72 94.7 2(2.6%)	63 95.5 1(1.5%)	71 94.7 1(1.3%)	64 95.5 2(3.0%)

Ms denotes number and percentage of no response

All (100%) the administrators in the urban agama schools agreed that children have the right to protection from mental and physical abuse while 92.9% of them in the rural agama schools did so. The reverse was observed in the co-ed schools; 93.0% of the urban and 96.0% of the rural administrators agreed that children have the right to protection from mental and physical abuse. All the urban and rural administrators in the technical schools agreed.

Knowledge of Federal Constitution

The administrator questionnaire also contains items pertaining to the non-discrimination provisions in Part II of the Federal Constitution. This knowledge does not guarantee that administrators practise non-discrimination but not knowing these provisions may make administrators more susceptible to violating these provisions.

a) Non-Gender Discrimination

Overall, the percentage of administrators who knew of the non-gender discrimination in the Federal Constitution was 94.4. All (100%) of the administrators in the agama and technical schools claimed that they knew of the

non-gender discrimination provision in the Constitution while 84.6% of the administrators in the single sex schools had this knowledge. A higher percentage of the administrators in the co-ed schools knew of this provision; their percentage was 95.7.

Table 5.13
Administrators' Knowledge of Non-Gender Discrimination in Part II of the Federal Constitution

Type of School		Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=89	52	37	41	48
	%=95.7	96.3%	94.9	95.3	96.0
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Single Sex 26	N=22	7	15	22	
	%=84.6	77.8	88.2	84.6	
	Ms=2(7.7%)	1(11.1%)	1(5.9%)	Ms=2(7.7%)	
Technical 6	N=6	3	3	3	3
	%=100.0	100.0	100.0	100.0	100.0
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Agama 17	N=17	10	7	3	14
	%=100.0%	100.0	100.0	100.0	100.0
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Total 142	N=134	72	62	69	65
	%=94.4%	94.7	93.9	92.0	97.0
	Ms=2(1.4%)	1(1.3%)	1(1.5%)	2(2.7%)	0(0%)

Ms denotes number and percentage of no response

In the total sample, a slightly higher percentage of the male administrators had knowledge of the non-gender discrimination provision than the female administrators; the percentage of male administrators with this knowledge was 94.7 while the percentage of female administrators was 93.9. In the co-ed schools, the percentage of administrators who knew of this provision was also higher for the male administrators; 96.3% of the male administrators compared with 94.9% of the female administrators claimed to have this knowledge. But, in the single sex schools, the percentage of female administrators who knew of the non-gender discrimination was higher; 88.2% of the female administrators, as compared to 77.8% of the male administrators, knew of the non-gender discrimination provision. In the technical and agama schools, all the male and female administrators had knowledge of this provision.

In the co-ed schools, 96.0% of the rural and 95.3% of the urban administrators knew about the non-gender discrimination provision in the Federal Constitution. The urban and rural administrators in the technical and agama schools did not

differ in their percentages as all of them had the knowledge of the non-gender provision.

b) Non-Racial Discrimination

Since 95.1% of the administrators knew about the non-racial discrimination provision in the Federal constitution compared to 94.4% of them who knew about the non-gender discrimination provision, it can be concluded that more administrators were aware of the non-racial discrimination than of the gender discrimination. Like the item on non-gender discrimination, all the administrators in the technical and agama schools claimed that they had knowledge of the non-racial discrimination provision in the Federal Constitution. In the co-ed schools, 5.4% of the administrators and in the single schools, 7.7% of them did not have this knowledge.

Table 5.14
Administrators' Knowledge of Non-racial Discrimination in Part II of the Federal Constitution

Type of School		Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=88	52	36	40	48
	%=94.6	96.3	92.3	93.0	96.0
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Single Sex 26	N=24	8	16	24	
	%=92.3	88.9	94.1	92.3	
	Ms=1(3.8%)	1(11.1%)	0(0%)	1(3.8%)	
Technical 6	N=6	3	3	3	3
	%=100.0	100.0	100.0	100.0	100.0
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Agama 17	N=17	10	7	3	14
	%=100.0	100.0	100.0	100.0	100.0
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Total 142	N=135	73	62	70	65
	%=95.1	96.1	93.9	93.3	97.0
	Ms=1(.7%)	1(1.3%)	0(0%)	1(1.3%)	0(0%)

Ms denotes number and percentage of no response

Overall, more male (96.1%) than female (93.9%) administrators knew of the non-racial discrimination provision in the Federal Constitution. Likewise, in the co-ed schools, more male (96.3%) than female (92.3%) administrators knew of the non-racial discrimination provision. But the reverse was found in single sex schools. The percentage of the male administrators in the single sex schools who knew about non-racial discrimination provision in the Federal Constitution

was lower; 88.9% of the male administrators, compared with 94.1% of the female administrators, knew of the non-racial discrimination. All the male and female administrators in the technical and agama schools knew of the non-racial discrimination provision.

Again, no differences were found between the urban and rural administrators in the technical and agama schools as all the urban and rural administrators were cognizant of this non-racial discrimination provision in the Federal Constitution. However, in the co-ed schools, a higher percentage of the rural administrators knew of this provision; 96.0% of the rural, as compared with 93.0% of the urban administrators, had knowledge of the non-racial discrimination provision.

c) Non-Religious Discrimination

Compared to the percentage of the administrators who knew about the non-gender and non-racial discrimination provision in the Federal Constitution, the percentage of administrators who knew about the non-religious discrimination provision was even higher. The percentage of administrators who knew about this provision was 96.5 (Table 5.15). As with the other two provisions discussed earlier, all of the administrators in the technical and agama school knew about this provision.

Table 5.15
Administrators' Knowledge of Non-Religious Discrimination in Part II of the Federal Constitution

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=90 %=96.8 Ms=0(0%)	53 98.1 0(0%)	37 94.9 0(0%)	41 95.3 0(0%)	49 98.0 0(0%)
Single Sex 26	N=24 %=92.3 Ms=1(3.8)	8 88.9 1(11.1%)	16 94.1 0(0%)	24 92.3 1(3.8%)	
Technical 6	N=6 %=100.0 Ms=0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)
Agama 17	N=17 %=100.0 Ms=0(0%)	10 100.0 0(0%)	7 100.0 0(0%)	3 100.0 0(0%)	14 100.0 0(0%)
Total 142	N=137 %=96.5 Ms=1(.7%)	74 97.4 1(1.3%)	63 95.5 0(0%)	71 94.7 1(1.3%)	66 98.5 0(0%)

Ms denotes number and percentage of no response

Overall, 97.4% of the male administrators and 95.5% of the female administrators knew about this non-discrimination provision. When analyzed according to type of school and gender, more male administrators in the co-ed schools knew of this provision than their female colleagues; 98.1% of the male administrators and 94.9% of the female administrators knew of this non-religious discrimination in the Constitution. The reverse was observed in the single sex schools where 88.9% of the male administrators and 94.1% of the female administrators knew that discrimination on the basis of religion is not permitted in the Federal Constitution. As for the male and female administrators in the technical and agama schools, all of them had knowledge of this non-religious discrimination provision.

Analyzing along the urban-rural dimension, more rural administrators in the co-ed schools were found to have knowledge of this non-discrimination provision; 95.3% of the administrators in the urban co-ed schools as compared to 98.0% of the administrators in the rural co-ed schools knew of this provision, No differences were found in the agama and technical schools as all the administrators knew about this provision.

Human Rights and Practices in School

If there are practices in schools that violate children's rights or even those of teachers, school principals and senior administrators are directly or indirectly responsible. When principals or senior administrators are not aware of these rights they are more likely to violate them. The responses of principals and senior administrators to the selection of class monitors, the selection of school prefects and caning therefore reflect their understanding of and attitudes towards children's rights.

a) Selection of Class Monitor

Only 26.1% of the administrators agreed that teachers and not students should choose class monitors. The highest percentage of administrator who wanted class monitors to be selected by teachers was in the agama schools (35%). The single sex schools came next with 38.5% of them wanting this method of selecting class monitors. In the co-ed schools, 22.6% of the administrators wanted the class monitor to be selected by teachers. None of the administrators in the technical schools wanted class monitors to be selected in this manner.

Overall more female than male administrators wanted the class monitor to be selected by teachers, 30.3% of the female administrators and 22.4% of the male administrators wanted class monitors to be selected by this procedure. The greater inclination of the female administrators for class monitors to be selected by teachers was found in all the schools except for the technical schools where all

the administrators disagreed with the suggestion that the class monitor should be selected by teachers and not by students. In the single sex and agama schools, the percentage of administrators who wanted the class monitor to be selected by teachers was noticeably higher for the female administrators; the percentages were 30.0 and 42.9 in the agama schools and 33.3 and 41.2 in the single sex schools.

Table 5.16
Administrators' Response to Teachers and Not Students Having the Right to Select Class Monitor

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=21 %=22.6 Ms=0(0%)	8 20.4 0(0%)	10 25.6 0(0%)	8 18.6 0(0%)	13 26.0 0(0%)
Single Sex 26	N=10 %=38.5 Ms=0(0%)	3 33.3 0(0%)	7 41.2 0(0%)	10 38.5 0(0%)	
Technical 6	N=0 %=.0 Ms=0(0%)	0 0 0(0%)	0 0 0(0%)	0 0 0(0%)	0 0 0(0%)
Agama 17	N=6 %=35.3 Ms=0(0%)	3 30.0 0(0%)	3 42.9 0(0%)	1 33.3 0(0%)	5 35.7 0(0%)
Total 142	N=37 %=26.1 Ms=0(0%)	17 22.4 0(0%)	20 30.3 0(0%)	19 25.3 0(0%)	18 26.9 0(0%)

Ms denotes number and percentage of no response

A higher percentage of the rural administrators in the co-ed schools wanted teachers to select the class monitor; 26.0% of the rural administrators, as compared with 18.6% of the urban administrators, wanted this method of selecting the class monitor. Likewise, in the agama schools, more rural administrators wanted teachers to select the class monitor but the difference was small; 35.7% of the rural and 33.3% of the urban administrators wanted teachers and not students to select the class monitor.

b) Selection of School Prefects

With selection of school prefects, a much higher percentage of the administrators wanted the principal and teachers to have the full power. More than half of them (56.3%) agreed that the school authority should have the full authority to select

prefects. The highest percentage of administrators who wanted the principal and teachers to have the power to select prefects came from the technical schools (66.7%). They were followed closely by administrators in the co-ed schools (61.3%). The lowest percentage (42.3%) was in the single sex schools. In the agama schools, 47.1% of them wanted the principal and teachers to have the full authority to select prefects.

Table 5.17
Administrators' Response to Principals and Teachers Having Full Authority to Select Prefects

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=57 %=61.3 Ms=0(0%)	34 63.0 0(0%)	23 59.0 0(0%)	22 51.2 0(0%)	35 70.0 0(0%)
Single Sex 26	N=11 %=42.3 Ms=2(7.7%)	2 22.2 1(11.1%)	9 52.9 1(5.9%)	11 42.3 2(7.7%)	
Technical 6	N=4 %=66.7 Ms=0(0%)	2 66.7 0(0%)	2 66.7 0(0%)	2 66.7 0(0%)	2 66.7 0(0%)
Agama 17	N=8 %=47.1 Ms=0(0%)	3 30.0 0(0%)	5 71.4 0(0%)	2 66.7 0(0%)	6 42.9 0(0%)
Total 142	N=80 %=56.3 Ms=2(1.4%)	41 53.9 1(1.3%)	39 59.1 1(1.5%)	37 49.3 2(2.7%)	43 64.2 0(0%)

Ms denotes number and percentage of no response

Overall, more female than male administrators wanted the principal and teachers to have the authority to select prefects; 59.1% of the female administrators as compared with 53.9% of the male administrators wanted the authority to be given to the principal and teachers. In the single sex and agama schools, the same gender pattern was observed. In the agama schools, a large gender difference was found; 71.4% of the female administrators, as compared with 30.0% of the male administrators, wanted the school authority to have the power to select prefects. In the single sex schools, the percentages were much lower as 52.9% of the female and 22.2% of the male administrators wanted this method of selecting prefects. In the co-ed schools, a higher percentage of the male administrators wanted the authority to select prefects be given to the principal and teachers; 63.0% of the male administrators, as compared to 59.0% of the female colleagues wanted this way of selecting prefects. There was no gender

difference in the technical schools as the percentage wanting this authority was 66.7 for both genders.

In the co-ed schools, more rural administrators wanted the principal and teachers to have the full power to select prefects; the percentages for the rural and urban administrators were 70.0 and 51.2 respectively. In the agama schools, more urban administrators wanted the power to select prefects be in the hands of the principal and teachers; 66.7% of the urban administrators, as compared with 42.9% of the rural administrators, wanted prefects to be selected in this manner. No difference was discerned in the technical schools.

c) Caning

The vast majority of the administrators (71.8%) agreed that persistent offenders should be caned. The technical schools had the highest percentage of administrators who agreed that caning should be used (83.3%) and the agama schools came next with 76.5% of their administrators agreeing to this practice of handling students with frequent disciplinary problems. The co-ed schools had 73.1% of their administrators favouring this practice. The single schools had the lowest percentage of administrators who were for this practice; 61.5% of their administrators agreed that students with disciplinary behaviour should be caned.

Table 5.18
Administrators' Response to Caning Persistent Offenders

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=68 %=73.1 Ms=1(1.1%)	42 77.8 1(1.9%)	26 66.7 0(0%)	32 74.4 0(0%)	36 72.0 0(0%)
Single Sex 26	N=16 %=61.5 Ms=0(0%)	7 77.8 0(0%)	9 52.9 0(0%)	16 61.5 0(0%)	
Technical 6	N=5 %=83.3 Ms=0(0%)	2 66.7 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	2 66.7 0(0%)
Agama 17	N=13 %=76.5 Ms=0(0%)	8 80.0 0(0%)	5 71.4 0(0%)	2 66.7 0(0%)	11 78.6 0(0%)
Total 142	N=102 %=71.8 Ms=1(.7%)	59 77.6 1(1.3%)	43 65.2 0(0%)	53 70.7 0(0%)	49 73.1 0(0%)

Ms denotes number and percentage of no response

Overall, a slightly higher percentage of male administrators wanted frequent offenders of discipline to be caned; 77.6% of the male as compared with 65.2% of the female administrators subscribed to this method of dealing with students' misbehaviour. In all the schools, except for technical schools, more male than female administrators agreed to the practice of caning persistent offenders. In the technical schools, all the three female administrators (100%) agreed that persistent offenders should be caned while 66.7% of their male counterparts agreed to this practice.

When the data was analyzed according type of school and urban-rural dimension, all the three administrators in the urban technical schools (100%) were for caning persistent offenders while two of the administrators in the rural technical schools (66.6%) were in favour of this form of punishment. In the co-ed schools, 74.4% of the urban and 72.0% of the rural administrators agreed that persistent offenders should be caned. Only in the agama schools were there more administrators in the rural schools in favour of the use of cane to discipline students; the percentage of administrators in the rural technical schools was 78.6 and in the urban schools it was 66.7.

Concerning the second item on caning (that is, the item pertaining to giving class teachers the authority to cane offenders), a lower percentage of the administrators (53.5%) responded positively to this item than to the item on caning persistent offenders (Tables 5.18 and Table 5.19). The agama schools had the highest percentage (58.8%) of administrators who wanted class teachers to have the authority to cane. The percentage of the administrators in the co-ed, single sex and technical schools wanting class teachers to have this authority was 55.9, 46.2 and 33.3 respectively.

Overall more male than female administrators agreed that class teachers should be given the authority to cane students with discipline problems; 60.5% of the male administrators and 45.5% of the female administrators were for class teachers to have the authority to cane. When the data was analyzed according type of school, the same gender pattern was found in the co-ed schools (63.0% of the male and 46.2% of the female administrators) and in the single sex schools (66.7% of male and 35.5% of the female administrators). But in the agama schools, the percentage of the female administrators wanting teachers to have the authority to cane was higher; 71.4% of the female administrators, as compared with 50.0% of the male administrators, agreed that class teachers should be given the authority to cane students with persistent discipline problems. In the technical schools, 1 male (33.3%) and 1 female (33.3%) administrator were for class teachers to be given the authority to cane.

Analysis by type of school and urban-rural locality discloses that in the co-ed, technical and agama schools, the percentage of administrators who wanted class teachers to have the authority to cane was higher in the rural than in the urban

schools. In technical schools, while none of the urban administrators wanted class teachers to have the authority to cane, 66.7% of the rural administrators wanted it. In the co-ed schools, 66.0% of the rural and 44.2% of the urban administrators wanted teachers to have the authority to cane. In the agama schools, the respective percentages were 64.3 and 33.3.

Table 5.19
Administrators Wanting Class Teachers to Be Empowered to Cane Students with Discipline Problems

Type of School		Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=52	34	18	19	33
	%=55.9	63.0	46.2	44.2	66.0
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Single Sex 26	N=12	6	6	12	
	%=46.2	66.7	35.3	46.2	
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	
Technical 6	N= 2	1	1	0	2
	%=33.3	33.3	33.3	0	66.7
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Agama 17	N=10	5	5	1	9
	%=58.8	50.0	71.4	33.3	64.3
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Total 142	N=76	46	30	32	44
	%=53.5	60.5	45.5	42.7	65.7
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)

Ms denotes number and percentage of no response

d) Feeling Safe

Over 90% of the administrators felt safe in school. All (100%) the administrators in the technical schools felt safe and they were followed closely by administrators in the agama schools which had 94.1% of their administrators feeling safe in their schools. In the co-ed schools, 89.2% of them felt safe while 88.5% of the administrators in the single sex schools did so.

Overall, 90.8% of the male administrators felt safe in schools compared with 89.4% of the female administrators but the difference in percentage between them was small. When the data was analyzed according to type of school and gender, a higher percentage of the male administrators in the co-ed schools felt safe. In the co-ed schools, 92.6% of the male administrators compared to 84.6% of the female administrators felt safe. In the single sex and agama schools, the percentage of female administrators was higher than that of the male

administrators. In the single sex schools, 94.1% of the female and 77.8% of the male administrators felt safe. All the female administrators in the agama schools felt safe while 90.0% of their male colleagues did so.

Table 5.20
Administrators' Response to Feeling Safe in School

Type of School		Gender		Locality	
		M	F	Urban	Rural
Co-ed	N=83	50	33	39	44
93	%=89.2	92.6	84.6	90.7	80.0
	Ms=2(2.2%)	1(1.9%)	1(2.6%)	1(2.3%)	1(2.0)
Single Sex	N=23	7	16	23	
26	%=88.5	77.8	94.1	88.5	
	Ms=2(7.7%)	1(11.1%)	1(5.9%)	2(7.7%)	
Technical	N=6	3	3	3	3
6	%=100.0	100.0	100.0	100.0	100.0
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Agama	N=16	9	7	3	13
17	%=94.1	90.0	100.0	100.0	92.9
	Ms=0(0%)	0(0%)	0(0%)	0(0%)	0(0%)
Total	N=128	69	59	68	60
142	%=90.1	90.8	89.4	90.7	89.6
	Ms=4(2.8%)	2(2.6%)	2(3.0%)	3(4.0%)	1(1.5%)

Ms denotes number and percentage of no response

In the co-ed and agama schools more urban than rural administrators felt safe. In the co-ed schools, 90.7% of the urban and 80.0% of the rural administrator felt safe while all (100%) of the female urban administrators and 92.9% of the rural administrators in the agama schools claimed having this sentiment. All the urban and rural administrators in the technical schools felt safe.

e) Teachers' Right to Freedom of Expression

Almost all (98.6%) of the administrators agreed that teachers should be allowed to express ideas and opinions even though they contradict those of administrators. All the administrators in the technical and agama schools agreed that teachers should have the freedom to express their views. In the co-ed schools, 98.9% of the administrators subscribed to this view. A lower percentage was expressed by the administrators in the single sex schools; 96.2% of them agreed that teachers should have the freedom to voice views contrary to those of the administrators.

When the data was analyzed according to gender and type of school, all the female administrators (100%) in all the four types of schools were for teachers to have the freedom to voice ideas and opinions even though they contradict those

of the administrators. Only in the technical and agama schools were all the male administrators for teachers to have this freedom of expression. As a result, for the overall percentage, 100% of the female administrators were for teachers to have freedom of expression while 97.4% of the male administrators did so. In the co-ed schools, 98.1% of the male administrators were for giving teachers the freedom of expression and, in the single sex schools, 88.9% of the male administrators were of this view.

Table 5.21
Administrators' Response to Teachers' Right to Express Opinions

Type of School	Yes	Gender		Locality	
		M	F	Urban	Rural
Co-ed 93	N=92 %=98.9 Ms=0(0%)	53 98.1 0(0%)	39 100.0 0(0%)	43 100.0 0(0%)	49 98.0 0(0%)
Single Sex 26	N=25 %=96.2 Ms=1(3.8%)	8 88.9 1(11.1%)	17 100.0 0(0%)	25 96.2 1(3.8%)	
Technical 6	N=6 %=100.0 Ms=0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)	3 100.0 0(0%)
Agama 17	N=17 %=100.0 Ms=0(0%)	10 100.0 0(0%)	7 100.0 0(0%)	3 100.0 0(0%)	14 100.0 0(0%)
Total 142	N=140 %=98.6% Ms=1(.7%)	74 97.4% 1(1.3%)	66 100.0% 0(0%)	74 98.7% 1(1.3%)	66 98.5% 0(0%)

Ms denotes number and percentage of no response

All the urban and rural administrators in the agama and technical schools agreed that teachers should have the freedom to express their ideas and views even though they are contrary to those of the administrators. In the co-ed schools, while all the urban administrators felt that teachers should have the freedom of expression, only 98.0% of the rural administrators subscribed to this view.

Discussion and Conclusion

The number of administrators, who completed and returned the questionnaire to SUHAKAM was 142. Since only 3 male and 3 female respondents were from the technical schools, it is difficult to be confident that their views are representative of the population of administrators in technical schools, especially as the vast majority of their responses to the items were 100%. They were in total agreement

of giving every child the freedom of expression and the right to rest and recreation. All of them were also in agreement that every child has the right to access to information and the right to protection from mental and physical abuse. In addition, all of them claimed that students in their schools were given the liberty to choose the clubs and societies they wish to join and all of them knew that primary education is compulsory. On the contrary, all of them also agreed that disabled children should be placed in special schools and the Convention on the Right of the Child was passed by the Parliament. All of them knew about the non-gender, non-racial and non-religious discrimination provisions in the Federal Constitution. Owing to their total agreement, no differences between the male and female administrators and between urban and rural administrators in the technical schools were observed on most of the items.

Since seventeen administrators in the agama school sample responded there was greater variation in their responses. Less predictable responses were found among the administrators in the co-ed and single sex schools. The number of respondents in these two types of schools was 93 and 26 respectively.

Existence of SUHAKAM

More than 90% of the administrators knew of the existence of SUHAKAM before they participated in this research but fewer of them knew that SUHAKAM was established by an Act of Parliament. Female administrators seemed to be better informed about SUHAKAM and its establishment than their male colleagues and rural administrators were better informed than their urban counterparts.

Convention on the Rights of the Child

Very few administrators were given information on the Convention of the Rights of the Child. None of the administrators in the agama and technical schools had briefing on this Convention. In the co-ed schools, less than 5% of them were given information on the CRC. But a much higher percentage of the administrators in the single sex schools were briefed; 23.1% of them were given the information.

There seems to be some correspondence between receiving briefing on the CRC and misconception of the CRC being passed by the Parliament. Firstly, the percentage of administrators who had this misconception of the CRC was high; more than 84% of them had the mistaken notion that the CRC was passed by the Parliament. Secondly, the single sex schools, which had the highest percentage of administrators being briefed on the CRC, also had the lowest percentage of administrators with this misconception of the CRC. Thirdly, none of the administrators in the technical schools were briefed on the CRC and all of them had the misconception that the CRC was passed by the Parliament.

Children's Rights

The most interesting data are the responses of the administrators in the technical schools. Although none of them had briefing on the Convention on the Rights of the Child (CRC) yet all of them either knew about the child's rights or were willing to give students the rights. However, there seems to be some anomalies in their stand. For instance, while they seemed to be more aware and more pro child's rights yet all of them agreed that disabled children should be placed in special schools. Although all of them agreed that children should be protected from physical and mental abuse, yet 83.3% of the administrators in the technical schools agreed that persistent offenders should be caned.

The finding indicates that at least 14.9% of the administrators who participated in this survey were unaware that primary education is compulsory. As administrators, they should be cognizant of the legislation pertaining to education.

The other concern is the overwhelming number of administrators who agreed that disabled students should be placed in special schools. As administrators, they should be cognizant of current practices, especially those that pertain to the wellbeing of students, and of the policy of the Ministry of Education, Malaysia regarding the education of the disabled.

The percentage of administrators who approved the use of ridicule to motivate students is low. However more than 20% of the administrators wanted children to rest and relax only when adults permitted them to do so. The percentage was much higher among certain groups of administrators. For instance, 38.5% of the female administrators in the co-ed subscribed to this view. Administrators who hold this view can deprive students of proper rest and leisure. Emphasis on good grades in examination can result in the school authority giving students less time for rest and recreation.

The vast majority of the administrators agreed that every child has the right to access to information from various sources. There are however certain groups of administrators who did not agree: 23.1% of the administrators in the single sex schools and 23.5% of the administrators in the agama schools did not subscribe to the view that every child has the right to information. Among the male administrators in the single sex schools, 33.3% held this view. It is hoped that although they hold this view, students in their schools are allowed to have access to information from as many sources as possible so that they are not deprived of acquiring other knowledge besides the information given by their teachers and textbooks.

The vast majority of the administrators agreed that every child has the right to protection from physical and mental abuse. However, the finding shows that

4.9% of the administrators did not think so. Though this percentage is small, nonetheless, it is disturbing because, as administrators, one of their main priorities is to ensure that all children are given proper protection. Their obligation is not just to protect their students while they are in school but they should also report the abuse if they suspect that their students have been maltreated by their parents or guardians.

More than 70% of the administrators were for caning persistent offenders. Generally more males were for this form of punishment. However, fewer of the administrators were for class teachers to be empowered to cane. Nevertheless, the percentage of the administrators who were in favour of teachers being given this authority was quite high as more than 50% of them were for empowering class teachers to cane students. These findings suggest that caning is seen by many administrators as the most effective way to curb indiscipline.

About a quarter of the administrators surveyed agreed that the class monitor should be selected by the class teacher, implying that the majority of them believed that students should have the right to choose their representatives or class leaders. More male administrators were for giving students the right to select their leaders and more urban administrators were for this practice.

However, less than half of the administrators surveyed were prepared to give students the right to select prefects. Presumably as prefects have greater authority and responsibilities, the administrators were more reluctant to hand over the power of selecting this level of leadership to the students. The single sex schools had the lowest percentage of administrators who were willing to give students the power to select prefects.

Fundamental Rights in the Federal Constitution

It is good news that the vast majority of the administrators knew about the non-gender, non-racial and non-religious discrimination provisions in the Federal Constitution. It is hoped that this knowledge is manifested in their management of the school because they are important role models to their students and teachers.

More than 60% of the students and about 50% of the teachers alleged that discrimination is practiced in their schools. While teachers complained of discrimination in allocating workload, promotion and selection of teachers to attend courses, students claimed discrimination is practised in selecting leaders and in meting out punishment. The students and teachers claimed that discrimination was on the basis of gender, race, religion, social standing and economic status. In addition, students alleged discrimination on the basis of ability and physical appearance while teachers complained of cronyism.

Research on
**Knowledge and Practice of
Human Rights in Secondary Schools**

CHAPTER 6
**CONCLUSION &
RECOMMENDATIONS**



CONCLUSION & RECOMMENDATIONS

The findings of this research are summarized under the following headings:

- Existence of SUHAKAM
- Convention on the Rights of the Child
- Children's Rights and Responsibilities
- Human Rights and Practices in School
- Fundamental Rights in the Federal Constitution

Existence of SUHAKAM

More than 70% of the students, except for the students in the technical schools, had not heard of SUHAKAM before participating in this study. For the students in the technical schools, almost 45% knew of SUHAKAM's existence. Nearly 80% of the teachers had knowledge of SUHAKAM's existence. However, a higher percentage of the teachers in the single sex schools had not heard of SUHAKAM until they participated in the study. Almost all the administrators were aware of SUHAKAM's existence.

Most of the teachers and administrators are aware that SUHAKAM was established by an Act of Parliament. For both administrators and teachers, the percentage of them who knew of this fact was lower than the percentage of them who knew of SUHAKAM's existence.

Convention on the Rights of the Child

Although the government acceded to this Convention more than a decade ago and this human rights instrument is of great importance to teachers and school administrators, only 6% of the teachers and 7% of the administrators had been briefed on it. More male than female teachers had been given the briefing but there was little difference in the percentage of male and female administrators who had the briefing. There was no difference in the percentage of urban and rural teachers who had been briefed on the CRC. The urban-rural difference was also not found among the administrators.

Children's Rights and Responsibilities

Over 90% of the teachers and administrators knew that primary education is compulsory. Though the percentage is impressive, nonetheless, the data also indicates there are teachers and administrators who did not know of this legal requirement. A lower percentage of the students (77.2%) were aware that primary

education is compulsory.

Over 95% of the administrators, 93% of the teachers and 90% of the students wanted disabled children to be placed in special schools. The data indicates that the percentage of administrators and teachers who wanted disabled to be placed in special schools was higher than the percentage of students. Obviously, they were not aware that children with disabilities have the right to live a life as normal as possible and to be integrated into society to the fullest extent possible (Article 23 of the CRC). Their experiences could have influenced their stand. The vast majority of the schools are not disabled friendly. Furthermore, many of the inclusive and integrated programmes for the disabled do not have proper support of personnel and facilities. These factors could have contributed to their perceptions that the disabled are better off in special schools.

Over 95% of the students agreed that students be given the liberty to express ideas and opinions even though they conflict those of adults. Yet, about 30% of them considered it is not wrong to call their peers names as long they are not hurt physically. Students must be taught that the freedom of expression is not without responsibilities. Defamation abuses this freedom. Among some groups, the percentage of students who considered it is not wrong to call their peers names is much higher than 30%. For instance, 40% of the students in the technical schools held the view that it is not wrong to call their classmates names.

More students approved of teachers using ridicule to motivate them to study, indicating that they are unaware that ridicule demeans their dignity as a human being. Furthermore, ridicule is an abuse of the freedom of expression, albeit teacher's abuse of this right of theirs.

The failure to realize that ridicule violates a person's dignity as well as abuses the freedom of expression is also found among teachers and administrators. Over 95% of the administrators and teachers agreed that children should have the freedom of expression. Yet, about 30% of the teachers considered it is not wrong to ridicule students to motivate them to study. Teachers in the technical schools have the highest percentage of teachers with this viewpoint. About 39% of the male teachers and more than 35% of the female teachers in the technical schools approved this method of motivating students. If this form of motivation is used often enough students may be conditioned to accept it and consider that it is not wrong to use ridicule, maybe even to the extent of believing that the end justifies the means. Although the percentage of administrators approving this method of motivating is only 14%, nonetheless, as leaders and role models, they should not subscribe to the practice.

Over 90% of the administrators, teachers and students agreed that students were allowed to choose the clubs and societies to join and every child has the

right to access to information. One hundred percent (100%) of the administrators in the technical and agama schools claimed that their students were given the liberty to choose their co-curricular activities but only 79.4% of the teachers in the technical schools and 78.6% of the teachers in the agama schools claimed that students had this liberty and these percentages are lower than the percentages in the co-ed and single sex schools.

More than 20% of the students, teachers and administrators agreed that students can only rest and have their recreation when approved by adults, thus the majority of them did not agree that adults should control children's rest and recreation. Interestingly while more of the female administrators wanted to control children's rest and recreation, more male teachers wanted to have this control.

About 94% of the students agreed that every child in Malaysia has the right to protection from physical and mental abuse whereas only 88% of the teachers agreed. The percentage of the male teachers agreeing that every child has this right is much lower; only about 70% of the male teachers in the agama schools agreed that every child has this right. However, the percentage of their female colleagues agreeing that children have this right was much higher; 92.9% of them agreed that children have this right. About 95% of the administrators agreed that children have the right to protection from physical and mental abuse. These percentages are impressive, but not every administrator and teacher subscribe to the right of every child to be protected from physical and mental abuse.

Human Rights and Practices in School

About 51% of the students claimed that caning is a common occurrence in school. A higher percentage was reported by boys and by students in the rural schools. The incidence of caning seems to be highest in the technical schools and lowest in the single sex schools; while 79.1% of the students in the technical schools claimed that caning is a common occurrence in school, only 32.4% of the students in single sex schools did. Also the incidence of caning seems higher in rural than in urban schools.

Occurrence of caning in school is not unexpected as more than 79% of the teachers wanted persistent offenders to be caned. A higher percentage of the teachers in the technical schools, especially the female teachers, wanted offenders to be caned. A lower percentage of the administrators wanted this form of punishment.

About 74% of the teachers wanted class teachers to be empowered to cane students. Again the percentage was highest among teachers in the technical schools. Male teachers, especially male teachers in the technical schools, wanted

the power to cane be given to class teachers. However, a much lower percentage of the administrators were in favour of empowering teachers to cane. Furthermore, the percentage of administrators, who were in favour of empowering teacher to cane, was much lower than the percentage of administrators who approved of caning persistent offenders.

More teachers than administrators and more teachers than students wanted teachers to select class monitors. While about 28% of the students wanted this procedure of selecting prefects, almost 50% of the teachers wanted it. Around 26% of the administrators were in favour of this method of selecting class monitors.

For the selection of prefects, the percentage of students, teachers and administrators who wanted the principals and teachers to do the selection was much higher. More than 70% of the teachers and students wanted this method while around 56% of the administrators were in favour of it. Teachers in the agama schools seem to be the most liberal as 59.1% of them wanted the authority to select prefects.

The data suggests that the majority of the students wanted a participatory role in choosing their leaders, especially the class monitor. Teachers seemed to be less inclined to give students the right to participate in the selection of leaders. More administrators were in favour of allowing students to choose their leaders.

The vast majority of the students, teachers and administrators felt safe in school. Despite having the highest percentage of teachers wanting to have the authority to cane and to select student leaders, the technical schools had the highest percentage of teachers feeling safe in school.

Both students and teachers alleged discrimination was practised in their schools. More than 63% of the students and 50% of the teachers alleged that discrimination occurred in their schools. Discrimination was alleged to be based on race, religion, gender, social standing and economic status. Among the students, academic ability was also one of the most common grounds for discrimination.

Fundamental Rights in the Federal Constitution

Over 90% of the administrators, teachers and students know about the non-discrimination provision on the basis of gender, race and religion in Part II of the Federal Constitution. It is hoped that this knowledge is internalized and manifested in their behaviour.

Recommendations

SUHAKAM would like to make the following recommendations:

1. The Ministry of Education makes sure that teachers, administrators, school support staff and officers in the Ministry have a good understanding of the Convention on the Rights of the Child to ensure that they do not violate rights due to the child.

To enable teachers, school administrators and officers in the Ministry of Education have a good understanding of the CRC, it is recommended that teacher training institutions, at the college and university level, include the study of this human rights instrument in their programmes.

2. The rights of the child that teacher training institutions should heed and give greater focus are:
 - a) the rights of the disabled.
 - b) freedom of expression and its responsibilities
 - c) the right of the child to participation
 - d) the right to dignity and identity
 - e) non-discrimination
 - f) the right to protection from physical and mental abuse
 - g) the right to quality education
3. The curriculum for technical teacher education and the environment in the technical schools need to be studied carefully to understand the apparently more aggressive tendencies in teachers and students.
4. Schools should give students a greater participatory role in selecting their leaders. If they are not given the opportunity to be trained to make good decisions during their schooldays, then they may not have the skills to do so after leaving school.
5. The Ministry of Education identifies best practices to help students, especially problematic and delinquent students, manage their behaviour and develop their potential.
6. The Ministry of Education and schools design activities and programmes to help students understand their rights and responsibilities and respect the rights of others.
7. SUHAKAM and/or the Ministry of Education carry out studies to look into discrimination practices in schools and ways to minimize these practices.

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