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To Link this Article: http://dx.doi.org/10.6007/IJARBSS/v12-i1/12000 DOI:10.6007/IJARBSS/v12-i1/12000

Received: *12* November *2021,* ***Revised:*** *18* December *2021,* ***Accepted:*** *28* December *2021*

Published Online: 25 January 2022

In-Text Citation: (Razak et al., 2022)

To Cite this Article: Razak, F. H. A., Zakaria, J., & Hashim, A. (2022). Evaluation of Risk Management Practices on Sport and Games Curriculum Activities At School in Perak, Malaysia. *International Journal of Academic Research in Business and Social Sciences*, *12*(1), 1667–1681.

Vol. 12, No. 1, 2022, Pg. 1667– 1681

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Evaluation of Risk Management Practices on Sport and Games Curriculum Activities At School in Perak, Malaysia

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Abstract
This study aims to identify risk management practices in co -curricular activities of sports and school games in Perak according to the questionnaire construct. The research instrument used is a questionnaire on the construction and validity of risk management assessment instruments in school co -curricular activities in Perak. The sampling of this study was done by random sampling. The findings show that the level of risk management in sports and games co -curricular activities for all constructs is at a moderately low level for inspection processes, maintenance procedures, facility design, program management and user information. MANOVA analysis showed that male teachers practiced more level of risk management practice in sports and games co -curricular activities in school when compared to female teachers and was significant to the risk management practice construct variant tested F (8, 159.00) = .3.149, p =. 002, p> .05 Wilks' Lamda = .863, double partial and (η2) = .137. Whereas MANOVA analysis for school type showed that urban schools practiced more level of risk management practices in sports and games co -curricular activities in schools when compared to rural schools and was not significant to the overall risk management practice construct variants tested F (8, 159.00) =. 760 p = .638, p> .05 Wilks' Lamda = .963, partial double and (η2) = .058. In conclusion, risk management practices in co -curricular activities of sports and school games need to be further improved because risk management practices are very important in maintaining the safety of students, teachers and the school. Based on the findings of this study, all parties involved need to pay attention to school risk management practices to reduce accidents and be able to produce the best school in terms of safety in the use of sports facilities. Finally, further research proposals are put forward to add knowledge to the future researchers.
Keywords: Co -curriculum, Risk Management, Practices, Sports, Games, School.

Introduction

Co -curriculum is a group activity in which planned activities are an extension of the teaching and learning process that provide opportunities to add to, reinforce and practice the knowledge, skills and values learned in the classroom. It is a vehicle for physical, emotional and spiritual development in line with the goals of the National Education Philosophy which

aims to form a balanced generation. Thus, referring to the Ikhtisas Circular Letter No. 1/1985 dated 2 January 1985, every student whether from government or non-government schools is required to take at least one uniformed body team activity, one association or club activity and one sports or games activity.

Co -curriculum is important to realize the concept of knowledge, experience and skills across the curriculum where it includes physical education activities, arts and recreation, science and technology activities as well as group and social activities. In line with the National Education Philosophy, this field is able to provide opportunities for students to build physical strength, strengthen mental capacity, help in emotional stability next to spiritual stability in applying the noble values based on adherence to the religion. This individual development process needs to be continuous and comprehensive without any separation between curriculum and co -curriculum (Ab. Alim, 2004; Kwai, 2010). According to Ab. Alim (2004) states that through the School Course of Studies 1966 instruction letter amended in the Education Act 1961, the Ministry of Education has outlined the implementation of co -curriculum in schools where these activities are termed as group activities.

Teachers play a very important role in polishing the potential of students as the implementation of co -curriculum in schools becomes part of their essential duties (Section 18, Education Act 1996). This matter is explained through the Ikhtisas Circular Letter (SPI), No.1/1985 and No. 4/1995 that co -curricular activities have an important role in the formation of the physical and spiritual development of students. Although teachers are not experts, they can refer to the modules completed in managing risk to students. These students must be exposed to self-risk management to help themselves in the event of an emergency (Santhanadass et al., 2020). According to Kalaiselvan and Daud (2021), states that inexperienced teachers handling any risky activities are also a problem. This is because each teacher has a different experience in terms of understanding the concept of risk management in the implementation of co -curriculum.

In addition, risk management is a key factor that influences and has implications for safety status and can invite injury while conducting co -curricular activities in school. The frequency of accidents in co -curricular activities in schools can have a detrimental effect on the school and also on the ministry. According to Paul (2012), this upward trend has had an impact on the industry which can cause the industry to be gloomy due to no demand in the organized activities. Therefore, risk management is very important when doing co -curricular activities in school. According to Kilue and Muhammad (2017) explained that there are schools that face problems in terms of getting a large field and court area and safe to use. However, accident theory by Petersen (1982), shows that if the student himself is taught how to deal with injuries and how to identify risks at the place of activity, then accidents or risk of injury can be avoided. This is supported by (Boyes et al., 2018)

According to a study by Ali et al (2014) also found that 80% of parents strongly agree that unsafe and narrow field conditions, insufficient equipment, damaged and not replaced equipment as well as congestion of students in the field are problems of effective implementation of PdP Physical Education in schools. According to the study of Kilue and Muhammad (2017) stated that the effective, smooth and safe implementation of Physical Education subjects is greatly influenced by the school environment as well as adequate physical facilities. Nevertheless, the lack of physical facilities and sports equipment remains a challenge to the implementation of Physical Education in schools to date. Factors of lack of facilities and sports courts are the main obstacles to the implementation of Physical Education

in orang asli schools (Ismail & Muhamad, 2016) lack of equipment also occurs because it is not returned after being borrowed by students.

In addition, various accidents and injuries were reported in Malaysian newspapers. Although the number of these accidents is relatively low when compared to the number of students nationwide, the impact of accidents involving loss of life remains serious (Awang & Suyanto, 2017). Therefore, risk management practices are very important in carrying out activities outside the classroom to prevent accidents. According to Miller and Gary (2003) in research related to risk management practices of physical education activities explained that proper management in each program can have a positive impact on the user self but if otherwise at risk of injury.

A study conducted by Chin and Chien (2010) looked at how to maintain a safe environment in indoor sports facilities at universities in America. This study is very meaningful to the leaders of sports organizations related to indoor sports facilities. Overall, the findings have shown that most sports managers and coaches agree that safe indoor sports facilities require a good emergency plan. Among them are, emergency training for employees, how to manage heavy and difficult accidents, safety checklists at fixed facilities and safety procedures for users in the event of an accident.

Based on research by Aghaei and Talebpour (2013) namely to examine the relationship between demographic characteristics and operational risk management of swimming complex managers. This study was conducted to look at the relationship between demographic characteristics and risk management operations of swimming complex managers in Iran. Through the study conducted, the study found that, i) there is a significant relationship between age and risk management practices, ii) there is no significant relationship between risk management experience and practice, and iii) there is a significant difference between gender and practice risk management.

According to Chukwurah et al (2017) in their study stated that risk cannot be completely eliminated from sports therefore it is necessary to formulate strategies for risk management in sports such as injury risk, financial or financial loss risk and sports facility damage risk. The study involved seven experts and 33 items of Risk Management Strategies for Sports Administrators Questionnaire (RMSSADsQ) were used for data collection. Any item with less than a 2.50 mean score was not considered a strategy. 30 out of 33 items were assessed as appropriate as a strategy for managing risk in sports. Based on the findings, the researchers recommend that sports administrators should use or adapt formulated risk management strategies to improve risk management in sports effectively across their various sports councils and organizations.

Referring to Taff et al (2011) study, there are organizers in the management of sports activities in schools fail to control risk elements in their programs due to negligence factors, unsafe activity locations, poor quality of management and coaching and as a result of disasters experienced such as straying in the jungle, physical and mental injuries have exacerbated the situation. Incidents like this are made worse in the event of death. All these incidents have invited various negative criticisms from the community on the level of security related to the use of sports facilities in schools in Malaysia. In addition, according to Gulhane (2014) facilities and equipment should be attractive, convenient and economical in terms of maintenance in order to attract users to carry out activities with more motivation.

Employees who are efficient, reliable and responsible about the scope of work as well as their duties can help school management improve its performance (Kristin, 2005). According to Dave (2006), the biggest key tool in minimizing risk is to ensure that existing teachers always

receive up -to -date instruction and information in dealing with risk. Based on research by Andersen et al (2002) emergency plans should be developed by teachers in schools taking into account the needs of local emergency agencies. According to Gibson et al (2008) architects, engineers and consultants have begun to practice social responsibility by combining the concept of good facility design and the importance of technology for their clients 'projects and indirectly sports in professional schools can benefit which is appropriate. According to Othman (2001), good program management can improve the quality of the organization from the aspect of management. Management efficiency is a prerequisite in ensuring the success of a program.

The objective and question of this study was to see the level of risk management practice in sport and games co -curricular activities at school games in Perak according to eight constructs namely inspection construct, process and maintenance construct, staff construct, equipment plan construct, facility design construct, user information construct and construct insurance policy in between male teachers and female teachers. While the second objective was to see the level of risk management practices in co -curricular activities of sports and school games in Perak according to eight constructs, namely inspection construct, process and maintenance construct, staff construct, emergency plan construct, facility design construct, user information construct and insurance policy construct in selected urban and rural schools. The final objective was to look at the effects of the influence of age, teaching experience and duration of teacher's involvement in sports and games co -curricular activities on risk management practices in schools.

Methodology

i.Study Design

The design of this study was a quantitative study using survey method. The survey method is very suitable for this study because survey research has historically included large population-based data collection (Ponto, 2015) to obtain information on risk management practices of school co -curricular activities in Perak.

ii.Research Instruments

This study uses a questionnaire form and according to Babbie (2001), the questionnaire is very suitable to be used to obtain the desired data. Apart from that, the study used in this research was a survey study because according to Chua (2006), this method is one of the most popular non -experimental research methods, used in various fields especially in the social sciences.

iii. Population and Sampling Study

The population for this study involved teachers in selected schools in Perak. Random sampling technique was used in this study. This random sampling technique involved individual judgement and the specific purpose of the research and their knowledge of the population could be used to identify whether a sample is representative of the population or not (Idris, 2010). The selection of samples included the school the teachers are involved in sports and games co -curricular activities. These teacher in the selected schools were chosen as respondents of the study. Referring to the table of Cohen (1988), with ES Power 0.70, Effect .30 and Cronbach's alpha (α) 0.25, the researcher has assigned a total of 168 respondents, namely 83 males and 85 females from 99 urban schools and 69 rural schools as the sample size in this study.

iv.Study Data Analysis

The collected data were analyzed using Statistical Package for the Social Sciences (SPSS) version 22.0.

Findings

Multivariate Analysis of Variance (MANOVA) was used to determine the level of risk management practices in co -curricular activities of sports and school games between male and female teachers using the eight constructs that have been constructed in the questionnaire. Table 1.1 shows the results of statistical analysis, F (8, 159.00) = 3.149, p = .002, p> .05 Wilks 'Lamda = .863, partial double eta (η2) = .137 is significant.

These findings indicate that there are significant differences between male and female teachers in comparing the differences in the level of risk management practices in sports and games co -curricular activities. This means that the research question is acceptable. The results of the analysis showed that male teachers practiced more level of risk management practices in sports and games co -curricular activities in schools compared to female teachers and were significant for one construct variants of risk management practices tested that is maintenance process construct, staff construct, facility design construct and program management construct.

Table 1.1: MANOVA Analysis of Risk Management Practices in School Sports and Games Co -curricular Activities Among Male and Female Teachers

Variable	Male		Female	
	M	SD	M	SD
Inspection Construct	19.73	.750	19.67	.917
Maintenance Process Construct	31.39	1.103	31.90	1.259
Staff Construct	15.65	.875	15.27	1.106
Constructs Emergency Plan	27.65	.802	27.43	.747
Construct Facility Design	19.89	.897	19.41	.967
Program Management Constructs	19.74	.746	19.76	.701
Construct User Information	23.40	1.036	23.54	.994
Insurance Policy Construct	27.44	1.171	27.52	1.129

Multivariate Tests

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Wilks' Lambda	.86	3.149 [b]	8.000	159.00	.590	.137

** * p < .05*

Tests of Between-Subjects Effects

The dependent variable	Type III Sum of Squares	Error	df	Mean Square	F	Sig.	Partial Eta Squared
Inspection Construct	.174	116.945	1	.174	.247	.620	.001
Maintenance Process Construct	10.850	233.127	1	10.850	7.726	.006	.044
Staff Construct	6.064	165.644	1	6.064	6.077	.015	.035
Constructs Emergency Plan	1.947	99.762	1	1.947	3.239	.074	.019
Construct Facility Design	9.667	144.612	1	9.667	11.097	.001	.063
Program Management Constructs	.013	86.981	1	.013	.025	.874	.000
Construct User Information	.727	171.178	1	.727	.705	.402	.004
Insurance Policy Construct	.294	219.682	1	.294	.222	.638	.001

**p >.01*

To see significant differences in Inspection Construct, Maintenance Process Construct, Personnel Construct, Emergency Plan Construct, Facility Design Construct, Program Management Construct, User Information Construct then for each of the dependent variables separately, the significance level is p <.01). 05 divided by eight dependent variables) was used based on the adjusted Bonferroni method.

Univariate F test on facility design construct showed significant main effects on risk management practices among male and female teachers, F (8, 159.00) = 3.149, p = .001, p> .05 Wilks 'Lamda = .863, double partial and (η2) = .063. The Maintenance Process construct showed a significant second main effect, F (8, 159.00) = 3.149, p .006, partial η2 = .044. The Staff Construct showed a significant third main effect, F (8, 159.00) = 3.149, p .015, partial η2 = .035. The Emergency Plan construct showed a fourth non -significant main effect, F (8, 159.00) = 3.149, p .074, partial η2 = .019. The User Information Construct showed a fifth non -significant main effect, F (8, 159.00) = 3.149, p .402, partial η2 = .004. The Insurance Policy construct showed a sixth insignificant main effects, F (8, 159.00) = 3.149, p .638, partial η2 = .001. Examination constructs showed insignificant seventh main effects, F (8, 159.00) = 3.149, p .620, partial η2 = .001. The Program Management construct showed a significant eighth main effects, F (8, 159.00) = 3.149, p .013, partial η2 = .000.

The results of the analysis using MANOVA statistics show that the research question has four constructs that have significant differences, namely facility design construct, maintenance process construct, program management construct and staff construct. While the other four constructs there was no significant difference in the risk management practices of sports co -curricular activities of sports and school games between male and female teachers. These findings indicate that male and female teachers practice risk management practices in sports and games co -curricular activities that are similar and insignificant (p> .01).

Multivariate Analysis of Variance (MANOVA) was used to determine the level of risk management practices in co -curricular activities of sports and school games between urban and rural schools using the eight constructs that have been constructed in the questionnaire. Table 1.2 shows the results of statistical analysis, F (8, 159.00) = .760, p = .638, p> .05 Wilks 'Lamda = .963, the double partial eta (η2) = .037 is insignificant.

The results of the analysis using MANOVA statistics show that the research question is accepted that there is no significant difference in risk management practices of co -curricular activities of sports and school games between urban and rural schools. These findings indicate that male and female teachers practice risk management practices in sports and games co -curricular activities that are similar and insignificant (p> .01).

Table 1.2: MANOVA Analysis of Risk Management Practices in School Sports and Games Co -curricular Activities Between Urban and Rural Schools

Variables	**Urban School**		**Rural School**	
	M	**SD**	**M**	**SD**
Inspection Construct	19.66	.782	19.75	.914
Maintenance Process Construct	31.62	1.233	31.69	1.179
Staff Construct	15.51	1.072	15.37	.925
Construct Emergency Plan	27.46	.824	27.65	.703
Construct Facility Design	19.60	.923	19.71	1.016
Program Management Constructs	19.77	.722	19.72	.725
Construct User Information	23.45	1.042	23.50	.979
Insurance Policy Construct	27.43	1.279	27.56	.931

Multivariate Tests

	Value	**F**	**Hypothesis df**	**Error df**	**Sig.**	**Partial Eta Squared**
Wilks' Lambda	.963	.760[b]	8.000	159.00	.638	.037

** * p < .05*

Tests of Between-Subjects Effects

The dependent variable	Type III Sum of Squares	Error	df	Mean Square	F	Sig.	Partial Eta Squared
Inspection Construct	.307	116.812	1	.307	.437	.510	.003
Maintenance Process Construct	.196	243.780	1	.196	.133	.715	.001
Staff Construct	.778	170.930	1	.778	.756	.386	.005
Construct Emergency Plan	1.430	100.930	1	1.430	2.367	.126	.014
Construct Facility Design	.440	153.839	1	.440	.475	.492	.003
Program Management Constructs	.115	86.879	1	.115	.219	.640	.001
Construct User Information	.113	171.792	1	.113	.109	.742	.001
Insurance Policy Construct	.696	219.280	1	.696	.696	.469	.003

**p < .01*

To see significant differences in Inspection Construct, Maintenance Process Construct, Personnel Construct, Emergency Plan Construct, Facility Design Construct, Program Management Construct, User Information Construct then for each of the dependent variables separately, the significance level is p <.01). 05 divided by eight dependent variables) was used based on the adjusted Bonferroni method.

Univariate F test on emergency plan construct showed insignificant main effects on risk management practices between Urban and Rural schools, F (8, 159.00) = .760, p .126, partial η2 =. 014. The staff construct showed insignificant second main effects,, F (8, 159.00) = .760, p .386, partial η2 = .005. The Examination construct showed a third non -significant main effect,, F (8, 159.00) = .760, p .510, partial η2 = .003. The Facility Design construct showed a fourth non -significant main effect,, F (8, 159.00) = .760, p .492, partial η2 = .003. The Insurance Policy construct showed a fifth insignificant main effect,, F (8, 159.00) = .760, p .469, partial η2 = .003. The User Information Construct showed a sixth non -significant main effect,, F (8, 159.00) = .760, p .742, partial η2 = .001. The Maintenance Process construct showed insignificant seventh main effects,, F (8, 159.00) = .760, p .715, partial η2 = .001. The Program Management construct showed a non -significant eighth main effects, F (8, 159.00) = .760, p .640, partial η2 = .001.

These findings indicate that there is no significant difference between urban and rural schools in comparing the differences in the level of risk management practices in sports and games co -curricular activities. This means that the second research question is acceptable. The results of the analysis showed that urban schools adopted more level of risk management practices in sports and games co -curricular activities in schools when compared to rural schools and were not significant to the overall construct variants of risk management practices tested.

The results of multiple regression analysis of table 1.3 below show that all three types of predictor components of the influence of risk management practices in school sports and games co -curricular activities in Perak have no significant relationship to risk management practices in school sports and games co -curricular activities with R Square = .005, F (3,164) = .282, p = .839, p <.000. This indicates that there is no significant relationship, so the research question is accepted. Model Summary table 1.3 shows the correlation analysis of multiple coefficients with a value of R = .072. This means a 1% (R Square value = .005) component variance on risk management practices in co -curricular activities of sports and school games in Perak.

However, among the three component variables of age influence, teaching duration and duration of teacher involvement in sports and games co -curricular activities based on risk management practices used as predictors, the variables of teacher involvement in school sports and games co -curricular activities, age influence and duration teaching (r = .072, F (3,164) = .282, p = .839) had no significant relationship.

Table 1.3 Multiple Regression Analysis

Model Summary

Model	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	.072[a]	.005	-.013	2.64287

Predictors: (Constant), Age, Duration Of Teacher Involvement In Sports And Games Co -Curricular Activities, Teaching Duration

ANOVA[a]

Model		*Sum of Squares*	*df*	*Mean Square*	F	Sig.
1	Regression	5.904	3	1.968	.282	.839
	Residual	1145.501	164	6.985		
	Total	1151.405	167			

a.Dependent Variable: Risk Management Construct

b.Predictors: (Constant), Age, Duration Of Teacher Involvement In Sports And Games Co -Curricular Activities, Teaching Duration

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations		
		B	Std.Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	181.730	4.220		43.068	.000			
	Duration Of Teacher Involvement In Sports And Games Co -Curricular Activities	.063	.193	.155	.327	.744	-.032	.026	.025
	Teaching Duration	-.199	.260	-.504	-.763	.447	-.036	-.059	-.059
	Age	.126	.166	.320	.756	.451	-.024	.059	.059

a.Dependent Variable: Risk Management Construct

Figure 1.1 below shows the relevance of the components influencing risk management practices in school sports and games co -curricular activities, namely age, teaching duration and the duration of teachers' involvement in sports and games co -curricular activities.

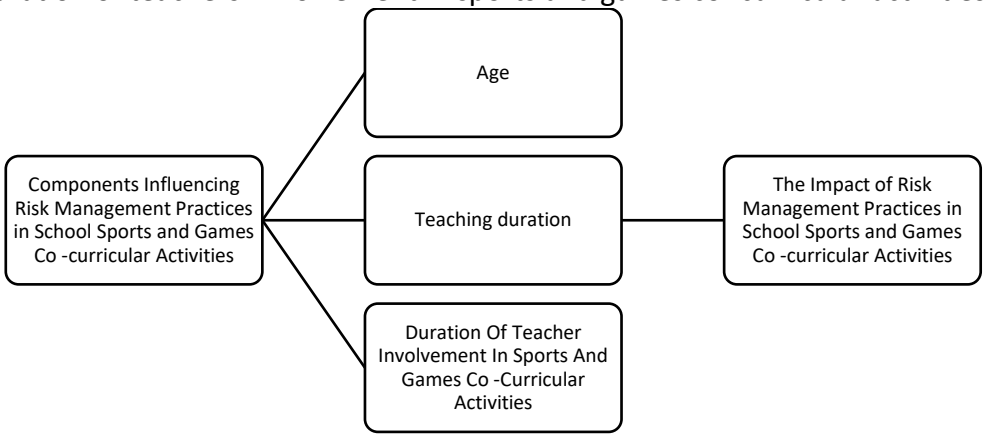

Figure 1.1. The Relationship of Components Influencing Risk Management Practices in School Sports and Games Cocurricular Activities

Discussion

This discussion responds to the study that has been constructed and to see if there are differences in the level of risk management practice of inspection process construct, maintenance process construct, staff construct, emergency plan construct, facility design construct, program management construct, user information construct and insurance policy construct in co -curricular activities between male and female teachers as well as differences in risk management practices according to constructs between urban and rural schools from selected schools in Perak. Through the results of the analysis conducted found that there are

significant differences related to the level of risk management practices of facility design constructs, maintenance process constructs, program management and staff constructs in co -curricular activities between male and female teachers from selected schools in Perak. Meanwhile, the results from the analysis of differences between urban and rural schools showed that there was no significant difference between urban and rural schools on the eight constructs tested.

MANOVA analysis was used to answer the research questions that had been constructed. There is one research question that has been constructed and there are eight sub -constructs related to the risk management practice construct of sports and games co -curricular activities. The construct that has been used is based on previous studies conducted by Sekendiz (2012), studies conducted by Jaffry (2016) and refers to sports and recreational risk management practice books written by Jaffry Zakaria, Mohd Taib Harun and Norlena Salamuddin. Among the constructs related to risk management practices that have been used in this study are i) inspection process, ii) maintenance procedures, iii) management staff, iv) emergency plan, v) facility design, vi) program management, vii) user information and viii) insurance policy.

Referring to the findings of the study that have been obtained by the researchers, the conclusion that can be expressed is that the main factor contributing to the risk management practices of sports and games co -curricular activities is the period of teacher involvement. While other factors contributed only a small effect to the risk management practices of co -curricular sports and school games activities in Perak. According to Appenzeller and Lewis stated that the proliferation of users of sports facilities will increase the accident factor and raise the issue of safety lawsuits which are very important nowadays.

Conclusion

Overall, the level of risk management in sports and games co -curricular activities for all constructs was at a moderately low level for inspection processes, maintenance procedures, facility design, program management and user information. While from the aspect of management staff, emergency plans and insurance policies.

All this information is important and very useful as a source of information for improvement to all parties such as the ministry, schools, sports facilities contractors, teachers and students. This information can be used in formulating policies related to the safety of sports facilities and also tightening security controls when using sports facilities in schools. Therefore, these findings can help from the aspect of long -term strategic planning and improve the quality and practice of risk management towards better and help reduce accidents that occur while using sports facilities in schools.

As is well known, the issue of accidents or injuries while doing co -curricular activities or other activities at school is a very hot issue among the community and is taken seriously by all parties, especially parents and the ministry. Since the conclusion of risk management practices practiced in schools in the state of Perak is at a moderately low level, the researchers suggested to produce a module where this module will be distributed to all schools on the importance of practicing risk management in schools.

Researchers also recommend that each school hold a workshop or seminar especially for teachers on the importance of risk management in co -curricular activities and not just ignored. Meanwhile, for students, schools can organize risk management practice campaigns or seminars so that students are always alert and careful when doing co -curricular activities.

In addition, this seminar on risk management practices can also be conducted at other health centers, gyms, universities, colleges and any other agency because each organization needs to practice risk management to prevent accidents according to the needs of their respective places.

Through this recommendation can help teachers in improving their knowledge without comparing their gender and their level of experience in co -curricular activities. Even with the existence of these measures can reduce the cases of accidents in sports and help schools to plan strategies to control accidents that will occur in co -curricular activities and future programs.

Future researchers should take into account various factors from all aspects so that future research can be done more widely. However, this study only focuses on the risk management practices of sports and games co -curricular activities in government schools only. Therefore, the researcher suggests to future researchers to look at comparisons between all schools including private schools and colleges. In addition, researchers can improve the study in the future by evaluating aspects of the latest sports facilities according to the cycle of time and increasingly advanced technology.

In addition, there are several things that need to be considered in future studies such as:

1. Extensive study involving various parties such as day schools, private schools, colleges as well as the involvement of secondary and primary schools.
2. A more focused and specific study of each sport that exists in school co -curricular activities. Through this method, the researcher will be easier to construct question items through the types of sports and games that exist.
3. Future studies can be linked to the implications of technology on sports facilities and problems that exist with the passage of time. For example, the whole world is now facing a fairly serious problem like Covid-19 pandemic. Therefore, this makes it difficult from the aspect of risk management monitoring and it is quite challenging for all parties in monitoring human movement, facilities and rules that need to be complied with from time to time.
4. Next, the study to be conducted can look at the aspects of safety and injury. This can be seen on how the methods adopted by schools to reduce accidents occur and injuries. The school environment is also important and should be taken into account in reducing accidents in schools.

Acknowledgement

The authors would like to thank Ministry of Higher Education Malaysia (MOHE), Universiti Pendidikan Sultan Idris and The Research Management and Innovation Centre (RMIC) of UPSI for providing the research grant 2019-0136-107-02 (FRGS/1/2019/SS109/UPSI/03/1) to facilitate and support this study.

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