

CAREER MOTIVATION AMONG TEACHER TRAINEES

**A Master Project submitted to the Graduate School in partial
fulfilment of the requirements for the degree
Master of Science (Management),
Universiti Utara Malaysia**

by

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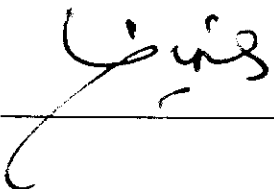
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ABSTRACT

Tujuan penyelidikan ini adalah untuk menentukan perbezaan dalam jantina, tempat diperbesar, umur dalam kaitannya dengan motif kerjaya iaitu motif ekstrinsik, motif intrinsik dan motif altruistik di kalangan 206 guru pelatih Maktab Perguruan Batu Pahat. Kaji ini termasuk perhubungan di antara motif-motif, kebersandaran motif oleh sifat demografi seperti jantina, keturunan, tempat diperbesar, umur, tahap pendidikan tertinggi, latar belakang sekolah rendah dan sekolah menengah bersama variansnya. Soalselidik yang digunakan diubahsuai berdasarkan kajian-kajian Chan (1998), Yong (1995 & 1994), Brown (1992) dan Noran (1990a). Pengumpulan data melalui soalselidik ini telah dikendalikan oleh penyelidik sendiri. Nilai "Cronbach alpha" dalam kajian perintis bagi motif keseluruhan kerjaya" ialah 0.7383.

Hasil penyelidikan ini menunjukkan: (1) terdapat perbezaan yang signifikan bagi tempat diperbesar terhadap motif intrinsik dan altruistik, dan bagi umur terhadap motif ekstrinsik; (2) terdapat perhubungan yang positif di kalangan motif ekstrinsik, intrinsik dan altruistik dengan nilai tertinggi ialah 0.779 iaitu di antara motif intrinsik dan motif altruistik; (3) sifat demografi yang dikaji menerangkan 15.4 peratus varians dalam motif kerjaya perguruan; (4) analisis "Stepwise Multiple Regression" menunjukkan keturunan adalah peramal yang terbaik untuk motif kerjaya perguruan; (5) motif kerjaya perguruan bersandar kepada jantina, keturunan, tempat diperbesar, latar belakang sekolah rendah, dan latar belakang sekolah menengah tetapi tidak bersandar kepada umur dan tahap pendidikan tertinggi; akhirnya (6) "Mengajar adalah satu profesion yang mulia" merupakan motif intrinsik yang memperolehi skor purata yang paling tinggi di kalangan guru pelatih.

ABSTRACT

The purpose of this study was to determine the differences on gender, place of origin and age contribute towards teaching career extrinsic, intrinsic and altruistic motives among 206 trainees in Batu Pahat Teacher Training College. This includes the relationship among the motives, the dependency of teaching career motives, the variance in teaching career motives with respect to demographic characteristics namely gender, race, place of origin, age, level of educational attainment, primary school setting, and secondary school setting. The questionnaire used in this study mainly adopted from Chan's (1998), Yong's (1995 & 1994), Brown's (1992), and Noran's (1990a) studies. The researcher personally administered the self-reporting questionnaire throughout this study. The overall teaching career motives' items showed a Cronbach alpha value of 0.7383 for the pilot test conducted.

The results of the study indicated that: (1) there was a significant difference in place of origin towards intrinsic and altruistic motives and there was a significant difference in age towards extrinsic motives; (2) there was a positive relation among extrinsic, intrinsic and altruistic motives with highest value of 0.779 between intrinsic and altruistic motives; (3) the demographic characteristics studied explained 15.4 percent of the variance in teaching career motives; (4) a Stepwise Multiple Regression Analysis showed that race was the best predictor in teaching career motives; (5) the teaching career motives was dependent on gender, race, place of origin, primary school setting, and secondary school setting but independent of age and level of educational attainment; finally (6) "Teaching is a sacred profession" as an intrinsic motive showed a highest mean score among the trainees.

DEDICATION

The writer dedicates this study to his parents, mother in-law, his family, brothers, and sisters for their support and encouragement in this study, especially to his wife Gan Me Me, and their children Zhi Xin and Zhi Hui, who made tremendous sacrifices which enabled him to pursue his educational goals with confidence.

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CHAPTER ONE

Introduction

Education is an ongoing process. Its aims should serve the purposes on socialization, achievement, personal growth and social improvement from the society's prospective (Parkay and Stanford, 1995). Yip (1997) says that the quality of life is heavily influenced by education. The better everyone in the society, the better life becomes for the economy as a whole. In Malaysia, education plays a vital role in helping to accelerate the process of nation development. It has produced a solid platform on which the nation has build one of the fastest growing economies of East Asia (Malaysia, 1997). Teachers as social change agents can contribute their energy and commitments towards the nation education goals.

In Malaysia, the Ministry of Education has placed teachers in both schools and universities at the heart of efforts to achieve the highest standards of education in the country. There are 150,681 teachers in 7084 primary school (Malaysia, 1997). Malaysia Teaching Diploma programme (Kursus Diploma Perguruan Malaysia - DPM) being introduced by Ministry of Education in Malaysia's teacher training colleges since August 1996 intake. It is to replace the existing Fundamental Teaching Certificate programme (Kursus Sijil Perguruan Asas Pengajian Sekolah Rendah - SPAPSR) in which to train and produce the supply of primary school teachers. The DPM programme's duration is three years compare to a period of two

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