

**CURRENT ATTITUDES OF TEACHERS  
TOWARDS PROFESSIONAL DEVELOPMENT  
(A CASE STUDY IN KELANTAN)**



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## ABSTRAK

Kemajuan sesebuah negara amat bergantung kepada bekalan tenaga kerjanya. Tenaga yang akan bertanggungjawab untuk membangunkan negara. Dan apa jua tenaga kerja yang dipunyai negara itu adalah hasil sistem pendidikan negara itu. Satu bahagian yang amat penting dalam sistem tersebut adalah para guru, iaitu pelaksana apa jua polisi pendidikan yang telah ditetapkan. Dalam ertikata lain, gurulah yang bertanggungjawab menentukan rupabentuk tenagakerja yang bakal diwarisi sesebuah negara. Oleh yang demikian adalah amat penting bagi sesebuah negara yang mengenggam harapan untuk menjadi maju dan progresif, seperti Malaysia, bagi menentukan bahawa para guru bukan sahaja mempunyai pengetahuan dan kemahiran yang tepat, tetapi juga memiliki sikap yang betul terhadap proses pembelajaran yang tiada berpenghujung. Penyelidikan ini meninjau apakah para guru di Kelantan mempunyai sikap sedemikian. Tahap sikap ini telah diukur menggunakan sebuah soalselidik mengandungi 24 item. Pembolehubah jantina, pengalaman mengajar, subjek yang diajar serta taraf pendidikan guru, digunakan untuk mengenalpasti sama ada wujud perbezaan yang signifikan di antara pembolehubah-pembolehubah ini dengan sikap guru terhadap pembangunan/perkembangan professional. Ujian statistik, iaitu ujian t, dan juga ANOVA satu hala digunakan untuk menguji hipotesis. Keputusannya, dua daripada enam hipotesis telah ditolak. Empat faktor, iaitu motivasi, sokongan pengetua dan rakan setugas, keperluan dan relevansi kursus telah dihasilkan melalui analisis faktorial. Analisis korelasi Pearson telah digunakan bagi mengenalpasti sama ada wujud perhubungan yang signifikan antara faktor-faktor ini dengan sikap guru terhadap perkembangan professional. Faktor motivasi didapati mempunyai korelasi yang paling tinggi dengan sikap guru terhadap perkembangan professional, diikuti oleh relevansi, sokongan dan keperluan.

## ABSTRACT

The development of a nation very much depends on its workforce. And whatever workforce that is available to a country is the product of that country's education system. An integral part of that system is the teachers who are the implementers of whatever educational policy that the country has decided upon. Thus, it is the teachers who mould and shape the workforce who will be responsible for building up the nation. As such, it is vitally important for a country harbouring great ambitions of becoming a developed and progressive nation, such as Malaysia, to ensure that teachers are not only equipped with the right knowledge and skills, but also the right attitude as life-long learners, to enable them to mould and shape a work-force with the right cutting-edge. This study attempts to identify whether the teachers of Kelantan do have such a attitude. The attitude level of the teachers were measured based on a set of questionnaires of 24 items. The demographic variables such as gender, years of teaching experience, subject taught and the respondents' educational level, were used to determine whether there are any significant differences between these variables and the attitudes of teachers towards professional development. The Independent T-test and ANOVA were used for the hypotheses testing. The results were, out of six hypotheses, two were rejected. Four factors namely : relevancy of the professional courses, needs of the teachers, support from principal and peers, and both extrinsic and intrinsic motivation were derived from the factorial analysis. Pearson r was used to determine whether there is a significant relationship between these factors and the attitudes of teachers towards professional development. Factor related to motivation was found to have the highest correlation with the level of attitude followed by relevancy, support and needs.

## **CHAPTER I BACKGROUND OF STUDY**

### **1.0 Introduction**

Every country's achievement in economic development is closely linked to the development of a quality workforce. Thus, Human Resource Development is very important as it provides the basis for this development, and it is necessary to maintain and promote sustained overall goals of development. According to Dato' Seri Rafidah Aziz, (Minister of Trade, Malaysia) among the various workforce qualities that need to be inculcated are discipline, diligence and dedication at work; a pure and strong sense of nationalism; trustworthiness, a sense of responsibility, high 'Esprit de Corps', a positive attitude, creativity and commitment for success; and a readiness to accept new changes and exposure, working towards self-improvement and excellence in all aspects.

The declaration to achieve the status of a fully developed nation by the year of 2020 has sparked new demands on the kinds and qualities of the workforce needed to meet the transformation of the nation from an agricultural economy to an industrialized one, where science and technology becomes an integral component of socio-economic planning. A quality workforce is one which is "is productive and disciplined, forward looking and equipped for their changing tasks, devoted to know-how and knowledge upgrading and self improvement, skilful, talented, creative, have