MOTIVATIONAL ORIENTATIONS FOR PARTICIPATION IN PROFESSIONAL DEVELOPMENT PROGRAMMES AMONG SECONDARY SCHOOL PRINCIPALS IN SARAWAK

Marcus Hugo Matu Lejau

Universiti Malaysia Sarawak
2000
MOTIVATIONAL ORIENTATIONS FOR PARTICIPATION IN PROFESSIONAL DEVELOPMENT PROGRAMMES AMONG SECONDARY SCHOOL PRINCIPALS IN SARAWAK

MARCUS HUGO MATU LEJAU

A thesis submitted in partial fulfillment of the requirements for the Degree of Master of Science

Faculty of Cognitive Science and Human Development
UNIVERSITI MALAYSIA SARAWAK
2000
MARVIN HUGO MATU LEJAN was born in Belaga in 1960. He received his early primary education in SRK Long Aton (Primary 1 till Primary 4) and then in SRK Long Teru (Primary 5 and 6). After passing his Common Entrance Examination, he continued his junior secondary education (Form 1-3) at SMK Marudi. He passed his Sarawak Junior Certificate Examination and got selected to proceed to Royal MDS, Kuala Lumpur to complete his upper secondary education (Form 4-6). He graduated from Universiti Pertanian Malaysia (now Universiti Putra Malaysia) and graduated with B.Sc. with Education (Hons.) in 1984.

Upon graduation he started as a teacher in SMB St. Anthony, Sarikei (June, 1984 till June, 1986). He was transferred to Kuching and was appointed as Assistant Director in the Personnel and Establishment Division, Sarawak Education Department from 1986 until 1995. He became a Principal serving at SMK St. Andrew’s College (1996), SMK Long Lapis (1998, 1997). No portion of the work referred to in this thesis has been submitted in support of an application for another degree of qualification of this or any university or institution of higher learning.
BIOGRAPHICAL SKETCH

Marcus Hugo Matu Lejau was born in Belaga in 1960. He received his early primary education in SRK Long Aton (Primary 1 till Primary 4) and then in SRK Long Teru (Primary 5 and 6). After passing his Common Entrance Examination, he continued his junior secondary education (Form 1-3) at SMK Marudi. He passed his Sarawak Junior Certificate Examination and got selected to proceed to Royal Military College, Kuala Lumpur to complete his upper secondary education (Form 4-6). He furthers his study in Universiti Pertanian Malaysia (now Universiti Putra Malaysia) and graduated with B.Sc. with Education (Hons.) in 1984.

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This thesis is dedicated to my wife Judy Chen, my son, Alastair and my daughter, Anastasia for being always an inspiration throughout this course.
DEDICATION

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my son, Alastair and my daughter, Anastasia
for being always an inspiration throughout this course.
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I would also like to express my appreciation to the Ministry of Education for granting the permission to conduct the study; Sarawak Education Department and all the principals of secondary schools in Sarawak for all the assistance and cooperation extended throughout the research. My deep appreciation also goes to all the staff of the Faculty of Cognitive Science and Human Development, UNIMAS and other individuals, but whom I have not mentioned names, who provided assistance during the course.

Last but not least, I wish to thank all my friends and my family members for their support, patience and perseverance throughout the course of my study. They have been especially instrumental in making this academic pursuit possible and meaningful.
ABSTRACT

Principals' competence is crucial in ensuring successful secondary schools in Sarawak. Therefore, it is important to understand the motivational orientations for participation in professional development programmes among principals and the motivational orientation factors, which influence the principals' participation in professional development programmes that are conducted by the Education Authorities. This study aims to determine the motivational orientations for participation in professional development programmes among principals in Sarawak and the motivational orientation factors that influence their participation. A survey questionnaire was used to elicit information from 128 principals out of a total of 153 principals throughout Sarawak. The finding shows an overwhelming indication that principals perceived a high motivational orientations for participation in professional development programmes with 43.8% indicated a high participation, 52.3% of moderate participation while only 3.9% indicate a low participation in professional development programmes. The finding also shows that all the professional development programme categories under study indicate a high motivational orientation for participation among the principals. There were no significant differences in principals' motivational orientations for participation in professional development based on gender, age, school size (enrolment) and school grade. However, there were significant differences among principals of varied experiences and serving in various locations in terms of their motivational orientations for participation in professional development programmes. The correlation between motivational orientations for participation in professional development programmes and the seven associated factors, that is, social welfare, social relationship, professional advancement, cognitive and intellectual interest, personal reasons, external influences and escape and stimulation factors were found to be positive and significant. Multiple Linear Regression analysis shows that social relationship factor and external influences factor are the two factors that contributed dominantly (26.8% of variance) in influencing the motivational orientations for participation in professional development programmes of the principals. The findings imply that social relationship and external influences are important factors that must be taken into consideration when professional development programmes are provided to principals.
ABSTRAK

Kompetensi pengetua adalah penting bagi menentukan kejayaan sekolah menengah di Sarawak. Oleh itu, adalah penting untuk memahami orientasi dorongan penyertaan serta faktor penggerak yang mempengaruhi penyertaan para pengetua dalam program perkembangan profesional yang dianjurkan oleh pihak berkuasa pendidikan. Kajian ini bertujuan untuk menentukan pola orientasi dorongan penyertaan dalam program perkembangan profesional di kalangan pengetua di Sarawak serta faktor-faktor pendorong yang mempengaruhi penyertaan mereka. Soal selidik digunakan untuk mendapatkan maklumat daripada 128 pengetua, dari jumlah 153 orang pengetua di seluruh Sarawak. Dapatan kajian telah memenjukkan kebanyakan pengetua mempunyai orientasi dorongan tinggi untuk menyertai program perkembangan profesional dengan 43.8% menyatakan penyertaan yang tinggi, 52.3% penyertaan yang sederhana manakala hanya 3.9% sahaja menyatakan penyertaan yang rendah. Hasil kajian juga menunjukkan bahawa orientasi dorongan penyertaan dalam semua kategori program perkembangan profesional yang dikaji juga adalah tinggi. Perbezaan orientasi dorongan penyertaan dalam program perkembangan profesional di kalangan pengetua mengikut jantina, umur, saiz sekolah (enrolmen) dan gred sekolah didapati tidak signifikan. Bagaimana pun, perbezaan yang signifikan didapati di antara orientasi dorongan penyertaan dalam program perkembangan profesional di kalangan pengetua dan pengalaman para pengetua serta lokasi sekolah di mana mereka berkhidmat. Korelasi di antara orientasi dorongan penyertaan dalam program perkembangan profesional di kalangan pengetua dan tujuh faktor berkaitan, iaitu kebajikan sosial, hubungan sosial, kemajuan profesional, minat kognitif dan insilek, alasan peribadi, pengaruh luar, serta keluar dan stimulasi, didapati positif and signifikan. Uji Regresi Berganda Linear menunjukkan bahawa faktor hubungan sosial dan faktor pengaruh luar merupakan dua faktor yang memberi sumbangan dominan (26.8% varias) dalam mempengaruhi orientasi dorongan penyertaan dalam program perkembangan profesional di kalangan pengetua. Dapatan kajian ini memberi implikasi bahawa hubungan sosial dan pengaruh luar mempunyai faktor penting yang perlu dipertimbangkan apabila menyediakan perkembangan profesional untuk para pengetua.
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The above view is supported by Kimbrough and Burkett (1990) who stated that most recent findings in literature strongly imply that the principal is the most important person in providing leadership for improved instruction and better curricula. Indeed, the leadership of the principal has become the focus of interest for teachers, parents, administrators and policy makers (Tempin, 1993). After all, any educational reform efforts depend upon adequate leadership at the building level to ensure the success of the reform (English & Hill, 1990; Gliner, 1993; Hearsey & Blanchard, 1968; Sergiovanni, 1984). Leadership can provide the key leverage in most successfully major challenges facing the nation's schools. The principal has an important role in the development of shared vision for his or her school. Principals must champion the development of shared visions to create the desired reforms needed in their schools (Patton & Peterson, 1999; Sergiovanni, 1990). Smooth operation and effectiveness of the school requires competent leadership. This has been given great emphasis when the society perceives success of formal education as the key to greater national integration and national development.

If the principal is so important to the school and playing a crucial role in the education reform process, why not give the due attention to his or her professional development so as to be equipped and reminded with the latest relevant knowledge and skills to help him or her perform as an effective school manager? This is all the more necessary in the context of Malaysian schools whereby the principals who are appointed to the post do not have any prior formal pre-training or preparation program. Ibrahim Ahmad Rajah (1997) aptly describes the current management development practice pertaining to the appointment of principals to office.

Until today, teachers are posted/directed/assigned to administrative positions without prior training in educational administration. Whatever administrations they knew are learned on the job by trial and error. During the period of the service, they may be called upon to attend a short basic course or some other short courses on topics related to educational administration. For the most part, however, most of the education...
CHAPTER 1
INTRODUCTION

1.0 Introduction

In many ways, the school principal is the most important and influential individual in any secondary school. He or she is the person responsible for all activities that occur in and around the school building. It is the principal's leadership that sets the tone of the school, the climate of learning, the level of professionalism and morale of teachers and the degree of concern for what the students may or may not become. The principal is the main link between the community and the school and the way he or she performs in this capacity largely determines the attitudes of parents and the students about the school. If a school is vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can always almost point to the principal's leadership as the key to success. The influential role of the principal towards a measurable impact on student achievement and school effectiveness has been supported by researches carried out on school effectiveness and the instructional behavior of the principal in America (Ogawa & Hart, 1985; Andrew & Sober, 1987; Ellet, 1987; Eberts & Stone, 1988; and Brewer, 1993).

The above view is supported by Kimbrough and Burkett (1990) who stated that most research findings in literature strongly imply that the principal is the most important person in providing leadership for improved instruction and better curricula. Indeed, the leadership of the principal has become the focus of interest for teachers, parents, administrators and policy makers (Hussein, 1993). After all, any educational reform efforts depend upon adequate leadership at the building level to ensure the success of the reform (English & Hill, 1990; Gainey, 1993; Hearer & Blanchard, 1988; Sergiovanni, 1984). Leadership can provide the key leverage to meet successfully major challenges facing the nation's schools. The principal has an important role in the development of shared vision for his or her school. Principals must facilitate the development of shared visions to create the desired reforms needed in their schools (Deal & Peterson, 1990; Sergiovanni, 1990). Smooth operation and effectiveness of the school indeed requires competent leadership. This has been given great emphasis when the society perceives success of formal education as the key to greater national integration and national development.

If the principal is so important to the school and playing a crucial role in the education reformation process, why not give the due attention to his or her professional development so as to be equipped and retooled with the latest relevant knowledge and skills to help him or her become an effective school manager? This is all the more necessary in the context of Malaysian secondary schools whereby the principals who are appointed to the post do not have any prior formal pre-training or preparation program. Ibrahim Ahmad Bajunid (1997) aptly describes the current management development practice pertaining to the appointment of principals in Malaysia as:

Until today teachers are posted/directed/assigned to administrative positions without prior training in educational administration. Whatever administrations they know are learned on the job by trial and error. During the period of the service, they may be called upon to attend a short basic course or some other short courses on topics related to educational administration. For the most part, however, most of the educators,
performing administrative jobs do not receive certification in management sciences.
(p.12)

As such, professional development programmes catering for short-term and long-term needs of all the principals are utmost important since they do not undergo any prior training to shoulder all the duties and responsibilities assigned to them. Systematic, well-planned, and regular professional development programmes to cater for the variety of experience and educational background and hence different needs of the principals are indeed very necessary for personal growth and improvement of professional competency.

1.1 Background of the Study

In Malaysia, concern for quality education has always been an important educational agenda of the Ministry of Education since independence. With the new aspirations to become a developed industrialized nation by the year 2020, the emphasis on quality education has become stronger. Undoubtedly, the nation's future stability and development will depend very much on the quality of its workforce. Moreover the most fundamental requirement for a robust democracy is an educated citizenry, capable of informed judgement on public issues. Thus, the education system has undergone and will continue to undergo considerable change and reformulation. The change which include the introduction of various educational innovations and curriculum reforms, new evaluation and examinations systems, as well as the ever increasing social and political demand and expectations have created other problems and added pressures to the school principals who are at the forefront. This would call for a high degree of leadership quality and commitment. There is pressing needs for the principals to be sufficiently motivated, and to be able to assesse themselves in the light of the new demands, and to adjust themselves with new skills, knowledge, attitudes and commitment so as to be able to face these enormous tasks and challenges. Hence, the importance of 'continuous and relevant' professional development programmes for all principals. It is argued that professional development is not only important but deemed necessary and critical for the principals in order to upgrade, update and improve themselves to meet the dynamism of the profession and play a larger and more effective role in reforming the secondary educational system of Malaysia.

The Ministry of Education does actively promote personal and professional development of teachers and educational managers. The Ministry is offering incentives including study leave and scholarships to enable teachers and school managers to improve themselves academically and professionally. Additionally, the Ministry of Education and the State Education Department are also conducting short duration courses, ranging from a day to three months on the most up-to-date professional development for teachers and school principals in the fields of educational management, implementation of new curriculum, new strategies or teaching techniques and initiating changes in line with the changing needs of the country. Efforts at providing professional development for the educational managers in Malaysia began as early as 1971 through a Personnel Management Division created within the Ministry of Education (APEID Report, 1982) and followed by the establishment of the National Institute of Educational Leadership and Management (also called Institut Aminuddin Baki). The main thrust of the training activities of the National Institute of Educational Leadership and Management has been on school principals. The training programmes aim to develop within the education service a core of professionally competent institutional managers.
Unfortunately, this positive effort is not accompanied by systematic approach towards meeting the professional development needs of the various intended groups. The professional development programmes ranges from short to long duration of courses, which are planned and provided, based on “top-down” approach and ad-hoc in nature. The State Education Department solely decides participation in these courses. Bartram and Gibson (1994) emphasized that analyzing training needs could provide a focus and direction for the investment an organization has to make in its people. Researchers such as Orlich (1983), Byrne (1983), and Boulanger and Wideen (1984) have carried out needs assessments research which support that in-service education activities should be based on the needs of teachers as identified by the teachers themselves. Boshier’s theory suggested that motivation for learning was a function of the interaction between internal psychological factors and external environmental variables (Boshier, 1973).

1.2 Statement of Problem

The Ministry of Education and the Sarawak State Education Department has been conducting professional development programmes for the principals and the school administrators to introduce changes to the education system and administrative practices, to disseminate information on any new procedures or policies for implementation or to improve knowledge, skills and competencies to enhance professionalism of the school principals. However, there are no clear guidelines and expressed policies on the types and the frequencies of professional development programmes that every principal must attend yearly or throughout the tenure of their principalship. There are no guidelines on criteria or basis for selection of candidates to attend the various professional development programmes organized by the authorities. The State Education Department solely decides participation in these programmes. Consequently, there would be principals who are selected to go for the professional development programmes has gone too often as compared to some who do not even have a single opportunity. It is even worse situation when those who are selected to go for the programme concerned do not require such programme or the selected candidates perceive they do not require the programme at all due to some reasons, while those who might need it badly or are very interested to participate are being missed out. There are even instances where principals who are nominated to go for certain professional development programmes refuse the nomination. Such ad hoc approach in selection of participants cause doubt as to the effectiveness of the professional development programmes since the participants might not have the correct motivation towards achieving the objectives as set by the organizers.

Orlich (1989) states that educational needs tend to arise from changing conditions or circumstances. A need may be defined as some conditions that require attention or some desires or value that is not present or being met. Needs can cause motivation for an individual. Principals who perceive that the particular professional development programme can meet their needs would definitely be motivated to participate actively and attempt to internalize whatever is being presented. The participation of principals in any professional development programmes that are organized is a matter that deserves serious attention of the authorities such as the State Education Department and the Ministry of Education to ensure that the programmes achieve the intended impacts. The factors that motivate the principals to participate actively in the professional development programme are indeed many and varied. It is imperative that the professional development programmes match the needs of the organization and the principals themselves for the training to have high return on investment value, relevant, meaningful, and effective. An individual’s perceptions of the value of the professional development programme...
will affect that individual's disposition or readiness to participate. If the principals can achieve their expectations, they will persist in attending professional development programmes.

This is clearly a matter that deserves attention of the authorities. Information on the motivational orientations for participation in professional development programmes among secondary school principals in Sarawak and the factors that has influence on their motivational orientations for participation are not yet clear. Hence, there is a necessity to determine the motivational orientations for participation in professional development programmes among principals and the factors that has influence on their motivational orientations for participation so that there is focus and direction for professional development programmes for the principals in the future. What are the motivational orientations of the school principals for participation in professional development programmes? Are their motivational orientations for participation being influence by factors such as for social relationship, professional advancement, fulfilling intellectual interest or some external influences? This study is intended to answer the foregoing questions.

1.3 Aims of Study

This study aims to determine the motivational orientations for participation in professional development programmes among secondary school principals in Sarawak and the factors that influence their motivational orientations to participate in professional development programmes.

1.4 Objectives of the Study

The specific objectives of the study are:

1. To describe the selected demographic characteristics of the principals.
2. To describe the characteristics of the secondary schools where the principals serve.
3. To determine the motivational orientations for participation in professional development programmes of the school principals.
4. To determine whether there is any difference between the motivational orientations for participation in professional development programmes among the school principals of varied characteristics.
5. To determine whether there is any difference among the school principals serving in various schools with varied characteristics in terms of their motivational orientations for participation in professional development programmes
6. To determine the relationship between the motivational orientations for participation in professional development programmes of the school principals and the factors that influence their motivational orientations for participation in professional development programmes:
   6.1 To determine the relationship between the motivational orientations for participation in professional development programmes of the school principals and the social welfare factor.
   6.2 To determine the relationship between the motivational orientations for participation in professional development programmes of the school principals and the social relationship factor.
6.3 To determine the relationship between the motivational orientations for participation in professional development programmes of the school principals and the professional advancement factor.

6.4 To determine the relationship between the motivational orientations for participation in professional development programmes of the school principals and the cognitive interest and the intellectual interest factor.

6.5 To determine the relationship between the motivational orientations for participation in professional development programmes of the school principals and the external influences factor.

6.6 To determine the relationship between the motivational orientations for participation in professional development programmes of the school principals and the personal reasons factor.

6.7 To determine the relationship between the motivational orientations for participation in professional development programmes of the school principals and the escape and stimulation factor.

7. To determine which of the factors of motivational orientations for participation in professional development programmes are dominant in influencing the participation of the principals.

1.5 Conceptual Framework

The conceptual framework of this study is designed to test the factors that influence the motivational orientations for participation in professional development programmes of the school principals as illustrated in the diagram below. The dependent variable in this conceptual framework is the motivational orientations for participation in professional development programmes of the school principals while the independent variable are the factors that influence the motivational orientations for participation of the school principals. The focus of the framework is on the relationship between the dependent and the independent variables.
**INDEPENDENT VARIABLES**

<table>
<thead>
<tr>
<th>Demographic characteristics</th>
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<td>Age</td>
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<td>Experience</td>
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<table>
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<th>School characteristics</th>
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<td>School size</td>
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<td>School location</td>
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<td>School grade</td>
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**Factors influencing Motivational Orientations for participation**
1. Social welfare
2. Social Relationship
3. Professional Advancement
4. Cognitive and intellectual Interests
5. Personal Reasons
6. External Influences
7. Escape and Stimulation

**DEPENDENT VARIABLE**

Motivational Orientations For Participation

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Figure 1.1: Conceptual Framework of the Study

1.6 Hypotheses

This study tests the following hypotheses:

1.6.1 There is no significant difference between the motivational orientations for participation in professional development programmes of the school principals and the selected demographic characteristics:

Null hypothesis 1.6.1.1

There is no significant difference between male and female principals in terms of their motivational orientations for participation in professional development programmes.

Null hypothesis 1.6.1.2

There is no significant difference between principals of various categories of experience in terms of their motivational orientations for participation in professional development programmes.

Null hypothesis 1.6.1.3

There is no significant difference between principals of various categories of age in terms of their motivational orientations for participation in professional development programme.
Null hypothesis 1.6.1.4
There is no significant difference between principals of various categories of school size in terms of their motivational orientations for participation in professional development programmes.

Null hypothesis 1.6.1.5
There is no significant difference between principals of urban and rural secondary schools in terms of their motivational orientations for participation in professional development programmes.

Null hypothesis 1.6.1.6
There is no significant difference between principals of Grade A and Grade B secondary schools in terms of their motivational orientations for participation in professional development programmes.

1.6.2 There is no significant relationship between the motivational orientations for participation in professional development programmes of principals and the factors that influence their motivational orientations for participation:

Null hypothesis 1.6.2.1
There is no significant relationship between the motivational orientations for participation in professional development programmes of principals and the social welfare factor.

Null hypothesis 1.6.2.2
There is no significant relationship between the motivational orientations for participation in professional development programmes of principals and the social relationship factor.

Null hypothesis 1.6.2.3
There is no significant relationship between the motivational orientations for participation in professional development programmes of principals and the professional advancement factor.

Null hypothesis 1.6.2.4
There is no significant relationship between the motivational orientations for participation in professional development programmes of principals and the cognitive and intellectual interest factor.

Null hypothesis 1.6.2.5
There is no significant relationship between the motivational orientations for participation in professional development programmes of principals and the personal reason factor.

Null hypothesis 1.6.2.6
There is no significant relationship between the motivational orientations for participation in professional development programmes of principals and the external influence factor.
Null Hypothesis 1.6.2.7

There is no significant relationship between the motivational orientations for participation in professional development programmes of principals and the escape and stimulation factor.

1.6.3 There is no motivational orientation for participation factor that is dominant in influencing the motivational orientations for participation in professional development programmes of principals.

1.7 Significance of the Study

Principals should recognize the importance and relevance of professional development for professional growth and improving competencies. Principals should take responsibility to develop professionally to meet the demands of their profession. This study is carried out to determine the motivational orientations for participation in professional development programmes of the secondary school principals in Sarawak and the factors that influence their motivational orientations for participation. It is hoped that the findings will provide a better understanding of the motivational orientations for participation in professional development programmes of the secondary school principals in Sarawak. The findings serve as useful indicators for the authorities as to what priority should be given when providing professional development programmes to the principals. The findings of the study is important to provide inputs for those involved in administering and designing providing professional development programmes for principals. The pivotal role of the principals in ensuring the success of the continuous reformation taking place in the education system calls for professionalism and improved professional development practices. This is achievable if professional development is viewed positively and with a better understanding of the motivational orientations for participation in the various professional development programmes by the principals.

1.8 Definition of Terms

1.8.1 Principals
Principals are professionals appointed by the Ministry of Education who are given the authority and responsibility to manage the secondary schools. They are appointed from among graduate teachers who have teaching experience and the leadership qualities.

1.8.2 School Size
The schools are divided into categories according to enrolment:
   a. Less than 500 students
   b. 500 - 1000 students
   c. More than 1000 students

1.8.3 School Grade
This refers to the Grade A or Grade B schools as classified by the Ministry of Education based on certain criteria set. All Grade A schools have senior classes of form four and form five or form six and must fulfil a certain minimum number of students enrolment. Grade B schools often do not have senior classes and in terms of enrolment do not need meet the minimum requirement for upgrading to Grade A school.
1.8.4 School Location
This refers to the categories of school based on their location. Schools located in the major towns of Sarawak are categorized as urban schools while those located about 25 km outside these areas are considered rural schools.

1.8.5 Perception
This refers to the principals' impressions, views, desires or wants and insights in relation to their professional needs based on experience.

1.8.6 Professional development programmes
This refers to sum of all activities, both formal and informal, that are planned, designed and implemented to improve professional growth and renewal of the principals. This includes all the specific knowledge, skills and competencies that the principals require enabling them to shoulder their duties and responsibilities efficiently and effectively. These are divided into six main categories as school management and school administration, personnel management, instructional improvement, students' affairs management, personal development and public relations. The activities include workshops, conferences, study groups, inter-school visitations, lectures, seminars, external short courses, contracted training, discussion held by experts and job enrichment.

1.8.7 Age
This refers to the principal's age in years as in the year 2000.

1.8.8 Experience
This refers specifically to the total number of years that the principals have served as principals, not limiting to the present school only.

1.8.9 Motivational Orientations for Participation
This refers to the motives and reasons that drive the principals to participate in professional development programmes, that is choice of attendance or preference to take part according to the perceived importance of the programme in relation to their professional development needs. This also infers their measurement of interest, desires or levels for participation in professional development programmes.

1.8.10 Social Welfare
This refers to the general concern of the principals toward society and national development and community services.

1.8.11 Social Relationship
This refers to the need of the principals for personal association, participation in group activities and improving inter-personal skills.

1.8.12 Professional Advancement
This refers to the acquisition of knowledge and skills by the principals to improve their effectiveness and productivity.

1.8.13 Cognitive Interest
This refers to the pursuing of knowledge for its own sake by the principals.