

ABSTRACT

This study examined the relationship between rewards and teachers' motivational orientations towards professional development. The study sought to answer three major questions :

1. What are the motivational orientations of the teachers towards professional development?
2. What are the rewards that affect teachers' interests in professional development?
3. What is the nature of the relationship between extrinsic/intrinsic rewards and teachers' motivational orientations towards professional development?

A three-part questionnaire was used in the study . Part 1 consisted of questions relating to socio-demographic details. Part 2 consisted of questions designed to assess the motivational orientations of the teachers participating in this study. The questions in Part 3 determined which rewards were important to the teachers.

Two hundred and twenty-seven school teachers from the district of Puchong served as the population of the study. Teachers' motivational orientations were found to be of two types namely, positive and negative. Positive motivational orientations comprised of 'Professional and Intellectual' factors whilst negative motivational orientations comprised of 'Escape, Stimulation and External Direction' factors. Rewards preferred, ranged from extrinsic rewards like financial gains to intrinsic types such as self-esteem and respect.

The statistical techniques used were factor analysis and Pearson's product-moment correlations. Factor analysis determined the principle components for motivational orientations and rewards. Upon establishing the main components, correlational tests were carried out.

This study indicated that there were some significant relationships between rewards and motivational orientations of the teachers:

1. A positive relationship was recorded between positive orientations and intrinsic rewards.
2. A negative relationship was recorded between positive orientations and extrinsic rewards.
3. A positive relationship was recorded between negative orientations and both types of rewards.

It is important that the authorities concerned motivate teachers by providing suitable rewards so that participation in professional development activities will be increased.

ABSTRAK

Kajian ini adalah tentang perhubungan antara pemberian ganjaran dengan orientasi motivasi guru terhadap perkembangan profesional. Soalan kajian adalah seperti berikut :

1. Apakah orientasi motivasi guru-guru terhadap perkembangan profesional?
2. Apakah ganjaran-ganjaran yang mempengaruhi motivasi guru-guru?
3. Apakah jenis perhubungan antara ganjaran ekstrinsik/instrinsik dengan orientasi motivasi guru-guru terhadap perkembangan profesional?

Soal-selidik kajian terdiri daripada 3 bahagian. Bahagian 1 mengandungi soalan-soalan yang berkaitan dengan ciri-ciri sosio-demografik. Bahagian 2 mengandungi soalan-soalan yang direkabentuk untuk menilai tahap motivasi guru-guru. Bahagian 3 telah menentukan ganjaran-ganjaran yang penting untuk guru-guru.

Seramai dua ratus dua puluh tujuh orang guru dari kawasan Puchong telah digunakan sebagai sampel kajian. Orientasi motivasi adalah terdiri daripada dua jenis :

- Positif - Faktor-faktor 'profesional dan intelektual'.
- Negatif - Faktor-faktor 'melarikan diri, perangsang dan arahan dari luar'.

Ganjaran yang diminati oleh guru adalah seperti :

- Ekstrinsik - seperti pemberian wang
- Instrinsik - seperti rasa bangga diri

Teknik statistik yang digunakan adalah analisa faktor dan korelasi Pearson.

Analisa faktor menentukan faktor-faktor utama bagi orientasi motivasi dan ganjaran.

Setelah faktor-faktor dikenalpasti, ujian korelasi dijalankan.

Kajian ini menunjukkan bahawa perhubungan yang signifikan wujud antara ganjaran dan orientasi motivasi guru-guru:

- Perhubungan yang positif terdapat antara orientasi positif dengan ganjaran intrinsik.
- Perhubungan yang negatif terdapat antara orientasi positif dan ganjaran negatif.
- Perhubungan yang positif terdapat antara orientasi negatif dan kedua-dua jenis ganjaran.

Adalah dicadangkan supaya pihak yang berkenaan meningkatkan motivasi guru dengan menyediakan ganjaran yang sesuai. Tindakan sedemikian akan mengakhibatkan penglibatan dalam aktiviti perkembangan profesional turut meningkat.