

Motivational Orientations of Teachers in the National Professional Qualification for Headship (NPQH) Programme

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Keywords: Educational participation scale, motivational orientations, teachers

ABSTRAK

Kajian ini bertujuan untuk mengenal pasti orientasi motivasi guru-guru, sebagai pelajar dewasa yang menyertai program NPQH, menentukan perkaitan di antara kelayakan akademik guru-guru dengan orientasi motivasi, dan menentukan perbezaan kedudukan orientasi motivasi dengan kelayakan akademik guru-guru yang berbeza. Instrumen yang digunakan mengandungi 42 kenyataan yang telah diubah suai daripada "*Educational Participation Scale*" (Boshier 1982). Sejumlah 215 respons telah diterima dan dianalisis. Faktor motivasi yang tertinggi ialah "*professional advancement*", diikuti "*educational preparation*" dan "*cognitive interest*". Terdapat perkaitan signifikan tetapi rendah dan negatif di antara kelayakan akademik guru-guru dengan faktor "*educational preparation*" dan "*family togetherness*". Analisis selanjutnya menunjukkan bahawa terdapat perbezaan yang signifikan antara kelayakan akademik guru-guru dengan faktor-faktor "*communication improvement*", "*educational preparation*" dan "*family togetherness*". Kesimpulanannya, guru berijazah telah mengerti tentang kepentingan persediaan pembelajaran untuk pendidikan lanjutan, meningkatkan kemahiran komunikasi dan juga memperbaiki keeratan keluarga.

ABSTRACT

The aims of the study were to identify the motivational orientations of teachers as adult learners participating in the NPQH programme, to ascertain the relationship between academic attainment of teachers and the motivational orientations, and to determine whether the rank importance of motivational orientations were different within the different type of academic attainment of the teachers. The instrument used was 42 items statement of modified Educational Participation Scale (Boshier 1982). A total of 215 valid responses were accepted and analysed. The highest ranked motivational orientations were "professional advancement", followed by "educational preparation" and "cognitive interest". A negative and low but significant relationship was found between the academic attainment of teachers with "Educational Preparation" and "Family Togetherness". However further analysis showed that there were significant differences between "Communication Improvement", "Educational Preparation" and "Family Togetherness" with the academic attainments of teachers. It can be concluded that the teachers with degrees must have seen the importance of educational preparation for further education, enhancing family togetherness and to improve their communication skills.

INTRODUCTION

The strength of an education system largely depends upon the quality of the teachers. Despite high aims and expectations, provision of generous and state of the art equipment and efficient administration, the value of the children

is determined by the teachers. Therefore it is important to secure a sufficient supply of the right professional, providing them with the best possible training and ensuring them an esteem status commensurate with the importance and

responsibility of their work. Today, teacher education in Malaysia has been given a priority by the Ministry of Education.

A new crop of teachers need to be produced. These teachers should be able to participate meaningfully in the education of a new generation of Malaysians, loyal and committed to its development needs. To achieve this, very high caliber educators are essential. Apart from this, there are other reasons why teachers need to get a higher qualification and will become an increasingly important aspect of the total teacher training "package" in Malaysia. As was noted by the Malaysia's Education Minister:

"The Twenty First century, which promises a different global scenario, will present challenging and significant implications for the nation's educational needs. In view of this, educationists will have to use their ingenuity to translate the concept of education to produce quality generation. Therefore teachers represent a critical element in translating, mobilising and implementing the national education policy to fulfill our aspiration of attaining a world class status." He also said "a strategic development programme was working on ways to improve the image and status of teachers, such as encourage them to further their studies, apart from their income" (*New Straits Times*, 17 May 1996:2).

This is undoubtedly a healthy prospect, seeing more teachers as adult learners pursue higher education at Institutions of Higher Learning. Rohana (1998) reported that 80 % of 3800 adult students who registered for 1998/99 distance learning programme at Universiti Kebangsaan Malaysia (UKM) are teachers. At the Institute for Distance Education and Learning (IDEAL), Universiti Putra Malaysia (UPM), there are currently 3,839 teachers participating in the distance learning programme (Adnan 1998). The increasing number of teachers participating in the undergraduate or the post graduate programmes at local universities has shown that teachers are motivated to further their studies in their respective field. There are many factors or reasons for teachers participating in this learning task.

Thus, an understanding of what motivates teachers to participate in continuing professional education or more specifically in the National Professional Qualification for Headship

Programme at IAB has important implications for the programme planners and educators. Not only programme planning and teaching strategies can be designed specifically to learner needs but the programme itself will be able to help attract more participants when it is structured to meet teachers' needs and preferences.

The Malaysian Government Ministry of Education's emphasis on and concern for an effective and productive leadership at its educational setups has implications for teacher's morale and motivation. Therefore, a one year Diploma programme, which is called the National Professional Qualification for Headship (NPQH) programme was conducted for future headmaster and principals in an attempt to look for potential school leaders. Teachers demand for the NPQH programme was found to be far greater than the opportunities available. At present, there are 285,000 teachers and 9,400 have applied and only 288 were selected for the NPQH programme after a series of extensive assessment exercises at IAB (IAB 2000). Therefore, major questions considered as a guide in the conduct of this study: What is the major motivational factor behind the strong interest shown by the teachers towards participating in the NPQH programme? Are there any relationships in the major motivational orientations and the academic attainment of teachers? Are there differences in motivation towards the NPQH programme amongst various categories of academic attainment?

Motivational Orientations in Adult Learning

Houle's (1962) concept of motivational orientations guided subsequent research on the motives of adult participating in learning activities. Sheffield (1964) was the first researcher who tried to operationalise Houle's typology. The 58 items on the Continuing Learning Orientation Index represent Houle's three orientations. Sheffield studied 453 participants of 20 University based conferences. The five factors that explained 58.3 % of the variance were personal goal, societal goal, desire activity, need activity and learning orientations.

The most enduring and often used instrument to measure motivational orientations was Boshier's (1971, 1977) Education Participation Scale (EPS). Boshier developed the Education Participation Scale (EPS) in order to investigate Houle's conceptualisation of

motivational orientation. The factor analysed 48 items EPS were administered to 233 respondents drawn at random from a population of 2436 participants enrolled in various continuing courses in three different institutions in New Zealand. Fourteen initial first-order factors accounting for 69.15 percent of the total variance were identified. Further analysis of the first-order factors yielded 7 second-order factors labeled as follows: interpersonal improvement/escape; inner versus other directed advancement; social sharing; artifact; self-centeredness versus altruism; professional future orientedness and cognitive interest.

The second-order factors were subject to further analysis. The third order orientations that accounted for 68.5 % of the variations were as follows: other-directed advancement; learning for future educational activity; self versus other-centeredness and social contact.

In 1974, Morstain and Smart, once again replicated the nine point scale of Boshier's EPS and established five typologies: non directed learners, social relationship group, stimulation seeking group, career orientation group and life change group. They studied 648 students attending adult education courses at one college in the United States, and found mean scores in the EPS dimension for various age-sex groups exhibited noticeable variations and step-wise discriminant analyses produced significant results ($p < .01$) in determining the parameters of group differences in expressed reasons for participation.

Boshier (1977) conducted another study in Canada to test the cross-cultural generality of the EPS which was used in his study in New Zealand. Data from 242 respondents were factor analysed. The analysis yielded five factors which explained 42.1% of the variance which include escape/stimulation, professional advancement, social welfare, external expectations and cognitive interest.

Boshier's EPS was also used by Poltechar (1987) to study 932 teachers in North Eastern Thailand who attended an in-service teacher education programme. The factors were ranked as follows: professional advancement, social welfare, cognitive interest, escape/stimulation, social relationships, social contact and lastly intellectual recreation.

Gordon (1990) studied 235 vocational, technical and adult education (VTAE) master's degree recipients to determine motivation for

participation in off-campus credit programmes at Marshall University, West Virginia. The EPS was used and they found that graduates were more inclined to be enrolled for professional advancement and cognitive interest reasons. Older participants were more inclined to be enrolled for community service reasons. Motivational orientations were found to differ among persons in different occupational fields.

Arshad (1993) did a local study using Boshier's EPS on 456 public employees who were undergoing in-service training at INTAN. First order factor analysis yielded 10 factors explaining 64% of the variance. They were professional advancement, cognitive interest, intellectual interest, personal goal, social welfare, learning activity, social relationship, departmental directives, escape and stimulation and external expectations. Second order factor analysis extracted 2 factors explaining 59% of the variance as: professional and intellectual (positive motivational orientation) and escape, stimulation and external directives (negative motivational orientations).

Adanan (1998) used EPS as part of the data collection instrument. His respondents were 360 teachers participating in distance learning programme from four centres of IDEAL, UPM. He found that professional advancement was the main motivational factor influencing teachers to participate in this learning programme.

The summary table (Table 1), for the studies reviewed shows that motivational orientations seem to indicate that participation is primarily influenced by the desire for professional advancement and cognitive interest.

OBJECTIVES

The general objectives of this study was to examine the motivational orientations influencing teachers as adult learners towards participating in the National Professional Qualification for Headship Programme (NPQH) at Institut Aminuddin Baki (IAB), Ministry of Education.

The specific objectives were: (i) to identify the major motivational orientations of teachers as adult learners; (ii) to ascertain if there is any relationship between academic attainment of teachers and the motivational orientations for participation; and (iii) to determine if there are differences in the rank importance of motivational orientations between teachers

TABLE 1
Comparison of the mean scores ranking on factors derived from selected studies

Scores Ranking	Poltechar (1987)	Arshad (1993)	Adanan (1998)
1	Professional Advancement	Professional Advancement	Professional Advancement
2	Social Welfare	Cognitive Interest	Cognitive Interest
3	Cognitive Interest	Personal Goal	Social Welfare
4	Escape/ Stimulation	Social Welfare	Personal Goal
5	Social Relationship	Social Relationship	Learning Activities
6	Social Contact	Escape/ Stimulation	External Expectation
7	Intellectual Recreation	External Expectation	Social Relationship

holding diploma, degree and post-graduate certificates.

METHOD

This study was based on a descriptive approach. The instrument was the modified statements on Educational Participation Scale designed by Boshier (1982). It includes 42 statements related to reasons for teacher enrolment in the NPQH programme.

The initial idea on the development of the instrument was based on Boshier's Educational Participation Scale (EPS), 1982. The instrument was modified for the purpose of this study. Boshier's EPS was chosen for a number of reasons. According to Merriam and Caffarella (1991) the most extensive research on motivational orientation in adult learning was done with Boshier's EPS. The EPS appears to have considerable cross-cultural generality (Boshier 1977) and was considered the most enduring, often used and psychometrically defensible instrument (Boshier and Collins

1985). According to Arshad (1993), the main reason given by most researchers for using Boshier's EPS was because of its clarity, applicability and high reliability. Scale reliability was conducted using the SPSS Reliability Sub-Program. It showed a strong internal consistency (.75 to .90) (Table 2).

The respondents consisted of 260 teachers participating in the NPQH programme at IAB. Data was collected based on group administration technique. The Director at IAB and Head of programme gave their permission and full support in terms of distribution of questionnaires and getting the respondents together. Ten teachers were used in the Pilot test, and excluded from the respondent - for actual data collection. A total of 250 questionnaires were collected back. However, only 215 of them were accepted for analysis. The rest were rejected on technical grounds, as the respondents had not answered some questions in Section B of the questionnaire.

The Statistical Package for the Social Sciences (SPSS) was used in processing and

TABLE 2
Summary of scales reliability

Scale	No. of Item	Cronbach's Alpha	
		Pilot test (n=10)	Actual (n=215)
Reasons for participation	42	.93	.91
Communication Improvement	4	.55	.80
Social Contact	5	.75	.79
Educational Preparation	7	.78	.79
Professional Advancement	9	.88	.75
Family Togetherness	5	.71	.75
Social Stimulation	6	.78	.77
Cognitive Interest	6	.80	.80

analysing the data. The mean scores and percentages were used for descriptive presentation. Responses to the modified Educational Participation Scale (EPS) were analysed based on seven predetermined motivational orientations as determined by the original developer of the EPS. These motivational orientations were "Professional Advancement", "Social Contact", "Educational Preparation", "Communication Improvement", "Cognitive Interest", "Social Stimulation" and "Family Togetherness". Pearson's correlation coefficient (r) and analysis of variance (ANOVA) tests were done to measure the effects of motivational orientations and academic attainment of the

respondents. The categorical data for academic attainment were recoded as continuous data (years of schooling) for the analysis of Pearson's correlation. For ANOVA, the three level of academic achievements were diploma, bachelors degree, and Masters/Ph.D. Bonferroni Multiple Comparison Test was included to compare which of the three groups of teachers showed significantly different means. A .05 level of significance was applied to these analyses.

RESULTS

Socio-demography of Respondents

Table 3 revealed that out of 215 usable questionnaires received for the study, 83.7%

TABLE 3
Frequency distribution of respondents socio-demography
(n=215)

Socio-demographic Characteristics	No. of Respondents	Percentage
<i>Age</i>		
30 and below	1	0.5
31 -35	65	30.2
36 - 40	122	56.7
41 and above	27	12.6
<i>Race</i>		
Malay	193	89.8
Chinese	15	7.0
Indian	5	2.3
Others	2	0.9
<i>Marital Status</i>		
Single	9	4.2
Married	206	95.8
<i>Number of Children</i>		
0	5	2.4
1 - 4	158	76.8
5 above	43	20.8
<i>Academic Attainment</i>		
Diploma	48	22.4
Bachelor Degree	62	28.8
Masters/ PhD	105	48.8
<i>Years of Teaching</i>		
5 years and below	2	0.9
6 - 10 years	58	27.0
11 years and above	155	72.1
<i>Monthly Income</i>		
RM 1000 - RM 1500	22	10.2
RM 1501 - RM 2000	55	25.6
RM 2001 - RM 2500	96	44.7
RM 2501 and more	42	19.5

were from male respondents and 16.3% females. Majority (87.4%) of the respondents were below 40 years. Most (89.8%) of the respondents were Malay and majority (95.8%) of them were married. Amongst those who were married, a total of 201 (97.6%) of them had children. They had between one and nine number of children. Most (76.6%) of the married teachers have one to four children under the age twelve.

In Table 3, most of the respondents (48.8%) hold post-graduate degrees (Masters or Ph.D degree which is equivalent to 18/20 years of schooling). The other two types of academic attainment were diploma (22.3%) and bachelor degree (28.8%). The diploma teachers in this study must have had at least 14 years of academic experience and the bachelor degree teachers have at least 16 years academic experience. Majority (72.1%) of the teachers have more than 11 years of experience in teaching and most (70.2%) of the teachers earned between RM1501 to RM2500.

Major Motivational Orientations

The response from all respondents was analysed based on the seven pre-determined factors. From Table 4, the average mean scores for communication improvement was 2.7395, social

contact was 2.3935, educational preparation was 3.4804, professional advancement was 3.6207, family togetherness was 2.5107, social stimulation was 1.5527 and cognitive interest was 3.2217. The medians were found to be close to the mean values (Table 3). The mean scores indicate that the highest scores were professional advancement, follow by educational preparation, and cognitive interest.

Relationship of Motivational Orientations and Academic Attainment of Respondents

Pearson product-moment correlation was used to determine the strength of the relationships between the academic attainment and the motivational orientations. The overall relationships amongst variables are presented in Table 5. Based on Pearson Product-moment correlation only two of the seven motivational orientations were significantly correlated with academic attainment of teachers. They were educational preparation (Pearson's $r = -.267$) and family togetherness (Pearson's $r = -.142$).

In general, it can be concluded from the relationship of the academic attainment and the motivational orientations, Pearson's r of educational preparation and family togetherness has a highly significant but low and negative

TABLE 4
The average mean scores based on responses of the pre-determined factors

Dependent Variables	Mean	Median	S.D.	Minimum	Maximum
Communication improvement	2.7395	2.7500	.7851	1.00	4.00
Social contact	2.3935	2.4000	.7095	1.00	4.00
Educational preparation	3.4804	3.5714	.4413	1.86	4.00
Professional advancement	3.6207	3.7778	.3740	2.00	4.00
Family togetherness	2.5107	2.6000	.6699	1.00	4.00
Social stimulation	1.5527	1.3333	.5708	1.00	4.00
Cognitive interest	3.2217	3.3333	.4697	1.5	4.00

TABLE 5
Pearson correlations between academic attainment and motivational orientations

Correlation	Motivational Orientations						
	Comm	Social	Educ	Profadv	Family	Sostim	Cogtv
Pearson	-.109	.059	-.267**	-.070	-.142*	-.022	.044

* Correlation is significant at the .05 level (2-tailed)

** Correlation is significant at the .01 level (2-tailed)

relationship with the respondents' academic attainment. Pearson's of shared family togetherness showed a significantly low and negative relationship to academic attainment.

Differences in the Rank Importance of Motivational Orientations by Teachers Academic Attainment

Analysis of variance (ANOVA) was performed on mean scores of motivational orientations by respondents of different levels of academic attainments (diploma, bachelor degree and Masters/Ph.D). As shown in Table 6, the observed significant value for communication improvement (.001), educational preparation (.0005) and family togetherness (.007) were less than the alpha value. It can therefore be concluded that there are significant differences in the mean of the three motivational orientations for the three academic attainment categories of teachers. The other four motivational orientations were not significantly different. A Bonferroni Multiple Comparison

Test was included to compare which of the three groups of teachers showed significantly different means for three motivational orientations (Table 7).

Based on the Bonferroni Multiple Comparison Test, it was found that there is a significant difference in the means of communication improvement for the diploma and degree teachers (-.3557) and also for the degree and Masters/Ph.D teachers (.4698) at alpha level .05. From this test, it was also found that there were significant differences in the mean for educational preparation for the diploma and Masters/Ph.D teachers (.2309) and also for the degree and Masters/Ph.D (.3784) teachers at alpha level .05. Lastly, it was also found that there were significant differences in the means for family togetherness for the degree and Masters/Ph.D teachers (.3312) at alpha level .05, but no significant differences in the means of other motives among other academic attainment groups of teachers at alpha level .05.

TABLE 6
One-way ANOVA of motivational orientations by academic attainment

		Sum of Squares	df	Mean Square	F	Sig.
Cognitive Interest	Between Groups	.123	2	6.254E-02	.277	.785
	Within Groups	47.087	212	.222		
	Total	47.210	214			
Communication Improvement	Between Groups	8.740	2	4.370	7.521	.001
	Within Groups	123.174	212	.581		
	Total	131.914	214	214		
Educational Preparation	Between Groups	5.887	2	2.944	17.441	.0005
	Within Groups	35.780	212	.169		
	Total	41.667	214	214		
Family Togetherness	Between Groups	4.393	2	2.197	5.081	.007
	Within Groups	91.652	212	.432		
	Total	96.045	214	214		
Professional Development	Between Groups	.189	2	9.470E-02	.675	.510
	Within Groups	29.738	212	.140		
	Total	29.928	214	214		
Social Contact	Between Groups	2.319	2	1.160	2.333	.100
	Within Groups	105.392	212	.497		
	Total	107.711	214	214		
Social Stimulation	Between Groups	.293	2	.147	.448	.640
	Within Groups	69.442	212	.328		
	Total	69.736	214	214		

TABLE 7
Significantly different in mean scores of three factors of motivational orientations

Factors	Between Academic Attainments	Mean Differences
Communication Improvement	Diploma	-0.3557
	Bachelor degree	
Educational Preparation	Bachelor degree	0.4698
	Masters/Ph.D	
	Diploma	0.2309
Family Togetherness	Bachelor degree	0.3784
	Masters/Ph.D	
	Bachelor degree	0.3312
	Masters/Ph.D	

DISCUSSIONS AND CONCLUSION

The first objective of the study was to identify the major motivational factors which influence the participation of teachers in the National Professional Qualification for Headship (NPQH) programme at Institut Aminuddin Baki. The modified Boshier's Educational Participation Scale (EPS) was used in the study. The responses were then analysed based on the seven pre-determined factors. The mean of these factors were then compared and used to derive the major ranking of the motivational factors.

The teachers' major motivational factors towards participating in the NPQH programme were found to be in the following sequence or order: professional advancement, educational preparation, cognitive interest, communication improvement, family togetherness, social contact, and social stimulation.

For the first objective, the main conclusion that can be drawn was that teachers who participate in the NPQH programme had multiple rather than single reasons for doing so and they were basically oriented towards positive motivational orientations. This conclusion may be interpreted in several ways. Firstly, it supported the existing supported notions and studies with regard to the type of multiple reasons teachers (Poltechar 1987; Adanan 1998) and other adults (Arshad 1993) gave for their participation in the continuing professional education or in learning activities in general.

Table 2 provides a comparison of the factors derived from findings of past studies.

Secondly, Boshier (1977) anticipated that his scale appeared to have considerable cross-cultural generality. Poltechar's (1987) study on motivational orientations of teachers participating in in-service training in Thailand also supported the view that the Boshier's Scale had cross-cultural generality.

Thirdly, teachers' preference towards positive motivational factors (such as professional advancement, educational preparation, cognitive interest, communication improvement, family togetherness, social contact and social stimulation) could be due to various reasons. One such reason may be related to the challenges of the twenty first century education where the Ministry of Education through a strategic development programme, was working on ways to improve the image and status of teachers. This is in line with the statement by the then Education Minister, Datuk Seri Najib (1996) that teachers represent a critical element in translating, mobilising and implementing the national education policy to fulfill our aspiration of attaining a world class status. This also implied that teachers, in general, were receptive towards various and comprehensive reforms introduced by the government, specifically the Ministry of Education.

The current study indicates that professional advancement was the main factor for the teachers to participate in the NPQH programme. This

supports earlier studies by Poltechar (1987), Arshad (1993) and Adanan (1998).

One interesting finding revealed from this study is that educational preparation rank as second important factor. Since, this factor has not studied earlier by other researchers, one can assume that this result is due to various reasons. One such reason may be related to constant emphasis that is currently being put on efficiency, performance, competence and career advancement by the Ministry of Education. Such emphasis appears to have made a positive impact on teachers' perception and reasons for preparing themselves for further professional education. Another reason may be related to the requirement put in place by the Ministry of Education that after completing the NPQH programme, teachers without a Masters or Ph.D were required to go through a one year Masters programme at University of Malaya. Thus, they must have realised that educational preparation for further education was important to them.

Cognitive interest was found to be the third important factor in this study. This supported Poltechar's (1987) study in Thailand amongst teachers participating in-service teacher education. Teachers' preference towards this motivational factor is similar to that of Houle's description of the learning-oriented adult. Teachers' motives for participating in this learning programme are to seek knowledge for its own sake, to satisfy an inquiring mind or learning just for the sake of learning. Although there were slight differences in the ranking of the other motivational orientations, in general, the importance of factors derived from the current study was relatively similar to most of those in past studies.

The second objective of the study was to explore the relationship between academic attainment of teachers and the motivational orientation for participation in the NPQH programme. The findings revealed that two factors namely: Educational preparation and family togetherness have significant but low and negative relationships with the teachers' academic attainment. The higher the academic achievement, the lower the educational preparation and family togetherness. An important conclusion that could be derived from this study is that "teachers' motives for participating in the NPQH programme were more prominently "intrinsic" in nature than

"extrinsic". This means that apart from the concern for professional advancement, the teachers were also very concerned with their preparation for further education and enhancing their family togetherness and development especially the lower academic attainment teachers. This conclusion supports Arshad's findings (1993) that public employees motivation towards in-service training is related to "intrinsic" than "extrinsic" motivational orientations.

The third objective of the study was to determine if there was any difference in various motivational orientations among the three teachers' categories: diploma, bachelor degree and masters/Ph.D teachers. Simple One-way ANOVA revealed that significant differences existed between these three motivational orientations namely: Communication improvement, educational preparation and family togetherness.

From these findings, it can be concluded that: "The teachers with degrees manifest a greater preference for communication improvement, educational preparation and family togetherness orientations." This conclusion supports the assumed reasons for the Ministry of Education's policy that after completing the NPQH programme, teachers without either Masters or Ph.D degree were required to go through a one year Masters programme at University of Malaya. Thus, they must have realised that educational preparation for further education, enhancing family togetherness and to improve communication skills was important to the bachelor degree and diploma teachers. Another observation was that in the attempt of eyeing for the potential school leaders by the Ministry of Education, the teachers were motivated to participate in the National Professional Qualification for Headship programme and prepared to be groomed to be school leaders of the future.

POLICY AND PRACTICAL IMPLICATIONS

This study indicated that teachers were motivated to participate in the NPQH programme and they were basically oriented by positive motivational orientations. If the NPQH programme is considered to be the base to groom teachers to become a potential "super principal", the Ministry of Education should take advantage of the current positive behaviour towards this programme in its efforts to create

an effective, productive and 'world class' school leaders. In term of policy, the NPQH programme needs further emphasis as an important component in the Ministry of Education efforts to produce world class and effective school leaders and its ambition of becoming a centre for educational excellence.

The main practical implications of the study were as follows:

1. Organisations offering a similar programme need to take all possible measures to improve and sustained the current positive perception among the teachers. A positive perception is a great asset to the teaching profession specifically and education in general to bring about the much-needed changes.
2. When developing their curriculum, educators and providers involved in the development of teachers need to look at the motives identified by them. This will guide to meet the needs and interest of the teachers.
3. Since all the categories of teachers were motivated towards the NPQH programme, steps need to be taken to ensure that all categories of teachers have equal opportunities to participate in this programme.

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(Received: 23 January 2003)