



UNIVERSITI PUTRA MALAYSIA

**JOB MOTIVATION, JOB SATISFACTION AND ROLE
PERFORMANCE OF TABIKA PERPADUAN
TEACHERS IN PENINSULAR MALAYSIA**

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JOB MOTIVATION, JOB SATISFACTION AND ROLE PERFORMANCE OF
TABIKA PERPADUAN TEACHERS IN PENINSULAR MALAYSIA

by

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requirements for the degree of Master of Science
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The primary purpose of this study was to identify the intrinsic and the extrinsic factors of motivation perceived important by the TABIKA teachers and their relationships with job satisfaction. It was also to determine the extent to which the TABIKA teachers perform their job and the relationships between job satisfaction and their role performance. Data for this study were gathered from 110 TABIKA teachers of the National Unity Department through group self-administered questionnaires.

The study revealed that all the intrinsic and extrinsic factors of motivation were perceived important by the TABIKA teachers. Ranking of intrinsic motivation categories in descending order of importance were self-achievement, self-actualization, social, autonomy and job security categories. Correspondingly, when extrinsic motivation categories were ranked according to its importance, work condition topped



the list followed by organizational practices, supervision, community relations and work itself.

In general, the TABIKA teachers perceived to be high performers in preparing lesson plan and discussing administration of TABIKA with the staff of the Unity Office and low performers in updating financial record, preparing teaching and learning materials and informing parents of children's progress. Both groups perceived themselves efficient only in preparing lesson plan.

With the exceptions of self-achievement category all the other intrinsic motivation categories were found to be significantly related to the job satisfaction of the TABIKA teachers. However, all the extrinsic factors were not significantly related to job satisfaction. There were insignificant relationships between satisfaction in work itself, work condition, organizational practices, supervision categories, and total job satisfaction, and role performance of the TABIKA teachers. A positively low and significant relationship occurred between satisfaction in community relations and the role performance of the TABIKA teachers.



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Mac 1986

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Tujuan utama kajian ini dijalankan adalah untuk mengenalpasti faktor-faktor dorongan dalaman dan luaran yang pada tanggapan guru-guru TABIKA adalah mustahak. Kajian juga mengenalpasti hubungan bermakna faktor-faktor tersebut dengan kepuasan kerja mereka. Di samping itu, kajian meneliti pencapaian guru-guru TABIKA menjalankan tugas dan hubungan bermakna di antara kepuasan kerja dengan prestasi kerja mereka. Data telah diperolehi daripada 110 guru-guru TABIKA dari Jabatan Perpaduan Negara. Kajian ini menggunakan borang soalselidik yang dijawab sendiri oleh responden.

Hasil kajian menunjukkan kesemua faktor-faktor dorongan dalaman dan luaran dianggap mustahak oleh guru-guru TABIKA. Susunan kepentingan dorongan dalaman mengikut kategori ialah pencapaian jayadiri, pencapaian hasratdiri, sosial,



kebebasan menjalankan tugas, dan kerja terjamin. Susunan kepentingan kategori dorongan luaran pula adalah keadaan tempat bekerja, amalan organisasi, penyeliaan, perhubungan dengan komuniti dan kerja itu sendiri.

Pada umumnya, tanggapan terhadap prestasi penyediaan rancangan kerja dan perbincangan mengenai hal-hal pentadbiran dengan pegawai-pegawai di Pejabat Perpaduan adalah tinggi. Sebaliknya, guru-guru TABIKA mempunyai prestasi kerja yang rendah terhadap penyediaan alat pengajaran dan pembelajaran, penyediaan alat main, memeriksa keselamatan alat-alat TABIKA dan memaklumkan kemajuan kanak-kanak kepada ibubapa. Kedua-dua kumpulan hanya menganggap diri mereka cekap dalam menyediakan rancangan kerja mingguan sahaja.

Selain daripada kategori pencapaian jayadiri kesemua kategori dorongan dalaman didapati mempunyai hubungan bermakna di antara kesemua kategori dorongan luaran dengan kepuasan kerja. Faktor-faktor kepuasan kerja yang didapati tiada mempunyai hubungan bermakna dengan prestasi kerja ialah kerja itu sendiri, keadaan tempat bekerja, amalan organisasi, penyeliaan dan juga keseluruhan kepuasan kerja. Walaubagaimanapun, hubungan bermakna dan positif wujud di antara kepuasan perhubungan dengan komuniti dan prestasi kerja guru-guru TABIKA.



CHAPTER 1

INTRODUCTION

Malaysia is a country where a widespread system of preschool services under government and semi-government agencies exists. The widespread need for preschool services was keenly felt by a group of educationists, community development policy-makers and child development experts who came together in 1970 with the common interest of establishing the playgroup centres. By 1977, 65.8 per cent (1,101) of the preschool centres in this country [with 43 per cent (37,907) preschool children and 40 per cent (1,093) of the teachers] were organized by the government agencies (Ling, 1980). Prior to this, preschool centres were established by the private sectors in the selected urban areas.

In 1983, there were 5,063 preschool centres with 259,711 children (Ministry of Education, 1984). Out of these, 78.2 per cent (3,959) preschools were run by the government agencies as their community-based programmes with an enrollment of 54.6 per cent (141,699). The number tends to increase yearly.



In responding to the need for preschool services both government and private agencies are involved in preschool programmes. However, each agency has its own approaches, philosophy and objectives in providing the preschool services to meet the agencies' goal which ultimately help to achieve the national goal. Unlike the private sectors most of the government agencies treat preschool as an annex to the main programme, thus preschool services are not given high priority. Studies have also shown that slightly more than half (52.3 per cent) of these preschool centres had supervision (Ministry of Education, 1984).

The importance of the early years of the child's life in instilling firm foundations is without question. As a pluralistic society, Malaysia is stressing on national unity as her social policy. The government recognizes that the problem of national unity cannot be solved by scientific and technical skills alone. It is felt that preschool services could inculcate, among other aspects, the values implicit in the Rukun Negara (National Ideology). This means developing and internalizing children's belief in God, love and loyalty to the king and the nation, commitment to the survival of the nation, civic consciousness, discipline and good moral behaviour. This makes the preschool services an immeasurably important component in the national development

since the quality of future citizens depends on the orientations, experiences and education exposed to them at an early age.

To narrow the gap between the 'haves' and the 'have-nots' and in view of the shortage of preschool services in the 'disadvantaged' group in the urban areas, the Department of National Unity of the Prime Minister's Department has included preschool services as one of its activities under the Education Unit. The objective of this preschool centre, better known as TABIKA PERPADUAN could be summarized as providing a healthy and secured environment in promoting the physical, spiritual, mental, social and emotional development of the children aged four to six years (Jabatan Perpaduan Negara, 1984). It is expected that the children would acquire good health and safety habits, and to instill among them religious, moral and civics education, develop communication and numeracy skills, promote aesthetic appreciation, motor co-ordination as well as social relations.

The full realization and development of the potentialities of the TABIKA Perpaduan children depend a great deal on the quality of the teachers and the TABIKA aides who run those TABIKA. These TABIKA Perpaduan teachers are recruited according to the Department Services Circular No. 1/84 (Jabatan Perpaduan Negara, 1984). They are considered as temporary staff and are paid on month-to-month basis.



Upon recruitment the teachers are subsequently exposed to a two-week orientation course calculated to equip them with certain knowledge, skills and values essential to the operation of TABIKA. This is followed by in-service training wherever needs arise. These teachers are assigned to the various urban areas where the main three ethnic groups are represented and where the parents have expressed the need to have TABIKA for their children aged four to six years. In return they are given an honorarium which they consider as pay amounting to the sum of \$375.00 (three hundred and seventy five ringgit) per month. Opportunities for upward mobility, yearly increment, and other financial benefits are not available in their service scheme. These teachers are expected to run the TABIKA according to the community development concept. They can mobilize the community and the parents in levelling up the quality of the TABIKA to those that serve the elite background which offer a wide range of educational materials to work with. This would give equal opportunities in education of the young. Simultaneously, they can disseminate information on pre-school education to parents and the community which meets one of the goals of the community relations activities of the National Unity Department.



The TABIKA Perpaduan teachers implement the activities at the TABIKA according to the curriculum guidelines produced by the Ministry of Education. It acts as a guide so that children of this age group will not be exposed to 'chance development' or 'strict regimentation' but to a more deliberate, systematic and planned action in order to prepare them to enter the formal system of education in the near future and eventually into the world.

STATEMENT OF THE PROBLEM

It is seen that current development efforts aimed at preparing the TABIKA children to become good citizens in line with the National Ideology, indirectly involves improving the role and status of TABIKA teachers and their full integration into the development process. They have to be assisted to raise their levels of consciousness, to become aware of their potentials, to participate in the National Unity process and to contribute more effectively to the social activities of TABIKA and community leadership. In other words, they have to be equipped with the necessary knowledge, attitudes, skill and motivation to participate meaningfully in the development affairs. An overview of the existing programme shows that there tends to limit the delivery of such services.

The success of TABIKA or the preschool centre depends largely on the motivation, satisfaction and the performance of the TABIKA teachers. Motivation plays a large part in

determining the level of satisfaction and performance of TABIKA teachers which in turn influences the achievement of the goals of the TABIKA programme. If motivation is low the TABIKA performance will suffer as much as if their ability is low. For this reason, motivation is an extremely important function in managing a TABIKA programme along with planning, organizing and controlling. The need is urgently felt realizing that the teachers and their assistants are left on their own to run the TABIKA almost all the time.

In the process of achieving the goals of TABIKA Perpaduan, a teacher always interprets an interaction between herself and the organization in terms of her background and outcome.

When she is on the job, she is given an empty corner of a building where she has to start from scratch in setting up equipments, making and equipping the preschool curriculum materials. Apart from this, she has to abide to social norms. If the community has a high regard on her job or what she does, this may give her pleasure in working. This suggests that she seeks meaning in her work and through her work she seeks meaning in life.

TABIKA programme tends to be successful when the teacher and those concerned are satisfied and proficient in

their job. Hence, how does the Department of National Unity get the teachers do what the Department's policy wants them to do? How can the administrators be sure that the TABIKA teachers will perform their role without a supervisor watching constantly over them? What are the factors perceived important to motivate the teachers to work? What make the job attractive and what satisfaction can be found in the job? The understanding of these problems will be the main issue of this study. It seeks out to answer these questions: What are the socio-demographic, extrinsic and intrinsic factors of motivation to work that contribute to job satisfaction? What is the relationship between job satisfaction and role performance of TABIKA teachers?

OBJECTIVES OF THE STUDY

General Objective

The study was to determine the psychological factors that contribute to the job satisfaction and the role performance of TABIKA teachers.

Specific Objectives

- (i) To identify some socio-demographic characteristics of TABIKA teachers;
- (ii) To find out the status of TABIKA as perceived by the teachers;

- (iii) To identify the extrinsic and intrinsic motivation factors that are perceived important by the TABIKA teachers;
- (iv) To determine the efficiency and frequencies of the role performance as perceived by the TABIKA teachers.
- (v) To ascertain the relationships between:
 - a) intrinsic and extrinsic motivational factors and job satisfaction as perceived by the TABIKA teachers.
 - b) job satisfaction and the role performance of the TABIKA teachers.

ASSUMPTIONS OF THE STUDY

The study was conducted on the assumptions that:

- (i) The problems experienced by the TABIKA teachers in performing their work are reflective of their job satisfaction and motivation.
- (ii) The measurements of the socio-demographic, motivation, job satisfaction and role performance applied in this study are considered useful in motivating the teachers to perform their job well.

- (iii) All the TABIKA included in this study had almost similar type of supervision.

SCOPE OF THE STUDY

- (i) The respondents involved in this study were confined to the TABIKA teachers of the Department of National Unity in the four states of Peninsular Malaysia (Pulau Pinang, Selangor, Melaka and Terengganu) and the Federal Territory.
- (ii) The focus of the study was on selected factors that contribute to motivation, satisfaction and performance of the TABIKA teachers and relationship that exist between them.

LIMITATIONS OF THE STUDY

The nature of the study tends to have two limitations. They are as follows:

- (i) There were a few respondents who answered the questionnaire in the absence of the researcher but assumed that they had a similar supervision by their Unity Officer.
- (ii) The study did not attempt to evaluate the job performance of the TABIKA teachers, nor did it attempt to make use of the secondary data on the performance appraised yearly by their superiors, if any.

OPERATIONAL DEFINITIONS OF CONCEPTS

The following is the list of the significant terms used in the study:

TABIKA:

The acronym of TAMAN BIMBINGAN KANAK-KANAK or preschool centre run by the Department of National Unity in the Prime Minister's Department. The centre is meant for children aged four and six years of the disadvantaged group in the urban areas.