



UNIVERSITI PUTRA MALAYSIA

**ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF THEIR
PROFESSIONAL NEEDS IN THE MALAYSIAN CONTEXT**

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PROFESSIONAL NEEDS IN THE MALAYSIAN CONTEXT**

Koroush Khandehroo

**Thesis Submitted to the School of Graduate Studies, University Putra
Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of
Philosophy**

December 2010



DEDICATION

To my parents,

my wife, Mehshad, and

my twin sons, Kiarash and Kian



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in
fulfilment of the requirement for the degree of Doctor of Philosophy

**ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF THEIR
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By

KOROUGH KHANDEHROO

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Chairman: Jayakaran Mukundan, PhD

Faculty: Educational Studies

Professional Development, in a broad sense, refers to the development of a person in his or her professional role. Specifically, teacher development is the professional growth a teacher achieves due to gaining increased experience and examining his or her teaching systematically. Professional development includes different types of events or activities by which the teachers take steps through their growth. Since, English language teachers in Malaysian schools, where English is known as a second language, are the professionals who have to fulfill the learners' high expectations; they need to constantly develop professionally. However, not many school systems survey the teachers' professional development needs and interests. This study surveys the PD perception of all English Language teachers of all schools in Melaka, Malaysia.



With the precise support of the language department of Jabatan Pelajaran, 1035 valid responses were collected from the total of 1098 English language teachers of schools in Melaka.

The teachers' overall perception of Need for Professional Development (NPD) was reported to be about 99% in some levels out of which 48.5% indicated it to be high or very high. Maintaining language skills, assessing students, and using cooperative learning were respectively the first, second and third instructional skills in item two for which teachers indicated high or very high levels of NPD. Testing the probable relationships between NPD and demographic variables of the teachers through Chi-Square, it was statistically verified (with 0.95 confidence level) that age, ethnicity, years of experience, educational level, and teaching school level have the relationship significantly while it was not true about the gender. Item three surveyed the levels of English Language teachers' interests in 10 types of PD activities. Collaborating with other teachers, participating in in-school, principal or district sponsored workshops, and traveling or studying abroad were reported by the greatest proportion of teachers for whom they were of very high or high level of interest. With regard to their PD experiences, about a third of the participants indicated that they had attended some PD activities through which higher levels of helpfulness were indicated. Additionally, merely about 42% were asked for the feedback after each activity. Finally, they reported that their major lack for participating in any PD activity was to receive release time rather than merely the financial support.



The findings of this study could comprehensively describe the professional development situation of all English language teachers in Melaka State as well as an overall status of Malaysian English language teachers in both primary and secondary schools. It also provides the local educational system with a revival mechanism on the basis of information obtained from ESL teachers along with their professional development needs, interests, experiences, and demographics. This also confirmed that considering the teachers perceptions leads the administrators to design a more supportive PD opportunity.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan ijazah Doktor Falsafah

**PERSEPSI GURU-GURU BAHASA INGGERIS TENTANG KEPERLUAN
PROFESIONAL MEREKA DALAM KONTEKS NEGARA MALAYSIA**

Oleh

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Perkembangan Profesional secara amnya merujuk kepada perkembangan seseorang dalam bidang profesionalnya. Secara khususnya, perkembangan guru adalah perkembangan profesional yang dicapai oleh seseorang guru berdasarkan peningkatan pengalaman dan penilaian pengajaran yang dilakukan secara sistematik. Pembangunan profesional ini meliputi pelbagai jenis acara atau kegiatan yang diceburi oleh guru di sepanjang tempoh peningkatan profesionalisme mereka. Justeru guru Bahasa Inggeris di Malaysia di mana Bahasa Inggeris dikenali sebagai bahasa ke dua adalah ahli profesional yang perlu memenuhi harapan tinggi para pelajar; mereka perlu sentiasa memperbaiki tahap profesionalisme mereka. Walau bagaimanapun, tidak banyak kajian yang telah dilakukan oleh sistem persekolahan ke atas keperluan



perkembangan profesional dan minat guru. Kajian ini meninjau persepsi perkembangan profesional dalam kalangan guru Bahasa Inggeris di semua sekolah di Melaka, Malaysia. Dengan sokongan yang padu dari Jabatan Bahasa, Jabatan Pelajaran Negeri, sebanyak 1035 maklum balas telah diperolehi dari sejumlah 1098 guru Bahasa Inggeris di sekolah-sekolah di Melaka.

Persepsi keseluruhan para guru terhadap Keperluan Perkembangan Profesional (NDP) telah dilaporkan sekitar 99% di beberapa peringkat di mana 48.5% daripadanya adalah pada tahap 'sangat tinggi' atau 'tinggi'. Memantapkan kemahiran bahasa, membuat penilaian ke atas pelajar dan mengaplikasikan pendekatan pembelajaran secara kooperatif masing-masing merupakan kemahiran pengajaran pertama, kedua dan ketiga dalam item kedua yang guru-guru menunjukkan tahap tinggi atau sangat tinggi terhadap keperluan perkembangan profesional. Menguji kemungkinan hubungan antara Keperluan Perkembangan Profesional dan pemboleh ubah demografi para guru melalui Chi-Square, secara statistiknya mengesahkan (dengan aras keyakinan 0.95) bahawa umur, etnik, tahun pengalaman, tahap pendidikan dan tahap mengajar di sekolah mempunyai hubungan yang signifikan tetapi tidak benar bagi jantina. Item ketiga telah mengkaji tahap minat guru-guru Bahasa Inggeris terhadap 10 jenis aktiviti Perkembangan Profesional. Sejumlah besar responden menyatakan bahawa mereka mempunyai minat pada tahap yang 'sangat tinggi' atau 'tinggi' dalam berkolaborasi dengan guru-guru lain, mengambil bahagian dalam

bengkel-bengkel anjuran sekolah, Jabatan Pendidikan Daerah dan Negeri dan mengembara atau belajar di luar negara. Dari segi pengalaman dalam Perkembangan Profesional, satu pertiga daripada responden pernah menghadiri beberapa aktiviti Perkembangan Profesional di mana aktiviti tersebut sangat banyak membantu mereka. Sebagai tambahan, sekitar 42% telah ditanya bagi mendapatkan maklumbalas selepas setiap aktiviti. Akhirnya, mereka melaporkan bahawa kekangan utama untuk mereka menyertai dalam setiap kegiatan Perkembangan Profesional adalah mendapatkan pelepasan masa berbanding sokongan kewangan. Penemuan kajian ini secara menyeluruhnya dapat menggambarkan situasi pembangunan profesional semua guru Bahasa Inggeris di negeri Melaka serta status keseluruhan guru Bahasa Inggeris Malaysia di kedua-dua sekolah rendah dan menengah. Hal ini juga menyediakan sistem pendidikan tempatan dengan mekanisme kebangkitan berdasarkan maklumat yang diperolehi daripada guru ESL bersama dengan keperluan pembangunan profesional mereka, minat, pengalaman dan demografi. Ini mengesahkan bahawa dengan mempertimbangkan persepsi guru dapat memimpin pentadbir untuk merancang satu peluang perkembangan profesionalisme yang lebih menyokong.



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I certify that a Thesis Examination Committee has met on 14 December 2010 to conduct the final examination of Koroush Khandehroo on his thesis entitled “English Language Teachers’ Perceptions of Their Professional Needs in the Malaysian Context” in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at University Putra Malaysia or at any other institution.

_____ *Khandehroo* _____

KOROUGH KHANDEHROO

Date: 14 December 2010



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