UNIVERSITI PUTRA MALAYSIA

THEORETICAL CONCEPTUALIZATION OF A TEACHER DEVELOPMENT PROGRAM IN SELECTED MALAYSIAN TEACHER EDUCATION INSTITUTES

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By

ISMAIL BIN MOHAMED

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Chair   : Soaib Asimiran, PhD
Faculty : Educational Studies

Malaysian Teacher Education Institutes administer a teacher development program called Teacher Character Development Program (*Program Bina Insan Guru*, BIG) in order to develop its student teachers' character that complies with the Teacher Professional Values Practices standard. A qualitative case study research was conducted to explicate the program's concept on developing a teacher character through the program activities. 13 stakeholders consisted of 4 policy makers, 7 implementers and 2 program participants, were selected using purposive and snowball sampling for interviews. In addition document analysis of 10 program documents and observation on 2 program implementations were conducted to triangulate research data. The finding showed that the program's stakeholders have an implicit concept about the program that was not explicitly written in the BIG program's documents. The program was not faithfully implemented based on the program's module or the implicit concept because of finical problem and lack of understanding of the program's concept among the implementers. Reflection is the most important activity in this program but the mentors do not seem to realize their role in this activity. If the implementers are not able to understand this implicit program concept, they might not be able to modify the program planning without distorting its effectiveness in developing student teachers' character. A new conceptual framework was developed based on stakeholders' implicit conceptualization, document analysis and literature reviews of several social science theories. This new conceptual framework can be used to guide the implementers' training, continuous improvement of the program, program evaluation, and further research on program development and character education. The role of mentors and their functions in this program have been described in this research to guide the policy makers in order to improve the program effectiveness.

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

PENGKONSEPAN SECARA TEORI SATU PROGRAM PEMBANGUNAN GURU DI INSTITUT PENDIDIKAN GURU TERPILIH DI MALAYSIA

Oleh

ISMAIL BIN MOHAMED

Januari 2015

Pengerusi   : Soaib Asimiran, PhD
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Institut Pendidikan Guru Malaysia melaksanakan satu program pembangunan guru yang dipanggil Program Bina Insan Guru (BIG) untuk membangunkan sahsiah para guru pelatihnya bagi mematuhi standard Amalan Nilai Profesional Keguruan. Penyelidikan kualitatif kajian kes dijalankan untuk menjelaskan konsep program dalam pembangunan sahsiah guru melalui aktiviti-aktiviti program tersebut. Seramai 13 orang pemegang taruh terdiri daripada 4 orang pembuat dasar, 7 orang pelaksana dan 2 orang peserta program telah dipilih menggunakan persampelan bertujuan dan bola salji untuk ditemuduga. Di samping itu analisis ke atas 10 dokumen program dan pemerhatian ke atas 2 kali pelaksanaan program telah dibuat untuk triangulasi data penyelidikan. Dapatan kajian menunjukkan bahawa pemegang taruh mempunyai satu konsep yang tersirat tentang program yang tidak ditulis secara jelas dalam dokumen program BIG. Program ini dilaksanakan tidak sepenuhnya berdasarkan modul program atau konsep tersirat kerana masalah kewangan dan kekurangan kefahaman mengenai konsep program dalam kalangan pelaksana program ini. Refleksi merupakan aktiviti yang paling penting dalam program ini tetapi mentor seolah-olah tidak menyedari peranan mereka dalam aktiviti ini. Jika pelaksana tidak memahami konsep program yang tersirat ini, mereka mungkin tidak dapat mengubah suai perancangan program tanpa memberi kesan kepada keberkesanan program dalam membangunkan sahsiah guru-guru pelatih. Satu kerangka konsep yang baru telah dibangunkan berdasarkan kepada konsep tersirat pemegang taruh, analisis dokumen dan sorotan kajian beberapa teori sains sosial. Kerangka konsep baru ini boleh digunakan sebagai panduan latihan pelaksana, penambaikan berterusan program, penilaian program dan penyelidikan lanjutan mengenai pembangunan program dan pendidikan sahsiah. Peranan Mentor dan fungsi mereka dalam program ini turut dijelaskan dalam kajian ini untuk membimbing pembuat dasar dalam meningkatkan keberkesanan program.

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I certify that a Thesis Examination Committee has met on 21st January 2015 to conduct the final examination of Ismail bin Mohamed on his thesis entitled Theoretical Conceptualization Teacher Development Program in Selected Malaysian Teacher Education Institutes 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 the degree of Doctor of Philosophy.

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This thesis was submitted to the senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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Declaration by graduate student

I hereby confirm that:
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Declaration by Members of Supervisory Committee

This is to confirm that:
- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

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Signature: : Name of Member of Supervisory Committee	_____ **SHAFFE MOHD DAUD, PhD**

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LIST OF ABBREVIATIONS

BIG   Teacher Development Program (*Bina Insan Guru*)

TED   Teacher Education Division

KLMS   *Kursus Latihan Membina Semangat* (Former name of BIG)

MOE   Ministry of Education Malaysia

TEI   Teacher Education Institute

CHAPTER 1

INTRODUCTION

Educational program is a product of educational policy translated by administrators at middle and lower level. An educational program usually developed by the program planners using their common sense (Bush, 2003) based on their prior experience in the problem in concern. According to Haddad and Demsky (1995), educational program is also a form of educational policy, which involves decision making processes. Program planners design a program based on certain policy decided by policy makers, then program evaluators would evaluate the effectiveness of a program. Therefore, policy makers, program planners and program evaluators have different information, experience and interpretation about the problems in education.

To make a decision making process more effective, data-driven decision making approach would be a good choice because it provides more objective and analytical choices or alternatives in decision making (Kowalski, Lasley II, & Mahoney, 2008). Policy makers can obtain more data if they use program evaluation findings and involve program planners and program evaluators in their policy making process. Both program planners and program evaluators would have a better experience and information about the implementation problems of previous policies. Therefore, with the right kind of information, policy makers would have better choices to come up with a new policy.

Educational administrators rarely use research findings and social science theories either in performing their administrative works (Bush, 2000; Lunenburg and Ornstein, 2000) or in designing programs (Chen, 2005; Patton, 1997). Nevertheless, they may apply certain theory when performing their tasks or when making decisions without making them explicit or labeling the theory they are using (Neuman and Kruger, 2003). It has been argued that using research and evaluation findings, together with theories may improve the quality of decision making or program development but that is not an easy task and full of challenges (Langlois and Hallam, 2008; Lytle and Perry, 2001).

Policy implementation is one of the problematic steps in policy process (Spillane, Reiser, & Reimer, 2002). Administrators in several levels have to translate a policy into rules and regulations, or in a form of an educational program. Educators eventually implement the rules and regulation or the program according to their interpretation. Depending on the approach, the success of a policy implementation is varying and such implementation should consider aspects surrounding the policy issues (deLeon and deLeon, 2001).

1.1 Teacher Education Policy in Malaysia

1.1.1 Teacher Education Conceptual Framework

The main goal of Malaysian education is to prepare Malaysia's children for the needs of the 21st century and to prepare the nation to perform at an international level (Ministry of Education Malaysia, 2013). Malaysian education system would provide adequate human capital and build the nation based on National Education Philosophy by developing four main human domains: Physical, Emotional, Spiritual and

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Intellectual. To fulfil the aspiration of the philosophy, teachers are given the responsibility as educators – not only to deliver knowledge and skills, but also in character development of their students. As one of the challenges in Malaysian 2020 Vision to be a developed country, Ministry of Education Malaysia put emphasis on the first class human capital development. It holds the key responsibility to develop nation's education system of world class standard with a Malaysian mould. Teacher Education Division (TED) together with Malaysian Teacher Education Institutes (TEI) and Higher Education Institutions are responsible to provide teacher training in order to fulfil the needs for teachers in educational institutes throughout Malaysia (Bahagian Pendidikan Guru, 2009b).

Teacher education curriculum of TEI was constructed according to Teacher Education Conceptual Model as shown in Figure 1 (Bahagian Pendidikan Guru, 2009a). This model was built based on National Education Philosophy and Teacher Education Philosophy which emphasis on three important aspects; knowledge, skills and values.
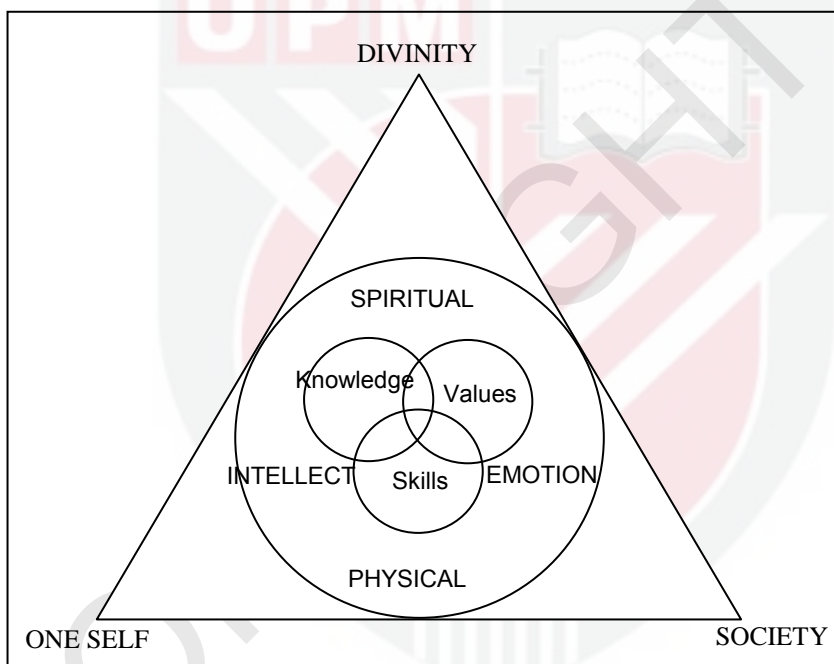
Figure 1. Teacher Education Conceptual Model
(Source: Bahagian Pendidikan Guru, 2009a)

The development of knowledge, skills and value are continuous efforts to develop one's potential wholly and well-balance in physical, emotion, spiritual and intellect. Development of knowledge which is of the cognitive domain includes; knowledge and understanding of the field content, learning theories, curriculum materials, student assessment, and management of learning environment and sources regarding the field of study. The development of skills, the psychomotor domain, includes; intellectual skills involving higher order thinking skills in learning, problem solving, and decision making; implementation of knowledge in teaching and learning activities; and ability to

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transfer gained knowledge and skill in real life situation. The development of value, the affective domain, is referring to application, experience and practice of noble values as someone who believe and adhere to religious and society welfare; possess and demonstrate value, etiquette and habit that are adhering to Civil Service Work Etiquette Principles and Malaysian Teaching Etiquette Codes.

According to this model, teachers' accountability are focused into three dimensions i.e. divinity, one self and society. To elevate teacher accountability in divinity dimension, teacher training programs would take into account of activities that would develop knowledge, application and habit as a believer and an obedient person to religion. Activities that would elevate accountability in society must emphasize on the teacher's roles as an educator, leader and agent of change. To elevate accountability of one self, activities should also converge into professionalism creation, sustainability, patriotism, nurturing knowledge culture and formation of personality and noble characters.

1.1.2 Malaysian Teacher Standard

In order to improve the quality and outcomes of education system, Malaysian education transformation was initiated with a premise that quality teachers would produce quality student (Ministry of Education Malaysia, 2013). Ministry of Education Malaysia outlined a standard of quality teachers based on Malaysia mould. Malaysian Teacher Standard (Bahagian Pendidikan Guru, 2009b) is the Ministry of Education's policy regarding standards of competencies that must be attained by teachers, and standards of needs that must be fulfilled by teacher training institutes and agencies to facilitate teachers in achieving the standards. This standard would become a major reference for teacher training providers to construct their curriculum, selecting teacher candidates, provide the training, and assess the outcomes of the training. It will be a benchmark to control teachers' quality and the implementation of teacher training. It is the ministry's goal to produce quality teachers and to ensure they maintain their quality all the way through the national educational system (Bahagian Pendidikan Guru, 2009b).

Malaysian Teacher Standard has been developed based on several national education government policies: National Mission; National Education Philosophy; Teacher Education Philosophy; Teacher Profession Ethics; and Ministry of Education Work Ethics. This standard was also developed based on references and benchmarked with standards from several developed countries such as California Standards for the Teaching Profession, New Jersey Professional Standards for Teachers and School Leader, and London Professional Standards for Teachers. It consists of two major components that relating to each other's. The first is called Standard which consists of three standards: Teacher Professional Values Practices; Knowledge and Understanding, and; Teaching and Learning Competencies. The second component is Needs which consists of two major needs: Entry Qualification and Entry Procedures for Teacher Training Programs, and; Training, Assessment and Evaluation.

Teacher Professional Values Practices standard, which is the focus of Teacher Development Program in Malaysian Teacher Education Institutes, consisted of three domains: Self Domain, Professional Domain, and Social Domain. The Self Domain refers to teacher's self-values that can be developed to enable the teacher to contribute effectively towards teaching profession to fulfil the national education system goals. Values that become the focus in this domain are belief in God, honesty, sincerity, knowledgeable, affection, patient, good manner, fairness, considerateness, endurance,

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competitive, vigorous, energetic, active, healthy, interpersonal competence, intrapersonal competence, voluntarily, and efficient. The professional domain refers to values that teachers should be practicing earnestly in performing their duties as professional teachers. Values that are emphasised in this domain are passionate towards profession, dexterous, integrity, good example, teamwork, proactive, creative, and innovative. The final domain is the social domain which refers to teachers' role as a community agent and human capital developer in society. Related values emphasized in this domain are harmoniousness, social skills, socialization spirit, patriotism, and love for nature (Bahagian Pendidikan Guru, 2009b).

1.2   Teacher Character Development Program

In order to prepare student teachers that comply with the standard, TEI already have two distinct programs to implement the policy. Teacher Development Program or BIG program (Bahagian Pendidikan Guru, 2009a, 2005) is a compulsory planned program to developed student teachers character that complies with the standard. Another program is the Culture of Teacher Education Institutes (Bahagian Pendidikan Guru, 2006) which is a guideline for the TEI administrators in forming their institutional culture to become distinguished teacher training centres.

BIG program is a training program currently a compulsory course for every pre-service student teacher in TEI. This program is conducted by TEI and the curriculum and guidelines have been prepared by Teacher Education Division, Ministry of Education Malaysia. BIG program is considered as the strength of Malaysian teacher education curriculum by Ministry of Education Malaysia. Ministry of Education Malaysia organisational structure was restructured in 2009, eventually TED and TEI functions have been divided in which TEI will self-manage and TED has little control over TEI. Therefore, TEI is fully responsible for this program including the policy and implementation of the program.

BIG program started with *Kursus Latihan Membina Semangat (KLMS)* back in the year 1983, and fully implemented at all teacher training colleges in 1990 (Bahagian Pendidikan Guru, 1990). The course was running well and received positive feedback in monitoring reports. Six KLMS camps were held in 1991 to conduct the course. During the implementation, some unfortunate incidents happened which eventually put the safety of participants and the organisers under criticism (Bahagian Pendidikan Guru, 1991). Consequently, the program was terminated in 1993. During 1993 to 2000, there was no similar program conducted to replace KLMS but some activities for outdoor education were then still being conducted in the camps.

In 2001, a new program was developed called BIG to replace the KLMS. The program was conducted for pre-service student teachers in all twenty-seven TEIs. In 2005, a syllabus for BIG was developed and introduced. A Guideline and Module for conducting the program also developed and implemented to ensure that the implementation of BIG was well planned and consistent among TEIs (Bahagian Pendidikan Guru, 2005). In 2007, a syllabus of BIG for undergraduate study also developed and it became a compulsory course and carried credits value (Bahagian Pendidikan Guru, 2009a).

BIG program is an established program which focuses on the development of soft skills and values in teaching profession. It was designed to deal with some issues such as

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teachers' attitude, commitment and lack of soft skills. This program is a set of efforts to develop teachers with noble personality, high of fighting spirit, have physical and mental endurance,and beneficial to one self, family, society and nation in accordance to teaching values (Bahagian Pendidikan Guru, 2005). To serve this purpose, the content of BIG program is categorized into six domains namely: spiritual and teacher moral; knowledge, practice and serve; accountability and honesty; high endurance; free and brave spirit, and; creative and innovative. These domains must be achieved at least by the time the student teachers graduate and become qualified teachers.

Under the first domain, spiritual and teacher moral, the students are expected to develop a lot of inner values as good teachers. After participating in this program they are expected to practice moral behavior, have stable self-identity, become a highly disciplined person, and have strong character as teachers. In the second domain, knowledge, practice and serve, the students are expected to practice the live-long learning principle that would turn them into individuals who love knowledge, seek, explore and transfer the knowledge. They would use their knowledge in their thinking, action and practice, and use the knowledge for the wellbeing of one self, society and the nation building. They are also expected to have strong team spirit that share the same mission and vision, and work effectively as a team. They should be able to consider their job as good deeds and do it willingly.

Teachers have a lot of responsibility and accountability and that is what the third domain is going to develop. Through this program, student teachers should realize their professional accountability by knowing rules and regulation of teaching profession, their mandate and information regarding the profession. They should be able to understand their surrounding reality and response positively to it. Their commitments toward social responsibility would be higher and they would develop more social skills in this program.

BIG program has many activities that would enhance the fourth domain, which is high endurance. Four aspects of endurance would be developed: firstly, physical endurance such as body fitness and resilience; secondly, mental endurance such as positive thinking, openness and consider conflict and challenge as an opportunity; thirdly, emotional endurance such as ability to understand and control emotion; and lastly, spiritual endurance such as stability in confidence and holiness of faith.

Teacher is regarded as a role model of a good citizen. Hence the fifth domain, free and brave spirit, is an important domain to be developed among student teachers. They would be trained to manage oneself especially in self-discipline, self-independent, appearance and skilfullness. They would be expected to have an open mind of adapting to changes of attitude and unexpected situation, wise in making quick, right and accurate decision, wise in problem solving and able to accept and manage changes.

The sixth domain that is going to be developed is creativity and innovation. In this domain, they are expected to be fully ready to accept new ideas and technology, able to use knowledge and skills to generate effort for development and glory, and able to think critically, analytically, divergent, flexible and globally. They should also be able to have a futuristic and strategic thinking, and able to think reflectively toward self-development and improvement.

Participation in this program is compulsory for pre-service student teachers but in-service teachers who are attending professional development courses are exempted. Currently there is one guideline module to be used for non-graduate program which was developed in 2005. The implementation of BIG for non-graduate program consists of two phases. Phase 1 is a four-days-three-nights camping activity and Phase 2 is known as BIG's continuous process starting from the end of the camping to the end of their study. The latest modules, six modules for six phases, produced in 2009 were to be used for under-graduate student teachers. The Phase 1 is the four days and three nights camping activitiy, and other five phases are continuous activities under BIG program during their second semester until final semester.

These modules are to be used by implementers in all twenty-seven TEIs throughout Malaysia. The intention of using a standard module is to ensure that there would be an equal and standard procedure of implementation among institutes, and also to ensure that the implementation of BIG would achieve curriculum goals and learning outcomes.

Several activities have been suggested in this program such as foot drill, mass praying, jungle trekking, kayaking, mass cooking, building camp, in-group exercises, and group presentation. Each activity has its own learning outcomes and specific guidelines for implementation. The participants also need to plan the camping activities together with the program committee starting from the initial planning until the end of the program (Bahagian Pendidikan Guru, 2009a; Bahagian Pendidikan Guru, 2005).

Participants' performance would be assessed throughout the program by using formative and summative assessment by their respective mentor. The participant would be observed by using an observation checklist while doing activities such as camping, social activities and bench-mark visit. The participants also need to prepare a portfolio and working paper which would be scored by their mentor. The scores would be recorded in certain form and would be handed over to the Assessment and Evaluation Unit (Bahagian Pendidikan Guru, 2009c).

1.3 Statement of Problems

Ministry of Education Malaysia considers the BIG program as one of their strengths in teacher training curriculum. This program which began in 2001 is expected to give a high impact to student teachers in developing their teacher characters; hence, achieving the standard of Teacher Professional Value Practices. There are several documents developed by Teacher Education Division and TEI to guide the implementation of the program for different groups of teacher education programs. The latest documents are developed for under-graduate student teachers in 2009. But there is no document that could explain the philosophy of the program which should become the main policy of the program to guide the program's designing and planning. Without a clear explanation of the program policy, the implementation of the policy would vary among different institutes that operate the program, and among different groups of teacher education programs even in an institute.

The people who implement the BIG program are different from who developed the program. The absent of a clear conceptual framework of the BIG program would cause different understanding about how the program could achieve its goal. This

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misunderstanding would affect a proper implementation of the program (Harting and Assema, 2010), in which later, would affect the program effectiveness. Most of the program failure essentially due to implementation failure, and the implementation failure are due to poor program planning and development (Sobeck, Abbey, & Agius, 2006; Chen, 2005; Fitzpatrick et al., 2004).

Sobeck et al., (2006) found that the failure of the program was due to four issues of the program planning and implementation: (1) initial selection of appropriate program, (2) adequate stakeholder's involvement and school readiness, (3) attention to program fidelity, and (4) the program evaluation planning. In another study, Lentz (2006) found that there is not one specific factor that will lead to the development of a successful program, but proper program planning would certainly leads to a successful program development. Therefore, program planning processes such as assessment of the program's needs, program theory and design, and program implementation has to be adequately addressed before attempting to evaluate the program outcomes (Duerden and Witt, 2012; Kirschenmann, 2003).

Another issue about the BIG program is the documentation of its developmental process. In the program developmental process, the program designers or planners may have certain understanding about the underpinning theories for the program. If they designed the program for the sake of having a program to overcome a problem, there are possibilities that the program designers or planners do not take into account suitable theories when developing the program, and more likely they depend on common sense only (Harting and Assema, 2010; Bush, 2003). The documentation of program development should describe in detail on how the program was developed, the rationales of the program, the problems and constraints in developing the program, and lesson learned. This documentation is absent in the current BIG program documents.

A Program evaluation study using survey method on the BIG program implemented in IPG Tawau (Johan Mohd Zakaria and Ruslan Mapeala, 2010) showed that generally the program has been implemented effectively. However, the aspect of mentor involvement in the BIG program showed the lowest min. This study suggested that improvements in mentors' participation in the BIG program activities are needed, in order for the program to be implemented smoothly and assessment of the students can be done in a more transparent and fair manner (Johan Mohd Zakaria and Ruslan Mapeala, 2010). A similar finding was found in another BIG program evaluation studies conducted by Rita Ghosh-Moy, Aziz bin Mahmood, Sharina binti Jusoh, Shukri bin Ismail, & Hamdan bin Abdul Manaf (2007).

1.4   Research Objectives

The purpose of the study is to explore the theoretical conceptualization of the BIG program. The objectives of this study were to:

1. explore stakeholders' theoretical conceptualization of the BIG program;
2. explore utilization of stakeholders' program conceptualization in the program implementation;
3. discover any social sciences theory that is relevant to the BIG program conceptualization; and
4. develop a new framework on BIG program in TEI.

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1.5   Significance of the Research

By conducting this study, it will contribute to the body of knowledge in the field of program development and evaluation particularly in the usage of program theory in educational program development, program evaluation and teacher education policy making process. Donaldson (2003) when writing on the future of program evaluation, urged for more written insights and experiences of the evaluators for conducting theory-driven evaluation. This study would make significance contribution to the field of program theory and theory-driven evaluation. This study also could contribute another literature source of theory and practice in the program planning of the field of educational administration which are very limited.

This study provides a detailed description of the program's planning, implementation and evaluation. Explicating a program theory of change could give advantages for proper program planning and improvement, knowledge development of the staff, and for planning evaluation study (Chen, 2005; Rossi, Lipsey and Freeman, 2004; Birckmayer and Weiss, 2000). The findings of this study are necessary for policy makers to re-examine the program framework. A consistent improvement is a must to ensure that the impact of this program would be retained for a long time among the participants who would serve as teachers. The general public is expecting teachers to be a good role model for the children whom they taught. Therefore, the stakeholders must ensure that the program is planned, implemented and evaluated effectively.

A detailed documentation of this program could become a major reference for the future program development in Ministry of Education, particularly in TEI. This study provides a new framework for program development, and hopefully, become guidelines for educational program designers or planners to develop better program. With a proper program development guided by program planning theory and other theories, it could reduce the possibility of program failure right from the beginning. Proper program planning also enable a more comprehensive documentation of program development activities that record important processes and decisions about the program. This documentation provides evidences for policy making processes and could hinder similar mistakes or wrong decisions made by decision makers.

This study too, is not just to help policy makers in improving the program, but it is also to help them in decision making of teachers education as a whole. This program is only a part of teacher training curriculum, but it has a strong relation with other courses. This program could be considered the key factor for student teachers' motivation and success in their study in teacher education institutes. The research findings are useful as a basis in analysing the implementation of Malaysian Teacher Standard policy in TEI. Policy makers can make a better decision on how far the program can fulfill the needs of the standard. Consequently, stakeholders can design additional program or intervention if they find that the program is not sufficient to fulfill the standard.

The finding would help key stakeholders to make a strong decision on how to improve program effectiveness by articulating social science theory in the program development. The articulation should increase the possibility of the program to achieve its goals, and make the program design explicitly a theory-based program. This research is a chance for stakeholders to involve in learning process of applying research finding in designing other educational programs or interventions in the future.

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1.6 Limitation and Delimitation of the Research

The aim of this study is not to decide whether the BIG program is worth to be continued or terminated. Its aim is to gather important information on how to improve the program. The finding is useful to predict the effectiveness of the program but should not be used to prove the effectiveness of the program.

The policy of the TED and TEI is not to change any protocol of teacher training curriculum unless it is granted through proper channel. The BIG program has become a part of bachelor degree curriculum. Therefore, any changes in planning or implementation must go through several curriculum committee meetings for approval. Therefore, the finding of this study should be used by policy makers for future decision making process, and no changes in teacher training curriculum had been made during the study as a consequence of its finding.

1.7 Definition of Terms

For the purpose of this study, the following terms are defines as follows:

Teacher Character Development Program: an outdoor training program organised by TEI for its student which is also known as "Bina Insan Guru (BIG)" which aims to develop student teachers' character to become teachers who possess good characteristics as a qualified teacher.

Program: a set of planned activities directed toward bringing about specified change(s) in an identified and unidentified audience

Theoretical conceptualization: perceptions and preferences of individual stakeholders which may come from past experiences, conventional wisdom, discussion with peers, advice from expert, scientific theories, acquaintances with similar program or even hunches used by program stakeholders to explain the concept of a program about why it is developed and how it is going to achieve its outcomes.

Program theory: a plan of operation which connects program activities to its intended outcomes and the rationale for why it does what it does. It consists of several components that are organised and connected into a meaningful way in order to achieve its goals.

Stakeholder: a person, group or organisation who have direct or indirect interest or concern with the program such as the program planners including officers from TED, and officers and lecturers from Teacher Education Institutes; Program implementers including program manager, program facilitators, trainers, and mentors; Administrators of Teacher Education Institutes including the Directors and head of departments; and the participants.

1.8 Summary

This chapter has highlighted the background of this study including a brief background of teacher education philosophy in Malaysia, the BIG program, the problem statement,

the research objectives and etc. The focus of this study is to explore the conceptualization of the BIG program as perceived by the stakeholders and stated in its documents. It is now pertinent to look into the literatures that relevant to this study. This would include literatures on the process of policy making, program development, the program theory approach that were used in this study, and teacher character development.

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