



STAFF DEVELOPMENT PROGRAMME AND JOB PERFORMANCE IN KUALA MUDA/YAN

A project paper submitted to the Graduate School in partial
fulfillment of the requirements for the degree of
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Universiti Utara Malaysia

by

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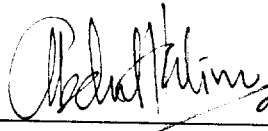
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ABSTRAK

Kajian ini dijalankan untuk mengenalpasti persepsi guru sekolah menengah mengenai kesan program perkembangan staf ke atas prestasi kerja mereka. Seramai 322 responden dipilih secara rawak dari 10 buah sekolah di daerah Kuala Muda/Yan untuk mengambil bahagian dalam kajian ini. Kajian ini dilakukan dengan menggunakan soal-selidik yang mempunyai 41 item. Keputusan kajian dianalisis dengan kaedah korelasi Pearson, ujian-t dan ANOVA sehalu dalam SPSS. Analisis yang dijalankan menunjukkan hubungan yang sangat signifikan antara persepsi guru terhadap prestasi kerja guru dan program perkembangan staf. Namun demikian, hanya korelasi 0.6065 yang sederhana didapati antara persepsi mereka terhadap prestasi kerja dan program perkembangan staf. Prestasi kerja mungkin dipengaruhi oleh faktor lain seperti motivasi, keupayaan, persepsi peranan, ganjaran dan pengukuhan. Pergerakan gaji guru mengikut Sistem Saraan Baru mempunyai hubungan yang sangat signifikan dengan persepsi guru terhadap prestasi kerja dan program perkembangan staf. Persepsi guru terhadap prestasi kerja juga mempunyai hubungan yang sangat signifikan dengan bilangan latihan dalam perkhidmatan dan latihan dalaman yang dihadiri oleh guru. Kajian yang menggunakan ANOVA menunjukkan persepsi guru terhadap prestasi kerja dan program perkembangan staf mempunyai hubungan yang sangat signifikan dengan faktor jawatan. Walau bagaimana pun, persepsi guru terhadap prestasi kerja dan program perkembangan staf tidak mempunyai hubungan yang signifikan dengan faktor-faktor demografik jantina, umur, taraf perkahwinan, kelayakan akademik dan tempoh perkhidmatan. Cadangan untuk program perkembangan staf akan datang dan cadangan untuk kajian lanjutan dikemukakan.

ABSTRACT

The purpose of this study is to investigate the perception of secondary school teachers on the effects of staff development programme on their job performance. The study was carried out at 10 selected secondary schools in the Kuala Muda/Yan district in Kedah. 322 respondents were randomly chosen from the 10 selected schools to take part in the survey using a 41-item questionnaire. The results of the survey were analysed using the Pearson correlation method, t-test and analysis of variance in SPSS. The analysis showed that there is a very significant relationship between the perception of teachers on job performance and staff development. However, only a moderate correlation of 0.6065 was obtained between the perception of teachers on job performance and staff development programme. Job performance could be affected by other factors such as motivation, ability, traits, role perceptions, rewards and reinforcers. The salary movement in the New Remuneration System for government employees was found to be very significantly related to the perception of teachers on staff development programme and job performance. The perception of the teachers on their job performance and staff development programme were found to be significantly related to the number of inservice and in-house training programmes attended by the teachers. The results of the analysis of variance proved that the perception of staff development programme and job performance of the teachers were found to be very significantly related to the position held by the teachers. In contrast, it was found that the demographic factors of gender, age, marital status, academic qualifications and length of service have no effect on the teachers' perception of staff development programme nor job performance. Suggestions for future staff development programme and further study were proposed.

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LIST OF ABBREVIATIONS

H_0	Null hypothesis
H_1	Alternate hypothesis
INSET	Inservice training and education
OECD	Organisation of economic cooperation and development
HMI	Her Majesty's Inspectorate
MCE	Malaysian Certificate of education
SPM	Sijil Pelajaran Malaysia
HSC	Higher School Certificate
STPM	Sijil Tinggi Pelajaran Malaysia
SS	Secondary school
NSS	National secondary school
NTSS	National type secondary school
TESL	Teaching of English as a second language
EPRD	Educational Planning and Research Department
SPSS	Statistical package for social sciences
ANOVA	Analysis of variance
UNESCO	United Nations Educational, Scientific and Cultural Organisation

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CHAPTER ONE

INTRODUCTION

1.1 Background

Staff development has recently become a vital part of education. The change in student population, together with the rise in public expectations of the schools, has caused a need for training teachers to meet new demands of today's education. Change is inevitable and necessary. Teachers need to change to keep abreast with the ever changing technology and needs of the increasingly diverse student population. There are also new challenges for teachers and teaching posed by the new information and communication technology. However, our educational practices have not kept pace with our increasingly complex society and technology.

In UNESCO's World Education Report 1998, UNESCO warns that the world's 57 million teachers lack the resources and support they need to work effectively. The 178-page report indicates that,

Despite growing recognition of the crucial role of education in national development, restrictive budgets in most countries are taking their toll on the quality of education. Pressure put on teachers to help improve students' results or "learning outcomes" has increased, while teachers' incomes and status have stagnated or even declined. As the outlines of our future "knowledge-based" society are forming, the majority of existing school buildings, even in the most developed countries, are not equipped to integrate new information and communication technologies.

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