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*GRADUATE RESEARCH IN EDUCATION (GREduc) 2016 SEMINAR
DRIVING EXCELLENCE AND ADVANCEMENT IN EDUCATIONAL RESEARCH*

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PROCEEDINGS

THE MEDIATING EFFECT OF WORK ENGAGEMENT BETWEEN ITS ANTECEDENTS AND OUTCOME AMONG ACADEMICS IN RESEARCH AND DEVELOPMENT AT MALAYSIAN PUBLIC UNIVERSITIES

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ABSTRACT

Work engagement (WE) among employees is important to achieve both individual and organizational goals. Most organizations value engaged employees as they are able to promote job performance and manage their career. Failure to make employees engaged would result in disengagement where they are less interested in their tasks, always feel tired and passive, and only wait for time to go home. Work context influences the type of antecedents for work engagement. Thus, this paper aims to determine the antecedents of WE that serve as the motivational drivers for academics to be engaged in Research and Development (R&D). In addition, most of the studies on work engagement have extended their research to investigate the outcome of work engagement. Accordingly, this paper will also examine WE's outcome. In such case, work engagement is placed as mediator that facilitate the relationship between its antecedents and outcome. Using previous empirical studies and related theories on work engagement, this paper discusses academics' work engagement in R&D and its outcome. This paper also recommends the antecedents for academics work engagement in R&D and its outcome. Potential antecedents such as organizational factors, individual factors and job resources have been associated with employee's inclination to engage in their job. Career success is the possible outcome at the individual level influenced by WE. This paper focuses on developing a conceptual framework about work engagement-career success for academics especially in R&D at Malaysian Public Universities. Establishing this new knowledge is instrumental in identifying factors, re-evaluating existing practices, outlining efficient strategies and interventions to make employees engaged in their job. An engaged employees would be immersed in performing their job, and thus lead to their individual career success. This paper supports theory of work engagement in R&D, specifically referring to elements of organizational factors, individual factors and job resources which enhancing academics' engagement in R&D and career success at public universities. Finally, this paper proposing that these elements to be considered in future theoretical framework development on academics work engagement in R&D and their career success.

KEYWORDS: Work engagement, Organizational factors, Individual factors, Job resources, and Career success

1.0 INTRODUCTION

Work engagement has a significant role in facilitating the relationship between its antecedents and outcomes. Engaged employees are characterised as vigorous, dedicated, and absorbed in their role

performance (Schaufeli & Bakker, 2004). Therefore, they have high levels of energy, enthusiastic, inspired, fully immersed and have difficulty detaching themselves from their work. Thus, engaged employees will positively influence both individual and organisational achievement (Rich, Lepine, & Crawford, 2010). A number of leading studies in work engagement has established work engagement as the mediator between its antecedents and outcomes (Schaufeli, 2013; Rich et al., 2010). However, studies in examining work engagement as a mechanism that links its antecedents to the specific work context are scarce and still inconclusive (Caesens et al., 2014; Menguc et al., 2013).

Furthermore, most of the studies on the relationship of work engagement with its antecedents and outcomes have been conducted in European countries, United Kingdom, United States of America, Australia and other parts of Asia. Studies on work engagement in the Malaysian context are mostly focused on identifying either the antecedents or outcomes of work engagement (e.g. Johari, Adnan, Yean, Yahya, & Isa, 2013; and Soo et al., 2013). This shows that research in Malaysia have paid negligible attention to the mediating hypothesis of work engagement. Since studies on work engagement have been substantiated to enhance achievement, therefore, it is timely to examine the influence of work engagement in the Malaysian context.

Previous research in examining the antecedents that predict work engagement were dominated by the JD-R Model. These studies mostly focus on the influence of proximal job resources such as perceived supervisor support and personal resources on work engagement (Mazzetti, Biolcati, Guglielmi, Vallesi, & Schaufeli, 2016). Limited studies have focused on the distal or contextual organisational factors such as organisational culture and leadership in predicting work engagement (Albrecht, Bakker, Gruman, Macey, & Saks, 2015; Schaufeli, 2015). As for the outcome, the substantial research found that work engagement has a positive influence towards job performance (Soo, Mat, & Al-Omari, 2013). However, career success receives little attention in the study of work engagement. Hence, this study will examine career success as the outcome of work engagement as it is one of the most measured outcome variable in the work-related area (Morgeson & Humphrey, 2006).

The pressures to be competitive in R&D instigate academics to make the extra effort and put in longer hours in R&D work (Wijhe, Peeters, Schaufeli, & Hout, 2011). They should be able to manage their time wisely as they need to complete important tasks in R&D. The achievements in R&D will be an advantage for their career success (Said, Rasdi, Samah, Silong, & Sulaiman, 2015), however, academics are further stressed with achieving or meeting the high standards set in the universities' R&D key performance index (KPIs) (Suryani, Yaacob, Hashima, Rashid, & Desa, 2013). This work setting may disengage academics in performing their R&D activities and consequently may affect productivity (Naidoo, 2014) and career success.

Based on the above discussion, this paper aims to propose a conceptual framework for work engagement in R&D and career success among academics at Malaysian Public Universities. This paper is based on an extensive review of literature published about work engagement. This paper will firstly describe the conceptualisation of work engagement, what constitutes work engagement and the outcome of work engagement. It is followed by the identification of a gap in the literature of work engagement.

2.0 CONCEPTUALISING WORK ENGAGEMENT

The term, work engagement, has received attention for the past three decades. Based on the literature review, there is no consensus in defining work engagement. The definition varies based on how work engagement is perceived. The definitions could be classified based on three perspectives. The first approach discusses work engagement as the manifestation of psychological state. In this context, Kahn (1990, p. 694) who first coined the term of personal engagement, defined it as “the harnessing of organisation members’ selves to their work role by which they employ and express themselves physically, cognitively and emotionally during work performances”.

The second approach regards engagement as the antipode of burnout where burnout and engagement are at opposite ends of a spectrum (Bakker et al., 2008; Maslach et al. 2001). The same instrument is used to measure job burnout and job engagement. Job engagement is conceptualised through three dimensions,

i.e. energy, involvement, and efficacy which are the antonym of job burnout dimensions, i.e. is exhaustion, cynicism, and ineffectiveness (Maslach et al., 2001).

The third approach is the extension of the work by Maslach et al. (2001). Schaufeli, et al. (2002) argued that job engagement and job burnout are not the exact antitheses. This is due to the fact that it does not necessarily mean that when an employee is not engaged, they are burnout and vice versa (Schaufeli & Bakker, 2004). Therefore, Schaufeli et al. (2002) argued that it should be measured independently with different instruments, hence, they developed the Utrecht Work Engagement Scale (UWES) (2002, 2006). The scale consists three dimensions, i.e. vigor, dedication, and absorption.

Based on the discussion, it could be concluded that Kahn (1992, 1990) works provide the structure to be engaged in performing work and it is a comprehensive conceptualisation of work engagement (Bailey, Madden, Alfes, & Flether, 2015). As such, this study adopts the definition of work engagement by Rich et al. (2010, p. 619), i.e. it is a multidimensional motivational concept reflecting the simultaneous investment of an individual's physical, cognitive, and emotional energy in active, full work performance. This definition is chosen as it provides a comprehensive conceptualisation that represents Kahn's (1992, 1990) conceptualisation of work engagement (Schaufeli, 2013).

3.0 THEORISING WORK ENGAGEMENT

Previous studies have identified that individual differences, organisational factors, work context and job characteristics influence work engagement (Rich et al., 2010; Hackman and Oldham, 1980). However, it is observed that most of the studies conducted to examine the effect of these antecedents were conducted disjointedly. In order to address the research problem where the work environmental factors need to be improved to enhance work engagement among academics in R&D at MPUs, it is pertinent to examine the effect of these factors on work engagement simultaneously (Biggs, Brough, & Barbour, 2014).

Kahn's (1990) grounded theory on personal engagement is used to explain work engagement in performing work role. He asserted that engagement in work role performance is shaped by the work context and individual differences. Work context refers to work itself and the social system of the workplace. Supportive social system enhances academics work engagement in R&D as employees feel safe to express themselves in performing their job. Kahn also postulates that individual factors play significant role in determining the extent of an individual's work engagement. As academics make conscious decision either to engage or disengage, organisation needs to provide supports so that academics are inclined to be engaged in R&D.

However, Kahn's theory (1990, 1992) did not examine the outcome of personal engagement. Therefore, the JDRWE model is employed as it explains the possible outcome of work engagement and also the mediating role of work engagement in facilitating the relationship between work engagement with its antecedents and outcome. Subsequently, being highly engaged in R&D job will lead them to achieve their targets and improve their satisfaction with their performance (Bakker & Demerouti, 2007). Hence, this study proposes the following key factors in explaining academics' work engagement in R&D and their career success at Malaysian Public Universities: organisational factors (organisational culture and transformational leadership), individual factor (social network) and job resources (task significance). These factors will lead to academics' career success and work engagement that acts as mediator.

4.0 WORK ENGAGEMENT AS MEDIATOR

Work engagement as a mediator has been argued as reflected in mainstream studies (e.g. Menguc et al., 2013; Bakker et al., 2011). There are two reasons for work engagement in mediating its antecedents and outcomes, i.e. practical and theoretical. From the practical perspective; firstly, engaged employees have more energy and they are very focused in their task performance; secondly, in order to be engaged, employees not only need to be physically present in performing their activities according to the expected responsibilities, but, they must also be cognitively and affectively engaged, utilising their "full selves" in their roles (Rich et al., 2010); and thirdly, engaged employees are ever ready to expand their role and

possess adaptive behaviour to suit the changes in the organisation (Anitha, 2014). Such characteristics increase the quality of their main work responsibilities that have extensive consequences on employees' achievement (Vizzuso, 2015; Gruman & Saks, 2011).

From the theoretical perspective, the JDRWE model treats work engagement as a mediating variable between job resources and personal resources on performance. JDRWE assumes that job and personal resources lead individual to be in a motivational state. The model postulates that employees in a positive mental state influence their work-related outcomes. The presence of work engagement facilitates the relationship between job resources and job output (Menguc et al., 2013). Therefore, work engagement is regarded as a facilitating variable.

5.0 ANTECEDENTS OF WORK ENGAGEMENT

5.1 Organisational Culture

Hofstede, Neuijen, Ohayv, and Sanders (1990, p. 286) conceptualised organisational culture as '(1) holistic, (2) historically determined, (3) related to anthropological concepts, (4) socially constructed, (5) soft, and (6) difficult to change.' Organisational culture is about the collective programming of the mind which is related to the software of the organisation and is reflected through practices (Hofstede, 1991). This factor differentiates one organisation from another. Organisational culture is found to be the most significant predictor of work engagement (Arifin, Troena, & Rahayu, 2014) as interaction between employees and organisational culture will determine the nature of employees' work experience (Shuck, Rocco, & Albornoz, 2011). Organisational culture that is reflected in the working processes, relations, and problem-solving processes in an organisation are positively related to their employees' work engagement (Biggs, et al., 2014; Suharti & Suliyanto, 2012). In addition, previous research found that organisational culture is one of the organisational factors that is related to job involvement, job satisfaction, career satisfaction, and organisational commitment (Batista, Feijo, & Silva, 2013; Holligan, Wilson, & Humes, 2011). Therefore, it is hypothesised that organisational culture will have positive effect on work engagement and career success.

5.2 Transformational leadership

Transformational leadership is defined as leadership behaviour that changes the values and norms of the employees, motivating them to perform beyond their own expectations (Yukl, 1989). Bass (1998) conceptualised transformational leadership using four dimensions, i.e. idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. For example, transformational leaders create a sense of employees' attachment to the job by being fair and recognise employees' good performance (Gibson *et al.*, 2012). Research found that employee who receives inspiration and support experience work as to be more challenging, involving, and satisfying. Consequently, they will become highly engaged with the job tasks (Bakker et al., 2011). In addition, there is evidence that highlights the positive relationship between transformational leadership and career success (Vincent-Höper, Muser, & Janneck, 2012) but there is very little evidence on this relationship. Based on these empirical evidences, this paper proposes that transformational leadership influences work engagement and career success.

5.3 Social network

The job embeddedness theory asserts that relationships with the social network may influence the experience in performing the work roles (Soltis, Agneessens, Sasovova, & Labianca, 2013). Social network refers to building and nurturing personal and professional relationships that include both formal and informal types that are important for career and personal success by creating a system of contact, information, and support (Whiting & Janasz, 2004, p. 283). A study by Lu and Churchill (2014) found that social network, either formal or informal, is positively related to students' learning engagement. The social

interaction among them allows them to exchange information in completing the tasks assigned to them and make them engaged in learning. Similarly, social network is anticipated to be beneficial for academics to exchange information required to effectively perform the R&D job. Jawahar and Liu (2016) found that proactive personality functions as a dispositional antecedent of work engagement and work engagement partially mediated its relationship with career satisfaction and life satisfaction. Therefore, it is hypothesised that networking with persons either inside or outside of the organisation is expected to support academics in their task performance so that they will become more engaged and lead to better job achievement.

5.4 Task significance

Task significance has been one of the factors discussed in the job design research with the aim to improve job performance. Task significance refers to “the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or in the world at large” (Hackman & Oldham, 1980, p. 79). A study found that employees who perceive their tasks to be significant have higher work engagement while those who have low engagement are those who perceived their task significance as to be low (Goštautaitė & Bučiuniene, 2015) and study also found that task significance influences work engagement (Altunel, Kocak, & Cankir, 2015). The R&D conducted by the academics had either direct or indirect impact on the society. In public organisations, understanding the role of task significance to enhance job achievement is more important as public organisations have limitations in providing material incentives to reward performance. Academics who believe they are working on significant tasks will have higher levels of achievement. This is evidence in a study by Hardré (2008) who found that task significance increases job performance. Therefore, it is expected that task significance makes academics be more engaged in their work and subsequently, have better achievements (Anderson & Stritch, 2016) that lead to career success.

5.5 Professional development

Professional development refers to the formal or informal efforts received by the academics to improve their knowledge and skill in the discipline that includes formal efforts such as continuing education courses and workshops offered internally or externally; and less formal attempts such as gathering with colleagues to share expertise (Hardré & Hardre, 2012). Professional development is important for the development of professional competency in performing R&D work. This is evident in previous studies which found that professional development programme is positively associated with work engagement (Soo, Mat, & Al-Omari, 2013; Butter & Hermanns, 2011). In addition, Czajka & McConnell (2016) conducted a case study to assess the effect of professional development on the instructor’s work engagement. It was found that it has a positive effect on their professional growth. Therefore, this paper hypothesises that professional development has a positive effect on work engagement and career success.

6.0 CAREER SUCCESS AS OUTCOME OF WORK ENGAGEMENT

Previous studies have shown that work engagement is related to job outcomes at the individual level (Cole, Walter, Bedeian, & O’boyle, 2012). Job outcomes at the individual level could be seen in terms of performance, attitude, and behavior. In line with the context of this study, career success is predicted as the individual level outcome of work engagement. Career success is generally related to work achievements or outcomes one has gathered from his or her working experience (Mohd Rasdi, 2009). This study employs both types of career success, i.e. objective and subjective career success. In addition, this study will also incorporate work contextual aspect (Riordan & Louw-potgieter, 2011).

The focus of this study is on the aspect of academics’ goal achievement in R&D (Dubbelt, Rispen, & Demerouti, 2016). Accordingly, this study employs conceptualisation of objective career success used by Riordan and Louw-potgieter (2011) and Said et al. (2015) in which that objective career success is measured through research publications in indexed journals, obtained research grants and the number of

supervised students. On the other hand, academics' subjective career success will be measured through career satisfaction (Ballout, 2007).

7.0 CONCLUSION

The research framework of this study is developed using Kahn's (1990) engagement theory and the JD-R Model. Based on these underpinning theories, three constructs, i.e. organisational factors, individual factor and job resources, have been deduced to predict work engagement of academics in R&D. Based on the past literature, the authors found that studies on work engagement have been extended to examine the outcome of work engagement. Career success is identified as the outcome of work engagement. In such circumstances, work engagement is asserted as the mediator. This paper contributes to the knowledge of work engagement by identifying the antecedents of work engagement which is related to the specific work context and its consequences on career success that is pertinent for organisation to plan for improvement.

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CO-WORKER SUPPORT: A REVIEW OF ITS CONCEPTS AND BENEFITS

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ABSTRACT

Literatures have often focused on the importance of workplace relations between employer and employees and have focused extensively on organizational and supervisor support. Yet not much importance has been put to examine the close relationship that people develop with their co-workers and the supportive role of co-workers to employees' well-being. Besides working with their superiors, employees share many experiences with their co-workers and there is a high possibility that employees develop a closer bond with their fellow worker compared to with their superior. Numerous studies about co-worker support have been conducted in the Asian context. However, most of the researchers adopted the definitions and instruments developed from the Western research without acknowledging our cultural differences. Therefore, this paper aims to review the literature in order to gain initial insight about the concept of co-worker support. In order to advance our understanding about the nature of co-worker support, we have formulated several fundamental questions. Specifically, the questions of who is co-worker, what does it mean by the term 'co-worker support' and how co-worker support influences others are crucial to be clarified. To answer these questions, we performed a preliminary analysis by reviewing previous literatures that we collected from various journal articles. By understanding the concept of co-worker support systematically, this paper will serve as a basis for future study to develop an instrument that can measure the concept as well as recognize the uniqueness of co-worker support based on the Malaysian context and its culture. Apart from exploring the concept, this study extends our knowledge about human behavior at the workplace.

KEYWORDS: Co-worker support, Social support, Employees' well-being

1.0 INTRODUCTION

With the increasing global competition, organizations are faced with numerous challenges to survive and remain competitive. With these challenging environment employees are expected to assume greater responsibilities and has to be more mobile to enable them to adapt to the changing environment and to help organizations to survive and remain competitive. Such environment can be strenuous to employees. In order to cope in such an environment often employees seek support from their social relationship at work. Many scholars have argued that the social relations of the workplace may make a key contribution to employees' well-being (Ducharme & Martin, 2000; Sloan, Newhouse, & Thompson, 2013). As people spend most of their adult life at work, the relationship that they develop at the workplace should not be undermined and disregarded due to its centrality to the meaning and being of life of individual workers. According to Berscheid (1999), “. . . relationships with other humans are both the foundation and the theme of the human condition: We are born into relationships, we live our lives in relationships with others, and when we die, the effects of our relationships survive in the lives of the living, reverberating throughout the tissue of their relationships” (p. 261).

Literatures have often focused on the importance of workplace relations between employer and employees and have focused extensively on organizational and supervisor support. Yet not much importance has been put to examine the close relationship that people develop with their co-workers and

the supportive role of co-workers to employees' well-being. Besides working with their superiors, employees share many experiences with their co-workers and there is a high possibility that employees develop a closer bond with their fellow worker compared to with their superior. According to Sloan, Newhouse, and Thompson (2013) social relationships that employees develop with their co-workers may enhance their well-being through perceptions of an increased availability of social support.

What is a co-worker support? Is it the same across countries? Being in a non-Western culture certainly we would have a different set of beliefs in order to define co-worker support. We would define it based on our values, culture and religion which may differ from the Western culture. In fact, Asian culture tends to practise collectivism rather than individualism, thus our view in order to explain the dimensions of co-worker support might be different compared to the Western culture (Hofstede, 2011). Numerous studies about co-worker support have been conducted in the Asian context. However, most of the researchers adopted the definitions and instruments developed from the Western research without acknowledging our cultural differences. Therefore, this paper aims to review the literature in order to gain initial insight about the concept of co-worker support.

In order to advance our understanding about the nature of co-worker support, we have formulated several fundamental questions. Specifically, the questions of who is co-worker, what does it mean by the term 'co-worker support' and how co-worker support influences others are crucial to be clarified. To answer these questions, we performed a preliminary analysis by reviewing previous literatures that we collected from various journal articles. The sources of databases include Emerald, Science Direct, Wiley and Google Scholar. Specifically, most of the articles reviewed were from journals in the fields of applied psychology, social science, management and organizational behaviour. The following part of the paper moves on to describe in greater detail the conceptualization of co-worker support concepts and its benefits to employee.

Past research focused primarily on the main effects of co-worker support on individual and organizational commitment (Chiaburu & Harrison, 2008). However, most of them neglected the vital aspect which is the concept itself. To date, the concept and dimension of co-worker support are still gray and inconsistent (Collins, 2014). The following is a brief description of the definition of co-worker support taken from famous quoted definitions in the literature.

1.1 The concept of co-worker support

As indicated previously, co-worker support is a term frequently used in the literature, but to date, there is still inconsistency about the definition and concept of co-worker support. In 1981, House theorized the dimensions of social support in terms of emotional support, instrumental support, informational support and appraisal support. Based on these dimensions, few researchers came up with their own definitions to clarify the term co-worker support.

Discuss the definitions by year sequentially Menguc and Boichuk (2012), defined co-worker support as "the extent to which one's co-workers are helpful, can be relied upon in times of need, and are receptive to work related problems". This definition is close to Zhou and George (2001) who defined co-worker support as "co-workers assisting one another in their tasks when needed by sharing knowledge and expertise, as well as providing encouragement and support". Apart from that, Susskind, Kacmar and Borchgrevink (2003) defined co-worker support as "the extent to which employees have confidence in their co-workers' willingness to assist them in carrying out work-related service-based duties to completion". In contrast, Ladd and Henry (2000) have provided a simpler but too general definition of co-worker support which is "employees' global beliefs concerning their co-workers' attitudes towards them". These definitions of co-worker support are summarized in a Table 1 as follows:

Table 1: List of Definition of Co-Worker Support

Authors	Definition of co-worker support
Menguc & Boichuk (2012)	“The extent to which one’s co-workers are helpful, can be relied upon in times of need, and are receptive to work-related problems”
Susskind et al. (2003)	“The extent to which employees have confidence in their co-workers’ willingness to assist them in carrying out work-related service-based duties to completion”
Zhou & George (2001)	“Co-workers assisting one another in their tasks when needed by sharing knowledge and expertise, as well as providing encouragement and support”
Ladd & Henry (2000)	“Employees global beliefs concerning their co-workers’ attitudes towards them”
House (1981); Barrera (1986)	“Social support given by co-workers in a work setting in terms of emotional support, instrumental support, informational support and appraisal support”

Based on the definitions above, support from co-workers is expected when there is a need. As far as the interaction is concerned, we need support from the people around us and the support can be either social support, psychological support or economic support. These domains sometimes are very hard to distinguish but it is the key in order to understand what we have perceived as co-worker support. Since 1988, House et al. reported that burgeoning literature has not produced a clear definition of social support. In fact, the four dimensions of social support defined by House are also not being properly used to measure co-worker support.

As explained earlier, there are various definitions of co-worker support in the literature. However, a stable definition that can fit with the initial concept of social support has not been achieved. In addition, those researchers seem to only offering such a tautology definition when they keep on repeating the term ‘co-worker’ without specifying who is co-worker actually. According to Ferres, Connell and Travaglione (2004), the term ‘co-worker’ may have been ambiguous to some respondents in the past research. Some employees may have interpreted ‘co-worker’ to mean both their peers and managers with who they work (Ferres et al., 2004). Thus, it is necessary here to refer the definition of co-worker support (word-by-word) from American and British dictionaries in order to get an initial understanding of the concept.

According to Merriam-Webster’s Dictionary, the term ‘co-worker’ has its origin since 1635. Borrowing from the animal metaphor which is a type of bee, the term ‘worker’ connotes the meaning of a person that works for a specific job. When the term is added with the word ‘co’ and becoming ‘co-worker’, according to Merriam-Webster’s Dictionary and Collin English dictionary, co-worker means a colleague or people whom we work with, especially people on the same job or project with us. On the other hand, the term ‘support’, which comes from an Old French supporter, connotes the meaning in the sense of ‘tolerate or put up with’. Based on these meanings, generally, we can define the term ‘co-worker support’ as the sense of tolerate from a person who works together with us for a specific job.

1.2 Roles of co-worker

A harmonious work setting is a key ingredient of a successful organization. In order to achieve the state of harmony, cooperativeness among employees is highly desired. Each individual plays their role as a co-worker who can help each other whenever they need. In fact, co-workers form a part of the informal structure of the organization that contributes to organizational support (Jun & Storm, 1973).

Most of the scholars in the literature agree that co-workers play significant roles in the workplace such as becoming source of help and knowledge to others (Robinson & O’Learly-Kelly, 1998; Chiaburu & Harrison, 2008; Boh & Wong, 2015). This kind of help is very important especially for newcomers in an

organization. They have to learn many things from the existing employees and build workplace relationships. The co-worker must act as a person who can reduce role ambiguity, conflict and work overload. The so-called ‘on-the-job training’ would be more effective if the co-workers help each other by sharing their knowledge and offering help to the newcomers. Consequently, it will help the newcomers to alleviate negative effects of job characteristics as they are still new in the organization.

As far as the employee relationship is concerned, a good co-worker may help others in terms of fulfilling their psychological needs. For instance, when they feel stressed about work, the best person to talk to is the person whom they are comfortable with. It could be better if the person is also a person who is working together in the organization. They might understand the job requirement and can give emotional support. Emotional support here means the feeling of caring, empathy and trust on others (House, 1981; Barrera, 1986). It is such a therapy when there is somebody who is willing to listen to us and take care about our needs. When the co-workers are supporting one another, it could not only reduce their stress, but also enhance their performance to do better.

Apart from that, good co-workers can be role models in the organization. Their success stories of performing a job should be something that can be shared with others, so that other employees can gain many benefits and being inspired by them. They act as a role model to guide employees about group norms and accepted behaviour (Robinson & O’Learly-Kelly, 1998). Furthermore, past research findings have shown that co-workers’ actions predict behaviour outcomes of their colleagues (Chiaburu & Harrison, 2008; Brummelhuis, Johns, Lyons & Hoeven, 2016).

Becoming a role model is not only about giving inspirations but also becoming an individual’s referents. Lawrence (2006) defined an individual’s referents as “the set of people that an individual perceives as belonging to his or her work environment that defines the social world of work in which he or she engages”. She also mentioned that the individual’s referents tend to be the people with whom one frequently communicates, people who are in similar roles and people who occupy high-status positions. When employees regard their co-workers as individual’s referents, it will not only gain benefits in terms of knowledge sharing, but the individual can provide encouragement, thus bolster their effort to perform the best for the organization. Besides, motivation given by co-workers can encourage deeper commitment, increase job satisfaction and stimulate organizational citizenship behavior (Chiaburu & Harrison, 2008; Charoensukmongkol, Moqbel & Gutierrez-Wirsching, 2016).

As far as the social interaction is concerned, conflict among employees is something inevitable to happen. Conflict can be good if the event is able to create awareness among employees to be better. However, it can cause unfavourable effects if the conflict cannot be solved and it can also destroy relationships among employees. Therefore, co-workers play their roles to act as a middle person who can help solve conflicts and correct what might have gone wrong.

A harmonious condition in the workplace can be achieved if co-workers take charge of their roles as summarized in the following Figure 1:

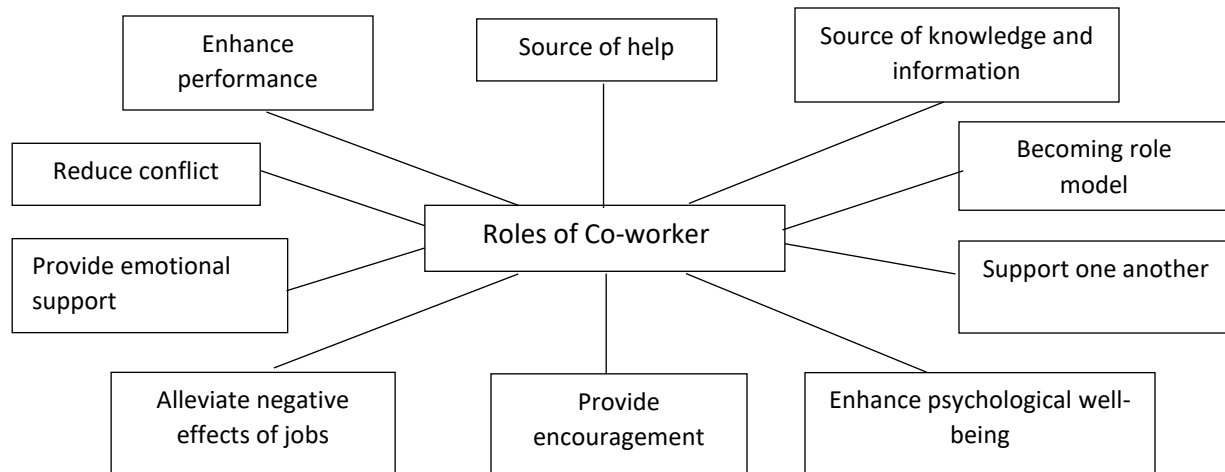


Figure 1: Roles of Co-worker

1.3 Importance of co-worker support

There is a growing body of literature that recognizes the importance of co-worker support. Studies about the importance of co-worker support have been done since the initial seven decades of the twentieth century. Among the first scholars who initiated the study was Fred Fiedler, a scholar who was an expert in the leadership field and came up with a contingency model. He started to develop an instrument entitled Least Preferred Co-worker Scale (LPC). The LPC scale is used by Fred Fiedler to identify a person's dominant leadership style by asking his co-worker, instead of directly asking the person himself. From the co-workers' point of view, it is believed that the answer could be more genuine rather than the answer given by the person himself.

Abundant evidences from the previous research exist to suggest that co-worker support has influenced in many ways, either positive or negative. For example, Chiaburu and Harrison (2008) conducted a meta-analytic study based on 161 independent samples which consisted of 77 954 employees. They reported that co-worker support influenced role perceptions, work attitudes, withdrawal behaviours, as well as interpersonal and organizational effectiveness. They also theorized that co-workers would be more influential in jobs and occupations with high intensity social requirements. In other words, co-workers would be more influential when the work setting requires frequent interactions among employees.

According to a recent study conducted by Brummelhuis, Johns, Lyons and Hoeven (2016), employee behaviour is influenced by team norms, especially the influence from co-workers. To be specific, they examined why team members imitate each other's absence behaviour and under what condition the imitation of absence behaviour is more or less likely. The findings of this study suggest that respondents are more likely to call in sick when co-workers are often absent. However, under the conditions of high cohesiveness and task interdependency among employees, co-worker absence is less strongly imitated. In this situation, the employee likes to help co-workers, care about them and always support them. Therefore, the employees are more likely to disapprove absenteeism because of the supportive environment provided by their co-workers. In other words, such findings suggest that under a favourable situation in which co-workers are supporting each other, absenteeism problem in the workplace can be reduced.

Apart from that, it has been reported that co-worker support has a direct effect on burnout (Charoensukmongkol et al., 2016). Charoensukmongkol et al. measured the effects of co-worker support on the three components of burnout which are emotional exhaustion, depersonalization and personal accomplishment among employees from two states universities in South Texas, United States. They found

that co-worker support was negatively associated with the first two components of burnout. It means that co-worker support can help reduce emotional exhaustion and lower depersonalization. In addition, their analysis confirmed the direct and indirect effects of co-worker support on job satisfaction. They theorized that when the employees receive adequate support from their co-workers, it is not only lower depersonalization, it also tends to be the factor that strongly explained the level of job satisfaction.

In the Asian context, different variables have been found to be related to co-worker support such as knowledge sharing (Boh & Wong, 2015), organizational commitment (Limpanitgul, Boonchoo & Photiyarach, 2014) and job performance (Fadzilah, Artinah & Rahmat, 2013). A recent study by Boh and Wong (2015) described that co-workers' behaviour could serve as a benchmark and standard behaviour to follow. In their study among 2117 employees from an emergency response services organization in Singapore, they concluded that co-workers are such important social referents that can provide cues based on their experience in handling risks and emergency situations.

Furthermore, in their interview with senior managers and junior employees, Boh and Wong (2015) identified seven types of situation-related and job-related knowledge that employees typically share with their colleagues such as experiences in situations that are excluded in the standard operating procedures, lessons learned from incidents and events, lessons learned from exercises/drills conducted, experiences regarding how to detect suspicious behaviour in others, procedures and tips for regular job tasks, actions to be taken to avoid mistakes and possible solutions to problems that one has experienced in the past while doing their jobs. This kind of job-related knowledge is not only very crucial to those who work in emergency services, but also applicable in other areas. Co-worker is the best person who can share this kind of knowledge as they have experienced it.

In a recent comparative study, Limpanitgul et al. (2014) examined the influence of co-worker support on the three dimensions of organizational commitment (affective commitment, continuance commitment and normative commitment) amongst flight attendance from Thai and American airlines. The researchers found significant differences with regard to the influences of co-worker support on organizational commitment amongst the two sample groups. The researchers also discussed the different types of commitment found to be influenced by co-worker support, and such relationships are moderated by organization culture. However, the researchers offered no explanation for the distinction caused by culture. Thus, we speculated that the cultural difference is given because the Western culture tends to be more individualistic compared to the Eastern culture that practises collectivism.

Besides, co-worker support has been found to be associated with stress (Mukosolu, Faisal, Lekhraj & Normala, 2015). Mukosolu et al. (2015) in their study involving 511 academic and non-academic staff of Universiti Putra Malaysia, Serdang, Selangor, identified six predictors of stress, and one of them is lack of support from co-worker. The findings revealed that stress caused by role ambiguity in a job can be reduced if the employees received adequate co-worker support. In another study which was based in the Malaysian context, Fadzilah et al. (2013) reported that co-worker support is strongly related to job performance among front-line employees. Taken together, these results suggest that our culture really recognises the importance of co-worker support. In other words, we could say that adequate co-worker support can increase job performance, however, lack of co-worker support can lead to stress.

2.0 CONCLUSION AND THE WAY FORWARD

In this preliminary analysis of co-worker support concept, there is burgeoning literature that shows the effects of co-worker support. However, there are limits to how far the concept of co-worker support can be taken. Being critical in reviewing the definition of co-worker support given by the previous scholars in the literature, it is found that there is still lack of coherent understanding and stability in the concept, nature and meaning of co-worker support. Besides, the validity of measurement being used by the researchers is doubtful because none of them provides a clear set of dimensions of co-worker support. To be specific, most of the studies are only adopting an instrument that has been made based on the Western culture and they neglect the uniqueness of support based on our culture and context.

Therefore, by understanding the concept of co-worker support systematically, this paper will serve as a basis for future study to develop an instrument that can measure the concept as well as recognize the uniqueness of support based on the Malaysian context and its culture. Apart from exploring the concept, this study extends our knowledge about human behaviour at the workplace. According to Jun and Storm (1973), in their book entitled 'Tomorrow's Organization: Challenges and Strategies', they highlighted that we need to know more about human behaviour in order to develop better and more realistic organizational goals. Thus, it is necessary to integrate the knowledge, theory and methodology being developed by organizational theorists and behavioural scientists in order to comprehend possibilities and strategies. This knowledge will serve as a key ingredient to create a harmonious condition in order to encourage co-working relations.

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ORGANISATIONAL READINESS FOR CHANGE: IMPLICATION FOR HUMAN RESOURCE DEVELOPMENT

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Abstract

Organisations are being challenged to adapt to the fast paced economic and social environments. Irrespective of the sector an organisation is operating (private, public, and non-profit), the cascading tide of globalisation, where economic factors are freely traded and exchanged have caused significant disruption in meeting various organisation objectives. Even though, the above organisations have different objectives, mission and vision, they want superior service delivery, which only a change ready organisation would provide. Change ready organisation starts with availability of empowered employees; who are competent and skilful in navigating the complex demand of change. It has been established that high rate of failure in organisational change implementation in most cases is estimated at about 70%. This ugly development is attributed to poor readiness of the organisation before those changes were introduced. A change ready organisation support rapid change implementation unlike incessant piecemeal perspective of change being introduced by managers as a way to reduce resistance. Such practices have produced more resistance, rejection and failures. Although, the role of human resource development in achieving sustained performance has been noted in many studies, very few have contextualised human resources development in the perspective of readiness for change, especially at the organisation level. Organisational readiness is the shared resolve of members to support change (commitment) and mutual understanding to implement change successfully (efficacy). Without shared resolve by the employees or staff to support and implement change, no meaningful organisational outcome will be achieved. When members of an organisation commit to change with common interest; improved organisational results are recorded. The core argument of Winner theory of organisational readiness for change is that change commitment and change efficacy is the function of change valance, situational factors, task demand and resource perception including broader contextual factors (organisational culture, organisational resources, policies and procedures and past experience). From the review, the authors found that HRD will play a critical and significant role in creating strong, and sustained organisational readiness for change by synchronizing HRD practices with organisation objectives as a strategic partner, which is valued and respected, otherwise HRD may be judged organisational cost which should be reduced.

KEYWORDS: HRD, Commitment, Efficacy, Readiness for Change.

1.0 INTRODUCTION

Organisations are being challenged to adapt to the fast paced economic and social environments. Irrespective of the sector an organisation is operating (private, public, and non-profit), the cascading tide of globalisation, where economic factors are freely traded and exchanged have caused significant disruption in meeting various organisation objectives. In the private sector, shareholders' interest, where exclusive quest for profit is the norm has been replaced with stakeholders interests. With this perspective, business organisation must meet the growing profit appetite of the shareholders, while meeting the demands of the consumers, suppliers, government, public order and environmental issues. Similar occurrences are equally being witnessed in public organisations. Citizenry are requesting more with tax revenue, which have resulted in various performance improvement practices such as reorganisation, restructuring and empowerment. Non-profit entities are finding it difficult to retain the financial support of the dwindling number of donors. Even though, the above organisations have different objectives, mission and vision, they want superior service delivery, which only a change ready organisation would provide. Change ready

organisation starts with availability of empowered employees; who are competent and skilful in navigating the complex demand of change. Human resource development in the new service based economy, should respond to the immediate demand of the disruption and dislocation by empowering the employees to respond proactively to the current change which is sweeping the global economic landscape.

Although, many organisations (private, public) have introduced one change or the other, very little were achieved. In private organisations, huge failures were as a result of lack of support or “buy in” from employees. In many instances, organisational members perceive the change program as a threat to their position, status and benefits. Similarly, in public sector, civil servants assume that such change diminishes their influence and span of control together with monetary benefits from budgetary allocation. While, less than expected results and outcomes were recorded, from the change program, very little are known about their failures. When individual employee or staff members are not ready for change, very little will be achieved. Such readiness will promote organisation wide support, learning and trust. On this backbone, shared value is developed, which would facilitate current change efforts, accelerate future change program and above all ensure that the concerned organisation deliver enhanced services to the stakeholders. In many organisations, employees’ reluctance to support organisation change may also be attributed to past experiences with similar change. The implication is that employee current attitude could be based on the failure of past change program, which would make employee future support of change initiative problematic. In government agencies, where loyalty and nepotism determines ones work function, implementing any change related activity is always difficult and challenging.

Readiness for change is the willingness to support change effort (Elias, 2009). It may also be defined as the need for change and organisation capability to execute the change successfully (Armenakis, & Harris, 2009). Readiness for change is equally viewed as the ability of members in an organisation to support change related activities successfully in order to achieve desired organisational objectives (Rinuastuti, Hadiwidjojo, Rohman & Khusniyah, 2014). Many changes have failed to accomplish the required result due to employee unwillingness and eventual resistance to support the change. McKay, Kuntz and Naswall (2013) reported that failure rate in organisational change implementation in most cases is estimated at 70%. Palmer (2006) also, reported that about 60% of change initiative in UK was unable to achieve the intended objectives. In a survey conducted by SHRM (2007), it was discovered that majorities of the respondents, about 76%, stated that employee low readiness for change was the major impediment to change. However, Dent and Goldberg (1999) argue that organisational members do not essentially resist change; instead they could reject change outcome which endangers their income, status and applicable benefits that come with current position in the organisation. Furthermore, collaboration across functions and layers requires genuine commitment and trust in order to ensure an organisation wide support for change. A change ready organisation support rapid change implementation unlike incessant piecemeal perspective of change being introduced by managers as a way to reduce resistance. Such practices have produced more resistance, rejection and failures.

2.0 METHODOLOGY

The report which will be centred on secondary sources will examine current studies, positions and viewpoints regarding organisational readiness for change in the context of human resource development. The overall goal of the report is to synthesise current research standing on implication of human resource development on organisational readiness for change. Essentially, the authors will assess organisational readiness for change status with emphasis on why various change efforts have failed. Following this, will be the examination of theoretical basis on which organisational readiness for change is based. It is the view of the authors that inadequate review and assessment of the theoretical basis of readiness for change have contributed in vague and some time in complete information and understanding of the construct and its importance in change effort. Furthermore, due to disconcerting number of change management failures being witnessed in organisation, it is argued that, proper assessment of the concept would be helpful in introducing better readiness for change strategies, which would result in improved organisational outcome.

Finally, an urgent case for a new approach, driven by human resources development will be suggested in the context of current and future change program.

3.0 READINESS FOR CHANGE

The current pace of change in the global environment is surprising. Hard core resources are no longer able to protect let alone guarantee organisational competitiveness. Those organisations that embrace the change will be able to survive. Previously, organisational size and location usually provide reasonable competitive advantage. However, such positions are presently untenable as resources are readily available at short notice. Rick (2016) argues that negative employee attitude, poor managerial leadership and inhibiting organisational culture were the most cited reasons for change failures. Specifically, the author identified that employee resistance to change accounted for 39%, followed by poor managerial leadership 33% inadequate resources 14% and other obstacles 14%. Those organisations that embrace the change will be able to survive. Furthermore, embracing and adapting to change requires a complete shift from negative word view of pursuing elusive resistance to change to positive philosophy of creating readiness for change. Since, readiness entails willingness and ability to support change; it follows that when an organisational leaders or external change consultant's fails to create adequate readiness for the change, implementation will stall. The situation in public sector is much challenging in the context of organisation culture and change implementation. In the government agencies, civil servants are not assessed with private sector performance strategies. For example, recruitment especially in developing countries are not based on efficiency or special skills; instead it is heavily influenced by ones ethnic origin, religious group, political affiliation and other primordial interests.

4.0 THEORY OF ORGANISATIONAL READINESS FOR CHANGE

Although, readiness for change may be explained from individual, group or organisation levels, the focus of the report will be on the organisation level. The choice of this approach is due to the fact that limited research work has been done on this level of analysis, because of the significant influence of behavioural theories and models on individual attitude and behaviours. Wiener (2009) stated that organisational readiness for change is the shared resolve of members to support change (commitment) and mutual understanding to implement change successfully (efficacy). According to the author, without shared resolve by the employees to support and implement change, no meaningful organisational outcome will be achieved. When members commit to change with common interest, improved organisational results are recorded (Wallinger, 2009). The core argument of Winner (2009) theory of organisational change is that when shared resolve are created, individual members will exhibit mutual understanding, commitment and efficacy which will not only be useful in managing current change program, rather it will enable the organisation to respond to future change demand with minimal requirement.

4.1 Informational Assessment

According to Weiner (2009), organisational readiness for change is a function of informational assessment (task demand, situational factors, resource perception) and change valance. Although, the popular theme about readiness for change (being willing and prepared) is a psychological construct, organisational readiness for change is quite different from individual readiness even though, that individual readiness is still the building bock in achieving organisational readiness. For example, organisational readiness conveys "shared value and belief" among the employees. It is this shared value and belief which glues organisational members together towards achieving a common goal or targeted objectives. In the present work environment, driven by team and cross functional activities, without shared value and belief in one another, organisational objectives would be stalled. Furthermore, task demand denotes the perception which employees have on a particular task. If the task involved in a change program is perceived to be beyond the capacity of the employees, change efficacy would be reduced and low level of readiness

witnessed with a concomitant poor implementation. Similarly, situational factors and resources perception follow the same pattern in either increasing/decreasing employee readiness to support organisational change. In government departments, where availability or resources mirrors entrenched interests, readiness will be mired.

4.2 Change Valance

Organisational change is equally viewed as a function of change valance. In conformity with motivation theory, when organisational members value the change and consider it to be beneficiary and important, the likelihood of supporting the change will be high (Ajzen, 1991; Bandura, 1982). Accordingly, the more the change is valued and deemed important the more the employees put added efforts in implementing the change. Employees could value and support change due to various reasons; ranging from what they can get from the change. Employees could support change because they value change, or their principals support the change. Instructively, change may be supported by the employees because it reverberates with their value system. Whatever the reason for the supporting organisational change, it should be noted that those factors may exhibit inconsistent pattern with organisational readiness for change because if one's support for a change is due to value system or benefits accruing to his/her, it may not necessarily translate to a uniform shared belief about readiness for change. The overall goal is that organisational leaders or managers should communicate and convince the members on the need for the change in overall interest of the organisation.

4.3 Contextual factors

Change is a contextual issue, which may have contributed in many change implementation failures. Rick (2016) argues that why so many organisational changes fail to deliver the goal(s) of the change is that the current pace of change in the external environment is so complex that today's organisation cannot cope with the current demand. According to the author, present day establishments were not designed to be proactive and responsive to change instead they were configured to support orderliness, hierarchy and routinization. In a simple polite language, today's organisations lack agility, which is a vital organisation feature which enables an organisation to respond to market opportunities faster than competitors. It has been established that effective change implementation depends on the broader contextual factors; such as organisational culture, organisational resources, policies, procedures and past experience (Weiner, 2009). Although, content of change is critical in managing the change process, process of change is equally important towards effective change implementation (Herscovitch & Meyer, 2002). An organisation, which promote learning and continually transform itself will adapt easily to the fast paced global uncertainties (Senge, 2006). An organisation's ability to respond with little efforts particularly on change related issues is a sign that such organisation has strong positive readiness status.

Culture, influences the pattern of behaviour among individual and group. Culture is the shared assumption which influences the pattern of individual and group within the organisation as it respond to external challenges (Schein, 1990). How an organisation address external issues according to the author is based on its internal norms, values and internal integration. Melitski, Gavin and Gavin (2010) states that culture is the organisation black box, which is the custodian of organisation values, norms and pattern of behaviour. Culture manifests itself in the organisation behavioural disposition exhibited by the members. In the perspective of organisational readiness for change, it is argued that an organisation culture which support risk taking, learning will literally promote innovation and creativity which is an essential requirement in building high readiness for change standing. In private sector, market leaders such Google, Microsoft have responded actively and proactively within their competitive domain. For example Google reorganised its structure, through the creation of Alphabet as the holding company, Microsoft invested heavily in its cloud division. The above organisational structural and reorganisation policies were possible due to availability of competent workforce to drive the change together with leadership that support change. Surprisingly, in government ministries, public employees are always mired with rules and procedures

including hierarchical practices, which limit innovation and creativity. The main reason is not that public sector employees are averse to innovation, instead their culture inhibit open communication, trust, innovation and risk taking. Moreover, government departments do not rewards risk taking and innovation, instead procedural rigidity is promoted and encouraged, with resultant low readiness and where applicable resentment, anger, frustration and in extremely instance sabotage. The role of human resource development in this situation is quite challenging but rewarding going forward.

Organisation policies and procedures are known to have an effect on change valance, which would either increase or decrease change commitment and efficacy. As indicated in the valance domain, employee responds to change due to prevailing organisational policies and procedures. Shah and Shah (2010) posit that top managers should communicate the impending change effectively so as to reduce tension and anxiety. When anxiety holds sway employee commitment will be diminished and readiness towards change hindered. Court, (2011) suggested for an expanded role by human resource to hire and train employee towards organisational change. The author argues that through human resource development strategy, an organisation will have committed and empowered employees necessary to adapt to change. Organisational policies and procedures would essentially support innovation and openness if employees are freely allowed and rewarded. It can also be a cog if it is mired with rigidity and bureaucratic bottleneck. Also, one's past experience can be an important contextual factor influencing change commitment and efficacy. When organisational members perceive that previous change program failed to achieve the designed objectives, they will have negative attitudinal disposition towards any change efforts in the organisation. In civil service in particular, civil servants are less likely to support any government reforms irrespective of the way it was packaged due to lack of motivation and incentives .In some situation, outright sabotage would be the order of the day. The role of human resource development under this fluid situation is to undertake continuous skills acquisition, training and motivation to change the deeply held and dangerous narrative about change in the organisation.

4.4 Organisation Readiness for Change and Human Resource Development

Human resource development according to Swanson (1995) is the process of inculcating the required skills and competences to the employees in other to realise organisation objectives. The author posits that human resource development is essentially designed for three critical areas; human resource management, quality improvement and career growth and development. The main idea behind HRD is that previous HR practices have not keep pace with the dramatic economic and competitive questions facing modern day organisations. Irrespective of the size, sector and focus, organisation wants talent. One of the reasons, why HR has not received significant boast at the decision level bothers on how to achieve organisation vision and mission. Ulrich (1997) argues that for HR to regain the much cherished organisation-wide support and role, it should be a strategic partner not as an expense. With the role as a strategic partner, HRD will be at the epicentre of ensuring that organization achieves its strategic mission, goals and objectives. Additionally, only a proactive HRD will achieve this, by linking organisational objectives with talent requirement so that needed skills set will be known and sourced for, internally or externally. Low readiness for change among organisational members has been fingered as the main reason why organizational change fails. With a proactive based HRD, improved readiness for change will be institutionalized within the entire chain of the organisation instead of resorting to periodic and often resource sapping HR practices, which the current system is known for.

Lifelong learning is another dimension where the HRD will play a vital role. Continuous organisational learning and development foster strong readiness for change. According to Haslinda (2009a) HRD will bring lifelong leaning which is important in achieving organisation objectives. Organisation requires constant supply of talent instead of constantly looking for consultants with huge resources. Although, the authors are not disputing the services of external consultants for various performance improvement programmes, however, it is advised here that, developing those talents in house will reduce gaps, ensure effective match with current organisation requirements and above all ensure that assessment and evaluation are consistent with mission, vision and strategy of the organisation. Also, with in-house

competency and capability, HRD ability to respond to immediate strategic needs will be enhanced. In the public sector, this agility is completely not in existence due to rigid and inhibiting culture in government ministries and departments. Agility is what differentiates a proactive organization that is prepared, ready and willing to maximize available economic and market opportunities to remain focused and competitive. HRD will stimulate strategic competency and organisational agility in ensuring that readiness status is improved and continually developed in-house in order to respond to the constantly changing internal and external requirements.

5.0 CONCLUSION

Many organisations cannot withstand the competitive pressures in their respective industries. Public organisations and non-profit ones are also undergoing various forms of performance improvements in order to be competitive. Change is a contextual issue, which may have contributed to many change implementation failures. Many organisations are not able to respond to the increasing challenges because they were not designed to be proactive, instead orderliness, hierarchy and routinization were the guiding norm. It was noted that if the change valence (how an employee values change) is high, change commitment and change efficacy would be high with corresponding high readiness for change. Furthermore, if the task demand, situational factors and resource perception are supportive, employee commitment to engage in a change will be high. In general, if the culture promotes learning and innovation, employees would be much more disposed to support change. Finally, organisational policies and procedures together with past experience were found to either increase or decrease the change commitment and efficacy, with corresponding effects on change readiness. The main argument of the authors, which has not been effectively addressed in previous reviews, is that human resource development will effectively and efficiently align organisational strategies with improved employee skills, knowledge and competency through supportive organisational culture, sound policies and clearly defined tasks. When this is achieved, it is the view of the authors that change commitment and efficacy will improve with concomitant positive and strong readiness to implement organisational change.

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PERSEPSI PELAJAR KOLEJ VOKASIONAL BERPENCAPAIAN RENDAH TERHADAP MATEMATIK MENGERUSI PENDEKATAN ‘Q-METHODOLOGY’

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ABSTRACT

Kajian ini bertujuan untuk melihat persepsi pelajar kolej vokasional berpencapaian rendah dalam Matematik terhadap Matematik serta mengenalpasti faktor yang mempengaruhi individu untuk belajar Matematik sama ada faktor individu (efikasi sendiri dan kepercayaan individu), faktor guru (gaya pengajaran, suasana kelas dan aspek penilaian) atau faktor sokongan lain (rakan sebaya, kurikulum dan masa pembelajaran). Kajian ini menggunakan pendekatan ‘Q-methodology’ dimana menerusi kaedah ini, persepsi pelajar yang subjektif terhadap Matematik dapat dilihat dan dikelompokkan. Seterusnya, kelompok pendapat yang subjektif ini digunakan untuk memahami tingkah laku pelajar yang mengakibatkan pencapaian mereka dalam matematik. Seramai 30 orang pelajar Kolej Vokasional Dato’ Lela Maharaja, Rembau berpencapaian rendah dalam Matematik terlibat dalam kajian ini. Dapatan kajian menunjukkan pelajar kolej vokasional berpencapaian rendah dalam Matematik mempunyai tiga kelompok perspektif berbeza terhadap Matematik iaitu kelompok pertama memandang berat terhadap gaya pengajaran guru, kepentingan rakan sebaya dan sikap positif efikasi sendiri, kelompok kedua melihat kepada faktor masa pembelajaran, sikap efikasi sendiri yang negatif dan kepentingan rakan sebaya manakala kelompok ketiga pula mempunyai sikap efikasi sendiri yang negatif, gaya pengajaran guru dan dasar kurikulum.

KATA KUNCI: Persepsi terhadap Matematik, Pelajar kolej vokasional berpencapaian rendah, ‘Q-methodology’.

1.0 PENGENALAN

Kolej Vokasional merupakan institusi pendidikan yang telah dinaik taraf daripada sekolah menengah vokasional ke Kolej Vokasional bermula pada tahun 2012 (MOE, 2011). Transformasi ini bertujuan untuk menyediakan golongan pekerja berkemahiran tinggi yang mencukupi dalam usaha kerajaan untuk mencapai taraf negara membangun pada tahun 2020. Pentaksiran yang dilaksanakan di Kolej Vokasional adalah berdasarkan kompetensi standard yang mana ia bertujuan untuk memenuhi objektif melahirkan ramai pekerja berkemahiran tinggi yang (i) menguasai kemahiran vokasional, berpengetahuan, berkeyakinan tinggi dan diperakui (ii) fasih dan memenuhi standard dan keperluan industri dan (iii) di perakui oleh Institusi Pengajian Tinggi di dalam dan luar Negara (MOE, 2009). Seiring dengan penekanan terhadap kemahiran dalam bidang vokasional dalam kalangan pelajar, pengetahuan Matematik dan Sains juga penting untuk membina masyarakat yang berpengetahuan tinggi dan inovatif disamping mempunyai kemahiran kerja yang tinggi.

Di Kolej Vokasional, Matematik merupakan subjek akademik yang wajib diambil bermula daripada semester 1 di peringkat Sijil Vokasional Malaysia (SVM) hinggalah ke peringkat Diploma. Kurikulum Matematik di Kolej Vokasional menggunakan kaedah penilaian berasaskan kompetensi yang mana kaedah ini memberi peluang kepada semua pelajar untuk menguasai sesesuai kemahiran atau bab dalam subjek

Matematik dengan baik. Namun begitu, subjek Matematik ini sering dianggap sukar dan membebankan (Minsky, 2008) terutama dalam kalangan pelajar berprestasi rendah. Hal ini turut mempengaruhi pelajar Kolej Vokasional kerana mereka merupakan golongan pelajar yang cenderung untuk mempelajari kemahiran berbanding akademik. Justeru, minat untuk mempelajari subjek Matematik diragui.

2.0 SOROTAN LITERATUR DAN TEORI

Kajian terdahulu mendapati bahawa terdapat beberapa faktor yang menyebabkan pelajar tidak cemerlang dalam Matematik. Antaranya berkait rapat dengan faktor keluarga seperti tahap sosio ekonomi yang rendah dan perpecahan institusi kekeluargaan (Brooks-Gunn et. al. (1993); Ainsworth, (2002); Coleman et.al, (1996)), faktor individu seperti tahap efikasi sendiri yang rendah serta faktor sekolah seperti suasana pembelajaran yang tidak kondusif merangkumi gaya pengajaran guru, pengaruh rakan sebaya serta kurikulum yang padat (Greenwald, Hedges and Laine, 1996; Hulleberg, 2011).

Menurut Coleman et. al (1996) seperti yang dipetik daripada Hulleberg, (2011), terdapat lapan faktor latar belakang pelajar (atau faktor keluarga) yang mempengaruhi pencapaian seseorang dalam pembelajaran iaitu kawasan kejiranan, tahap pendidikan ibubapa, struktur kekeluargaan, saiz keluarga, kemudahan di rumah, bahan bacaan di rumah, minat ibubapa terhadap pendidikan anak-anak dan keinginan ibubapa untuk melihat perkembangan pendidikan anak-anak. Kesemua faktor-faktor ini dilihat memberi kesan ke atas pencapaian individu pelajar dalam akademik amnya. Namun begitu, masih terdapat kesamaran sama ada faktor-faktor di atas merupakan faktor dominan yang mempengaruhi tingkah laku pelajar dan seterusnya mempengaruhi pencapaian akademik mereka.

Merujuk kembali kepada teori sains sosial, terdapat faktor-faktor lain yang mempengaruhi pencapaian akademik pelajar kerana perkembangan individu juga dipengaruhi oleh faktor persekitaran yang lain seperti pengaruh rakan sebaya, kondisi sekolah dan teknik pengajaran guru. Vygotsky (1978) memperkenalkan konsep zon perkembangan proksimal dalam menjelaskan interaksi antara individu dimana menurut beliau, seorang pelajar yang berkolaborasi dengan rakan sebaya atau orang dewasa yang lebih berkeupayaan, akhirnya akan dapat menyelesaikan masalah yang susah dan kompleks. Ini adalah kerana hasil dari perbincangan tersebut, ia dapat memberikan panduan yang berguna kepada individu tersebut untuk menyelesaikan masalah. Oleh itu, seorang pelajar yang berprestasi rendah masih boleh memperbaiki pencapaian Matematiknya sekiranya dikelilingi oleh orang-orang yang boleh membantunya dalam mata pelajaran tersebut seperti teknik pengajaran guru dan juga bimbingan rakan sebaya.

Selain daripada itu, faktor individu seperti efikasi sendiri pelajar juga mempunyai kaitan dengan pencapaian seseorang pelajar dalam Matematik. Menurut Bandura (1977), efikasi sendiri merupakan elemen penting dalam diri individu yang berkaitan dengan tahap keyakinan diri individu untuk melakukan sesuatu perkara dalam konteks tertentu. Efikasi sendiri memainkan peranan penting dimana ia mempunyai kesan terhadap persepsi dan tingkah laku pelajar yang seterusnya mempengaruhi pencapaian individu. Pelajar yang mempunyai efikasi sendiri yang tinggi berupaya untuk menyelesaikan sesuatu masalah terutama dalam pembelajaran manakala pelajar yang mempunyai tahap efikasi sendiri yang rendah akan mudah menyerah kalah apabila berhadapan dengan situasi pembelajaran yang sukar serta akan mengelak daripada berhadapan dengan masalah tersebut (Pajares, 1996).

Kajian yang dijalankan oleh Winheller, Hattie, & Brown, (2013) mendapati faktor efikasi sendiri serta penguasaan sikap positif terhadap menyukai Matematik telah meningkatkan pencapaian pelajar dalam mata pelajaran Matematik. Dalam kajian ini, model "Kualiti kehidupan di sekolah" (Quality of School Life, QSL – Ainley et.al 1986) digunakan untuk menilai persepsi pelajar terhadap pembelajaran Matematik, guru dan hubungan rakan sebaya. Dapatan penting daripada kajian ini menunjukkan bahawa guru hendaklah fokus kepada meningkatkan mutu kualiti pengajaran dan efikasi sendiri pelajar dan bukannya mengutamakan hubungan guru-pelajar. Hal ini adalah kerana guru berupaya meningkatkan minat pelajar terhadap Matematik menerusi gaya pengajaran berkesan walaupun pada masa yang sama guru tidak dapat memastikan pelajar tersebut telah memahami konsep Matematik yang ingin disampaikan. Minat yang timbul ini akan mendorong pelajar itu sendiri untuk cemerlang dalam pembelajarannya.

Kajian kuantitatif yang dijalankan oleh Bakar et. al (2010) berkaitan persepsi pelajar berprestasi rendah dalam Matematik mendapati bahawa pelajar berprestasi rendah ini mempunyai persepsi yang positif terhadap suasana pembelajaran. Ini didapati menerusi beberapa pernyataan seperti "I tried my best to get the highest score"(min = 3.22), "Almost all of my friends in my class tried to get the best score"(77.7% bersetuju) dan "Most of my teachers taught us with enthusiasm"(75.7% bersetuju). Namun begitu, analisa selanjutnya mendapati pelajar berprestasi rendah dalam Matematik ini mempunyai tanggapan negatif terhadap persekitaran kelas dan strategi pengajaran dan guru. Perkara ini memerlukan kajian lebih lanjut untuk mengenalpasti faktor atau penyebab kepada keadaan ini berlaku.

Berdasarkan kajian lepas berkaitan faktor-faktor yang mempengaruhi pencapaian Matematik seseorang pelajar, pengkaji ingin menjalankan kajian untuk melihat persepsi pelajar Kolej Vokasional berprestasi rendah dalam Matematik menerusi pendekatan 'Q-methodology'. Menerusi pendekatan 'Q-methodology', faktor-faktor yang mempengaruhi pelajar Kolej Vokasional berprestasi rendah terhadap Matematik diperolehi daripada subjek kajian.

3.0 'Q-METHODOLOGY'

William Stephenson (1902-1989) telah memperkenalkan 'Q-methodology' pada tahun 1935. Namun begitu, kaedah ini baru digunakan secara meluas setelah ia diperkukuhkan dengan analisa statistik yang lebih baik (McKeown & Thomas, 1988). 'Q-methodology' merupakan satu teknik penyelidikan yang membolehkan penyelidik mengenalpasti, memahami dan mengkategorikan persepsi individu serta mengumpulkan individu yang mempunyai persamaan persepsi terhadap sesuatu perkara (McKeown & Thomas, 1988). Kaedah 'Q-methodology' ini menggabungkan ciri-ciri kajian kuantitatif dan kualitatif (Dennis & Goldberg, 1996) serta banyak digunakan dalam konteks psikologi, politik, bidang kesihatan dan bidang perniagaan seperti pemasaran dan pengiklanan (Akhtar-danesh & Dehghan, 2011; Goldstein, 2005; Woods, 2012).

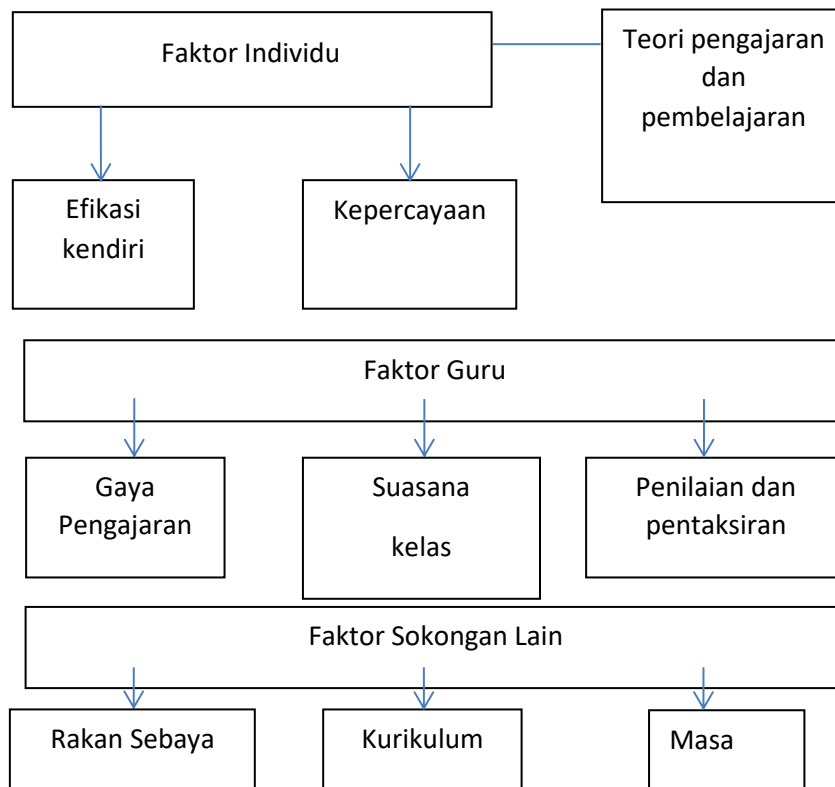
Terdapat 5 fasa utama dalam 'Q-methodology' iaitu mendapatkan 'concourse' (intipati atau kata kunci berkaitan isu yang dikaji, membuat 'Q-sample' (pembinaan instrumen kajian berdasarkan 'concourse'), memilih 'P-sample' (peserta kajian), mentadbir 'Q-sort' dan membuat analisa faktor 'Q-sort'.

3.1 Mendapatkan 'Concourse'

Dalam kajian ini, kategori *hybrid* digunakan untuk mendapatkan 60 item 'concourse'. Pengkaji mengadakan sesi perjumpaan bersama 35 pelajar yang berprestasi rendah dalam mata pelajaran Matematik. Dalam perjumpaan ini, pengkaji memberikan kertas kepada setiap pelajar dan meminta pelajar menuliskan pandangan mereka terhadap mata pelajaran Matematik dari aspek perasaan mereka terhadap mata pelajaran Matematik, ciri-ciri mata pelajaran Matematik, suasana pembelajaran dan lain-lain hal berkaitan mata pelajaran Matematik yang ingin mereka tuliskan. Seterusnya, pengkaji bertanya kepada tiga orang guru yang mengajar mata pelajaran Matematik bagi kelas yang majoriti pelajarannya mendapat markah yang rendah pada setiap ujian atau peperiksaan. Persoalan-persoalan yang pengkaji kemukakan adalah berkaitan permasalahan yang guru hadapi apabila mengajar pelajar-pelajar ini di dalam kelas, faktor yang mungkin menyumbang kepada permasalahan yang dihadapi oleh pelajar berprestasi rendah ini dalam mata pelajaran Matematik dan lain-lain faktor yang guru dapat nyatakan berdasarkan pengalaman yang mereka lalui bersama pelajar yang berprestasi rendah dalam mata pelajaran Matematik.

Seterusnya, melalui bacaan jurnal dan kajian terdahulu oleh penyelidik berkaitan faktor-faktor yang mempengaruhi pencapaian pelajar dalam mata pelajaran Matematik (Zulzana, Mohamed dan Roslina, 2011; Tahir, Norhuda, Syed, & Abu, 2010; Tarmizi & Tarmizi, 2010; Shin, Lee, & Kim, 2009), pengkaji mengasingkan 'concourse' kepada tiga kategori utama iaitu ciri-ciri individu meliputi faktor-faktor seperti efikasi sendiri, dan kepercayaan, faktor guru seperti pengujian dan penilaian, pengajaran dalam bilik darjah dan persekitaran bilik darjah dan faktor sokongan lain seperti sokongan rakan sebaya (gaya pembelajaran), kurikulum kolej vokasional dan masa pembelajaran.

Kajian untuk melihat persepsi pelajar berpencapaian rendah dalam Matematik menerusi pendekatan ‘Q-methodology’ ini adalah signifikan kerana ia dapat melengkapkan dapatan kajian-kajian terdahulu berkaitan persepsi pelajar terhadap Matematik. Pendekatan ‘Q-methodology’ ke atas pelajar berpencapaian rendah dalam Matematik mungkin dapat mencungkil sebab mengapa sebahagian pelajar cenderung menunjukkan minat untuk mempelajari Matematik walaupun sentiasa mendapat markah yang rendah dalam ujian dan peperiksaan manakala sebahagian yang lain langsung tidak mahu mencuba untuk menjawab soalan peperiksaan tersebut. Menerusi temubual bersama pelajar Kolej Vokasional berpencapaian rendah dalam Matematik dan juga sumber literatur, terdapat tiga faktor besar yang dikenalpasti iaitu faktor individu (efikasi sendiri dan kepercayaan), faktor guru (gaya pengajaran, suasana kelas dan penilaian dan pentaksiran) atau faktor sokongan lain (rakan sebaya, kurikulum dan masa). Pengkaji akan menjalankan kajian untuk melihat persepsi pelajar Kolej Vokasional berpencapaian rendah menggunakan kerangka konseptual seperti dalam Rajah 1.



Rajah 1: Kerangka konseptual persepsi Pelajar Kolej Vokasional Berpencapaian Rendah Dalam Matematik Menerusi Pendekatan ‘Q-methodology’.

3.2 Membuat ‘Q-sample’

Kaedah yang digunakan adalah *naturalistic*- iaitu maklumat diperolehi daripada kelompok peserta kajian dan *quasi-naturalistic*- iaitu maklumat diperolehi daripada sumber sorotan literatur. Sebanyak 45 pernyataan-pernyataan ‘Q-sample’ dibentuk berdasarkan item yang telah dibuat dalam kajian terdahulu seperti kajian oleh Zulzana, Mohamed dan Roslina (1991), Bakar et al., (2010) dan juga Tahir et al., (2010) serta merujuk kepada dapatan ‘concourse’.

3.3 Memilih ‘P-sample’ (peserta kajian)

Dalam kajian ini, peserta kajian terdiri daripada pelajar tahun satu Kolej Vokasional Dato' Lela Maharaja, Rembau yang berprestasi rendah bagi mata pelajaran Matematik dalam peperiksaan akhir tahun semester dua. Pelajar yang dipilih mendapat markah peperiksaan dari 0 hingga 49 dan ini diperolehi daripada Analisa Peperiksaan Akhir Tahun yang dikeluarkan oleh Jabatan Penilaian dan Peperiksaan Kolej Vokasional Dato' Lela Maharaja, Rembau.

3.4 Mentadbir “Q-Sort”

Sebanyak 45 pernyataan ‘Q-sample’ yang telah dibina akan dituliskan di atas sekeping kad berukuran 9 x 5. Kad ini diambil dari template yang sedia ada dan setiap kad ditulis satu pernyataan ‘Q-sample’ sahaja. 45 kad yang telah siap ditulis dimasukkan ke dalam satu sampul surat. Pengkaji menyediakan 10 sampul surat untuk tujuan kajian dan menjalankan kajian secara berperingkat-peringkat mengikut kesesuaian masa dan pelajar.

4.0 DAPATAN KAJIAN (Analisis Faktor “Q-Sort”)

Analisis data dalam “Q-methodology” menggunakan PQMethod 2.33 (Schmolck and Atkinson 2002) akan melibatkan tiga turutan prosedur statistik iaitu pengekstrakan faktor (“extraction of factors”), beban faktor (“factor loadings”) dan pengiraan skor faktor (“rotating factors”) (Brown, 2004). Melalui proses ‘varimax rotation’ dan dengan menggunakan “hand-rotations”, tiga faktor utama dipilih untuk tujuan kajian ini yang meliputi 55% daripada keseluruhan total varians.

4.1 Faktor 1 : Gaya pengajaran guru, kepentingan rakan sebaya dan nilai positif efikasi sendiri.

Faktor Satu mempunyai nilai Eigenvalue 10.1767 yang menerangkan sejumlah 35% varians kajian. Enam belas peserta mempunyai hubungan signifikan dengan faktor ini. Menerusi data yang ditunjukkan dalam Jadual 1. Pelajar Kolej Vokasional berprestasi rendah dalam Matematik mempunyai persepsi yang dominan terhadap gaya pengajaran guru di dalam kelas di mana ia dapat dilihat daripada pernyataan-pernyataan [23, +5; 21, +3; 28, +2; 29, 2]. Kumpulan ini melihat interaksi guru bersama pelajar dalam bilik darjah, gaya pengajaran guru yang membincangkan soalan aplikasi di dalam kelas serta melihat latihan pelajar secara individu adalah situasi yang memberangsangkan minat mereka untuk belajar Matematik.

Walaupun kumpulan individu ini merupakan pelajar yang berprestasi rendah dalam Matematik, mereka tetap merasakan bahawa mata pelajaran Matematik itu penting untuk dipelajari (6, -5), Matematik tidak menyusahkan hidup (5, -4), mereka masih mahu mempelajari Matematik dan tidak berasa bosan walaupun menghadapi kesukaran mempelajarinya (16, -3; 4, -3; 1, -3; 11, -2; 14, -2).

Jadual 1: Pernyataan yang membezakan yang dapat mentakrifkan ‘Q-sort’ untuk Faktor Satu.

No	Pernyataan	Nilai Q-sort	Skor Z
23	Guru akan menerangkan konsep Matematik berulang kali sekiranya pelajar masih tidak faham.	5	1.64
34	Rakan sebaya sentiasa menghulurkan bantuan sekiranya saya tidak faham topik yang diajar oleh guru.	4	1.51*
20	Sekiranya jawapan Matematik saya salah, saya akan cuba mencari jawapan yang betul.	4	1.39*
21	Guru berinteraksi dengan semua pelajar di dalam kelas semasa sesi pengajaran dan pembelajaran (p&p).	3	1.08*
28	Guru akan berjalan seluruh kelas dan melihat satu persatu latihan yang dibuat oleh pelajar.	2	0.88*

29	Saya suka sekiranya guru berbincang soalan aplikasi semasa menerangkan konsep baru dalam subjek Matematik.	2	0.48*
1	Topik-topik yang terkandung didalam modul Matematik membuatkan saya rasa tidak minat untuk belajar Matematik.	-3	-1.05*
4	Apabila tiba waktu kelas Matematik, saya berasa bosan kerana bagi saya Matematik itu susah hendak difahami.	-3	-1.07*
16	Saya memang tidak pandai Matematik.	-3	-1.48*
5	Saya rasa Matematik menyusahkan hidup saya.	-4	-1.99*
6	Matematik tidak penting untuk dipelajari.	-5	-2.02

4.2 Faktor 2: Masa pembelajaran, nilai efikasi sendiri yang negatif dan kepentingan rakan sebaya.

Faktor Dua mempunyai nilai Eigenvalue 3.9896 yang menerangkan sejumlah 14% varians kajian. Lapan peserta mempunyai hubungan signifikan dengan faktor ini. Menerusi data yang ditunjukkan dalam Jadual 2. Kumpulan pelajar ini mempunyai persepsi yang dominan terhadap masa pembelajaran di mana mereka berpendapat waktu pembelajaran Matematik patut diadakan pada waktu pagi kerana mereka mudah rasa mengantuk pada waktu petang (42, +5; 43, +3). Persepsi yang kedua bagi kumpulan ini adalah berkaitan dengan tahap keyakinan dan kepercayaan individu terhadap dirinya sendiri dalam mempelajari mata pelajaran Matematik. Ini dapat dilihat menerusi pernyataan-pernyataan berikut iaitu kumpulan ini berpendapat mereka tergolong dalam golongan yang kurang pandai, tidak dapat mengingat formula dengan baik, jalan kerja Matematik panjang serta tidak yakin akan mendapat prestasi yang baik bagi mata pelajaran Matematik (16, +4; 7, +4; 16, +3; 9, -3).

Walaupun kumpulan individu ini merupakan pelajar yang berprestasi rendah dalam mata pelajaran Matematik, mereka sangat tidak bersetuju bahawa belajar Matematik hanya untuk lulus sahaja (3, -5). Mereka juga tidak bersetuju dengan pernyataan bahawa Matematik itu tidak penting untuk dipelajari, Matematik hanya untuk pelajar yang pandai sahaja dan Matematik menyusahkan hidup mereka (6, -4; 10, -2; 5, -2). Hal ini menandakan bahawa kumpulan ini masih mahu mempelajari Matematik namun menghadapi kesukaran memahami pelajaran yang diajar oleh guru (17, -3). Ketidaktahuan mereka ini bukanlah disebabkan latihan Matematik yang guru berikan adalah tidak mencukupi (44, -3) sebaliknya berkait rapat dengan nilai sendiri individu. Untuk mengatasi masalah ini, perbincangan bersama rakan sebaya dan secara berkumpulan boleh membantu mereka untuk lebih memahami mata pelajaran Matematik (36, +2; 39, +2) berbanding belajar secara bersendirian (40, -5).

Jadual 2: Pernyataan yang membezakan yang dapat mentakrifkan 'Q-sort' untuk Faktor Dua.

No	Pernyataan	Nilai Q-sort	Skor Z
42	Waktu pembelajaran Matematik patut diadakan pada waktu pagi.	5	2.03
7	Saya rasa saya lemah Matematik kerana tidak boleh nak ingat formula.	4	1.56
16	Saya memang tidak pandai Matematik.	4	1.41*
43	Saya mengantuk apabila belajar Matematik pada waktu petang.	3	1.35*
36	Membuat latihan Matematik secara berkumpulan membuatkan saya lebih faham topik yang diajar oleh guru.	2	0.81
10	Matematik adalah untuk pelajar yang pandai sahaja.	-2	-0.64*
5	Saya rasa Matematik menyusahkan hidup saya.	-2	-0.72*
9	Saya yakin akan mendapat prestasi yang baik dalam subjek Matematik kerana adik beradik saya memang pandai Matematik.	-3	-1.05
17	Semasa sesi pembelajaran Matematik, saya faham apa yang guru sampaikan.	-3	-1.16
44	Latihan yang sedikit membuatkan saya tidak dapat menguasai sesuatu topik Matematik dengan baik.	-3	-1.25*
6	Matematik tidak penting untuk dipelajari.	-4	-1.58

3	Saya belajar Matematik untuk lulus peperiksaan sahaja.	-5	-1.81*
40	Saya suka belajar Matematik secara bersendirian.	-5	-1.82

4.3 Faktor3: Nilai efikasi sendiri yang negatif, gaya pengajaran guru dan dasar kurikulum.

Faktor Tiga mempunyai nilai Eigenvalue 1.6779 yang menerangkan sejumlah 6% varians kajian. Lima orang peserta mempunyai hubungan signifikan dengan faktor ini. Menerusi data yang ditunjukkan dalam Jadual 3 di atas, kumpulan ini mempunyai nilai efikasi sendiri yang negatif dalam mempelajari mata pelajaran Matematik serta memandang kepada gaya pengajaran guru. Mereka berpendapat bahawa mereka memerlukan kebolehan semulajadi untuk berjaya dalam Matematik (8, +5). Selain daripada itu, kumpulan individu ini bersetuju bahawa waktu pembelajaran Matematik patut diadakan pada waktu pagi (42, +3) dan mereka juga beranggapan bahawa isi kandungan modul Matematik terlalu padat (32, +2). Hal ini bertentangan dengan situasi yang sebenar di mana modul Matematik bagi pelajar Kolej Vokasional adalah tidak sebanyak isi kandungan dalam sukatan mata pelajaran Matematik di SMK.

Jadual 3: Pernyataan yang membezakan yang dapat mentakrifkan 'Q-sort' untuk Faktor Tiga.

No	Pernyataan	Nilai Q-sort	Skor Z
18	Saya tidak dapat mengikuti pembelajaran kerana guru mengajar dengan cepat.	5	1.89*
8	Saya memerlukan kebolehan semulajadi untuk cemerlang dalam Matematik.	5	1.78*
24	Guru perlu mengawal keadaan kelas semasa sesi p&p Matematik.	3	1.53
42	Waktu pembelajaran Matematik patut diadakan pada waktu pagi.	3	1.31
32	Isi kandungan modul Matematik terlalu padat hingga melemahkan semangat saya untuk belajar.	2	1.23*
28	Guru akan berjalan seluruh kelas dan melihat satu persatu latihan yang dibuat oleh murid.	-2	-0.76*
30	Guru menggunakan contoh kehidupan seharian untuk memperkenalkan konsep Matematik ataupun untuk menyelesaikan masalah Matematik.	-4	-1.31*

Kumpulan ini juga melihat faktor guru sebagai faktor utama dalam menentukan kejayaan mereka. Mereka sangat bersetuju bahawa guru mengajar dengan cepat di dalam kelas dan tidak menggunakan contoh harian dalam pengajaran dan pembelajaran Matematik (18, +5; 30, -4). Hal ini menyebabkan mereka tidak dapat mengikuti pembelajaran dengan baik. Mereka juga bersetuju bahawa guru perlu mengawal keadaan kelas dan memberikan perhatian terhadap pelajar dengan melihat latihan pelajar satu persatu (24, +3; 28, -2). Pernyataan ini menunjukkan bahawa kumpulan individu ini memerlukan perhatian yang lebih daripada guru. Kumpulan ini melihat teknik pengajaran dan hubungan guru dengan pelajar adalah penting untuk menarik minat mereka mempelajari Matematik.

5.0 KESIMPULAN

Penggunaan 'Q-methodology' dalam menyelami persepsi pelajar berprestasi rendah dalam Matematik memberi suatu dimensi baru dalam dunia penyelidikan. Ini adalah kerana kaedah ini boleh dikatakan pelengkap kepada kajian-kajian lepas berkaitan persepsi mahupun faktor-faktor yang mempengaruhi pelajar berprestasi rendah terhadap Matematik. Sebagai contoh, kajian kuantitatif yang dijalankan oleh Bakar et. al (2010) berkaitan persepsi pelajar berprestasi rendah dalam Matematik mendapati bahawa pelajar berprestasi rendah ini mempunyai persepsi yang positif terhadap suasana pembelajaran. Namun begitu, analisa selanjutnya mendapati pelajar berprestasi rendah dalam Matematik ini yang ditempatkan dikelas hujung mempunyai tanggapan negatif terhadap persekitaran kelas dan strategi pengajaran guru. Dapatan melalui kajian kuantitatif ini tidak dapat menjelaskan percanggahan

persepsi pelajar terhadap Matematik yang berlaku namun kaedah ini berguna untuk mendapatkan maklumat penting lain seperti faktor-faktor yang mempengaruhi pelajar berprestasi rendah untuk mempelajari matematik serta gaya pengajaran guru yang berkesan untuk pelajar berprestasi rendah.

Menerusi pendekatan ‘Q-methodology’, beberapa maklumat tambahan penting diperolehi seperti terdapat perbezaan perspektif dikalangan pelajar berprestasi rendah terhadap Matematik yang mempengaruhi gaya pembelajaran mereka. Faktor-faktor yang mempengaruhi pelajar berprestasi rendah untuk mempelajari matematik adalah sama namun faktor yang paling mempengaruhi mereka dalam proses pembelajaran matematik didapati berbeza. Hal ini mungkin dipengaruhi oleh cara didikan yang pelajar perolehi di rumah serta pengaruh persekitaran sekeliling pelajar selain daripada persekitaran sekolah (Coleman et. al, 1996 seperti yang dipetik daripada Hulleberg, 2011). Perbezaan ini memberikan panduan kepada pengkaji untuk membantu pelajar berprestasi rendah menerusi kaedah yang sesuai.

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ORGANIZATIONAL AND PERSONAL FACTORS AS PREDICTORS OF LECTURERS' ORGANIZATIONAL COMMITMENT IN HIGHER EDUCATION INSTITUTIONS IN NIGERIA

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ABSTRACT

Organizational commitment concept in organizational development studies has generated a lot of interest among researchers in recent years, yet a deficiency is observed on predictors of employees' commitment among lecturers in HEIs in Nigeria. Therefore, this study examines organizational and personal factors of organizational climate, organizational culture and psychological empowerment on organizational commitment among lecturers in Borno state. A quantitative method was used and base on the finding it was concluded that organizational culture was a better predictor of lecturers' organizational commitment in HEIs, this paper offers recommendations for practice and research.

KEYWORDS: Organizational commitment, Organizational climate and organizational culture, Psychological empowerment, Higher educational institutions and Lecturers

1.0 INTRODUCTION

Higher Education Institutions (HEI) have attached great importance in retaining its workforce in their system of particular interest was committed lecturers. In recent times organizational commitment has been a significant factor in organizational existence especially in the fields of education, health and management (Allen & Meyer, 1996). Governments at both local and international levels have now made concerted efforts to offer quality education to its citizens at all strata of education, higher education inclusive. Moreover, educational achievement and failures might be as a result of many factors, the most significant was however attributed to lecturers because of their critical role in influencing human resource development of a nation (Chughtai & Zafar, 2006). In realization of the fact that higher education serve as a hub for achieving a knowledge-based economy, technological development and social integration among citizenry, at local, regional and global levels, the government in Nigeria both at federal and state levels establishes universities, polytechnics, colleges of education and monotechnics. However, existing records depicts that within a decade, mass departure and transfer amounting to not less than 35% were witness from colleges of education or polytechnics, as most of the lecturers seeks for greener pasture in lucratively perceived sectors within and outside the country, resulting to low commitment from the ones left in the system (Nkoro, Ibrahim, & Ogirima, 2013). In view of that, higher education system in Nigeria is bedeviled with low lecturer commitment, infrastructural deficits and production of low quality graduates ascribed to working environment, motivational techniques, psychological empowerment perceptions, and the institutional culture (Aluede, Idogho, & Imonikhe, 2012). These developments are disturbing and necessitate attention because socio-economic growth and evolution of the country is connected to its lecturer's intellectual advancement and commitment.

Research outcome on organizational commitment from diverse cultures across the globe depicts different account of commitment with different predictors and determinants (Meyer et al, 1998). Organizational commitment is referred to individual employees connection with his/her organization, to the point that he/she identify and work in accordance with established values of the organization (Cohen, 2007). However, Allen and Meyer (1990) sees organizational commitment as the psychological connection that links the employee to his organization. Allen and Meyer (1997) postulated that organizational commitment could best be understood from three dimensions, these are affective, continuance, and normative commitment.

Affective commitment refers to employees' emotional attachment to be identified with, enjoying affiliation and involvement in the organization. Continuance commitment refers to employees' perception of costs associated with employee's intension to exit from the organization. Normative commitment refers to employees' feelings of responsibility to continue with the organization due to obligations. Grounding on the analysis of various definitions of commitment, it does appear that there are some common agreements that commitment is a force that binds an individual to the organization (Cohen, 2007). It is an individual's psychological attachment to an organization or a psychological bond that connects an individual to his/her organization (Meyer & Herscovitch, 2001; Cohen, 2007). From the foregoing definitions, and for the purpose of this paper, organizational commitment refers to a psychological connection individuals have in respect to their organization, described by a strong affiliation and identification with the organization and aspiration to contribute towards the organizational goals.

It is worthy to note that organizational commitment in the context of this study is the dependent variable. Thus, the independent variables are the predictors which comprises of organizational factor and Personal factors. Organizational factors have been defined with culture and climate of the organization. Organizational climate have been defined in many ways, but there seems to be agreement that the concept basically deals with human perceptions of their working environment (Hoy and Forsyth, 1986). Another important organizational factor is organizational culture. Organizational culture is viewed as one of the dominant features that shapes the norms and values of organizations' environment, as well as an important factor for productivity and effectiveness of work place (Schein, 2011)

Personal factors on the other hands are termed as empowerment in an organization which refers to as deliberate and purposeful allocation or delegation of supervisor's responsibility for effective discharge of duties aimed at achieving organizational goals (Pelit, Öztürk, & Arslantürk, 2011). This definition of empowerment is articulated in the hierarchy of power whereby power is devolved from the manager to the subordinate. Spreitzer (1995) developed a theory of psychological empowerment. The theory measures of psychological empowerment whereby employees' empowerment is demonstrated through their intrinsic task motivation that is, in turn, driven by a set of four cognitions namely meaning, competence, self-determination, and impact. This reflects the individual's orientation towards his or her work role. Employees who are psychologically empowered demonstrate higher levels participation and are said to be extra committed towards the goals of the organization (Lee and Nie, 2014).

A critical overview of organizational commitment literature established the existence of gap between practical and theoretical considerations in human resource practice, and need to be genuinely looked in to and further confirmed through in-depth linkage among the production components, process and outcome. Moreover, inadvertently empirical explanations focusing on higher education in developing world, particularly related to organizational commitment does not received the desired attention from researchers and practitioners (Nazari, Ramli, & Idris, 2012). Hence it became pertinent to highlight on lecturers organizational commitment, since they are the central drivers in teaching and learning activities in the institution and community development (Ifenkwe, 2013). It is on this note that this study intends to determine the predictors of lecturers' organizational commitment in HEIs in Borno state Nigeria.

2.0 LITERATURE REVIEW

2.1 Organizational climate

HEIs organizational climate is being referred to as a set of lasting internal psychological features which distinguishes institutions from another (Pan & Song, 2014). Raza, (2010) describe organizational climate as a relative term and an enduring quality that is witnessed and experienced by lecturers, which in turn influence their behavior, and is itself shaped by group perceptions. Organizational climate have been proven to influence employee's behavior such as participation, absenteeism, level of stress and work commitment (Gupta & Singh, 2014). Organizational climate also influence workers' motivation, productivity, and job satisfaction which often enhances employees organizational commitment (Katz & Kahn, 2004). Prior studies have found that organizational climate is related to organizational commitment (Mohan, 2015).

2.2 Organizational culture

Organizational culture is considered to be a significant driver of employee behaviour such as performance and commitment in an organization (Kreitner & Kinicki, 2004). In other words, organizational culture has a great influence on individual attitudes, behavior and perception towards organizational goals and objectives. Various definitions are advance by various authors' depending on their classification of organizational culture, one of this is by Cameron and Quinn(1999) that describe organizational culture is reflected by what is valued, the dominant leadership styles, the language and symbols, the procedures and routines, and the definitions of success that makes an organization unique.

In recent years, one of the most widely used organizational culture model for understanding different types of organizational functions, processes and procedures leading to organizational effectiveness is the competing value framework, the CVF model was utilized to determine existing and prepared cultures in organizations (Cameron & Quinn 1999). The CVF determines two key dimensions with four clusters: Firstly it differentials between organizational focus; internal and external, secondly, it depicts structural preference, thus the differentiation was between stability and control versus flexibility and discretion. In addition, these dimensions gave birth to four quadrants showing organizational culture types. These four culture type are denoted by the given quadrant distinguishing them base on their cultural features namely clan, adhocracy, market and hierarchy (Cameron & Quinn, 1999). It should be noted that, these four culture types in the model give the impression to be different in scope entirely, but closely related and are highly interconnected. For the benefits of hindsight the brief description of the organizational culture type's mention are given below.

2.3 The clan culture

This is a culture type emphasizing family orientation to work, it promotes accommodating work atmosphere by encouraging teamwork and participative processes. It orientation to teamwork facilitates achievement of managerial and organizational goals due to participative role of the manager and the employees which enhances commitment and loyalty (Cameron & Quinn, 1999). Clan culture simply encourages family like approach to routines in the workplace where individuals are not operating in isolation, but collaboratively work as a member of family, informal perspective towards work is the order instead of hierarchical structures, team management focus, indeed people share a lot to themselves and the supervisor is the leader with the role of mentoring and facilitation to effectively carryout assign duties.

2.4 The adhocracy culture.

Adhocracy culture is seen as organizational culture type which offers arrays of opportunities' to its employers to develop and grow on their own initiations and innovation's within the confines of the organizational goals. Individuals within the adhocracy culture are risk takers willing to accept change and readily inspired to take control, thus commit to innovation and creativeness in finding a solution to a problem aim at achieving the desired goals in an organization (Cameron & Quinn, 1999).

2.5 The market culture

As the name entails this particular cultural type emphasizes winning and competitiveness both within and outside. In a nut shell it is stressing goal achievement and productiveness among employees while taking in to cognizance the forces around it external environment (Cameron & Quinn, 1999). By and large market culture places regard to rational actions resulting to productivity and efficiency in an organization through careful planning and goal settings.

2.6 The hierarchy culture

Hierarchy culture emphasizes stability in organizations to facilitate uniformity in services where employees' works are under firm control, the hierarchy culture centered on internal challenges and constrains, stability, predictability and efficiency (Cameron & Quinn, 1999). Formalized correspondences manage by rules and regulations are the guiding mechanism.

From the foregoing cultural types, understanding organizational culture becomes significant, especially in an academic setting. Understanding organizational culture offers insight on how HEIs functions, it perhaps reduces frictions and conflict especially in managing change process (Ramachandran, et al, 2011). Moreover, studies have established relationship between organizational culture and organizational commitment dimensions of affective, continues and normative commitments (Zavyalova and Kucherov, 2010; Lim, 2010). Similarly Aina, Adeyeye, and Ige (2012) investigated the relationship between organizational culture and employees' commitment in public tertiary institutions which revealed a significant relationship between organizational culture and employees' commitment.

2.7 Empowerment

Empowerment concepts in organizations are often considered as calculated and deliberate delegation of duties from the superiors to the supervisee aimed at reducing powerlessness to achieved organizational goals (Conger and Kanungo, 1988). However, this definition of empowerment is narrowed to the structural domain where power in the hierarchy is decentralized from the manager to the subordinate. Conversely, Thomas and Velthouse, (1990) viewed empowerment from psychological standpoint as increased task motivation manifested in four cognitions: meaning, competence, self-determination, and impact. These four cognitions model were based upon employees' perception and feeling about their work expectations, its effects on the work setting and their personal disposition, attitudes and behaviors. Laschinger, Gilbert, Smith, and Leslie (2010) concluded that employees who work in organizations that empowers demonstrate more commitment. Generally extant research have found that empowering practices from the management is positively related to employees organizational commitment (Chan, Nadler & Hargis, 2015; Randolph & Kemery, 2011).

3.0 METHODOLOGY

This study used quantitative design. A validated measures of organizational commitment (OCQ) by Allen and Meyer(1997) with 18 items was used to measure organizational commitment, also organizational climate was measured using Personal assessment of college environment (PACE) with 46 items developed by (NILIE, 2005). Organizational culture was measured using organizational culture assessment instruments (OCAI), with 24 item developed by (Cameron and Quinn, 2006), also to measure psychological empowerment, school participants empowerment scale, (SPES) with 39 items developed by (Short and Reinhart 1992) was used. All the measures have Cronbach's alpha coefficients of above .84 at pilot and actual studies, hence is reliable, all the items are in 5 point Likert type scale ranging from strongly disagree to strongly agree were used to collect relevant data from the lecturers HEIs. Multi-stage cluster random sampling was used to select 417 sample respondent using Cochran (2007) laid down procedures.

Three hundred and twenty-five responses were considered valid for this study representing 78 % response rate, and SPSS was used to analyst the data.

4.0 RESULT AND DISCUSSION

This study aimed to determine the predictive value in a hypothesized model that comprises of organizational factors (organizational climate and organizational culture), and personal factor (psychological empowerment) on organizational commitment among lectures in HEIs. In order to test the unique prediction of individual variables in the regression model, the following hypotheses were proposed and tested.

H₁: Organizational culture significantly contributes to organizational commitments among HEIs lecturers in Borno state.

H₂: Organizational climate significantly contributes to organizational commitments among HEIs lecturers in Borno state.

H₃: Psychological empowerment significantly contributes to organizational commitments among HEIs lecturers in Borno state.

The preliminary assumptions testing for normality, linearity, multicollinearity and homoscedasticity proved non violation of assumptions. Thus, summary ANOVA result indicated that, the regression model is significant ($F_{(3,321)} = 9.934$; $p = .000$). Moreover, the analysis showed that about 8.5% of variance in organizational commitment was explained by the predictor variables entered in to the regression model.

Table 1: Multiple Regression Analysis among Variables of the Study.

Variables	B	S.E	β	t	p
(Constant)	2.281	.197		11.596	.000
Organizational climate	-.003	.074	-.003	-.045	.964
Organizational culture	.264	.068	.308	3.877	.000
Psychological empowerment	-.022	.059	-.025	-.369	.713
$R^2 = .085$; Adjusted $R^2 = .76$; $F_{(3,321)} = 9.934$; $p < .05$					

Note: B: - Unstandardized Coefficients; S.E:- Standard Error; β : - Standardized Coefficients.

The regression analysis in Table 1 have shown a significant relationship between Organizational Culture and Organizational Commitment ($\beta = .308$, $t = 3.877$, $p < .01$). This means, organizational culture is a significant predictor of organizational commitment, so, failed to reject H_1 .

However, the result in Table 1 indicated that, there is no significant relationship between organizational climate ($\beta = -.003$, $t = -.045$, $p > .01$) and psychological empowerment with organizational commitment ($\beta = -.025$, $t = -.369$, $p > .01$). Therefore, both H_2 and H_3 were rejected. This indicated that, organizational climate and psychological empowerment are not significant predictors of organizational commitment in the study area. Therefore, it can be argued that organizational factor using organizational culture paradigm predict organizational commitment better than organizational climate and psychological empowerments among the lecturers in HEIs in Borno State, Nigeria. The findings of this study corroborate with Aina, Adeyeye and Ige (2012) where the relationship between organizational culture and organizational commitment among lecturers were established.

5.0 CONCLUSION AND RECOMMENDATIONS

This study established that organizational culture is a better predictor of organizational commitment. The implication is that, lecturers who have better understanding of their organizational culture are more likely to display higher levels of commitment to their institutions than otherwise.

Furthermore, this study might be practically useful in enhancing lecturer's commitment in HEIs. Thus, there is need for management of HEIs to direct efforts in enhancing the organizational culture of their respective institutions with a view to improve lecturer's organizational commitment. Conclusively, this study is limited to HEIs lecturers in Borno state, Nigeria; hence it should not be generalized to sectors or state in Nigeria and other African countries. Therefore, there is need for future researchers to explore other factors that improve organizational commitment in related context.

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IDENTIFYING FACTORS INFLUENCING STUDENT'S MOTIVATION AND ENGAGEMENT IN COURSE TEACHING USING THE E-LEARNING

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ABSTRACT

This aim of this concept paper is to provide the readers inputs on the theoretical frameworks that is used by a researcher in exploring factors influence student's motivation and their engagement in course subject that is teach using the e-learning methods. Through the motivation aspects, the researcher focused on intrinsic and extrinsic factors which influence student's engagement in the e-learning that been used by a lecturer in teaching subject.

KEYWORDS: Student's motivation, Engagement, Intrinsic motivation and Extrinsic motivation

1.0 RATIONALE

The e-learning by its very nature has the potential to affect motivation and student's engagement because of the fundamentally changes in the teaching and learning environment. One of the vital changes offered by the e-learning method is by physically separating the lecturers from the students in which students would get access to their instructor's instructions and learning materials virtually (Manochehr, 2007). As the e-learning can be supplied to students easily and in individualized manners, it seems that finding which extent students make use of the self-regulatory motivate their behaviours in the online learning (Kim & Frick, 2011) process will provide a valuable insights for the design and delivery of e-Learning courses up to the instructor's advantages. Besides, it is in line with the Malaysia Education Blueprint (Higher Education) in which, to globalize the blended learning in higher education system in public and private institutions (PPPM PT).

2.0 STATEMENT OF THE PROBLEM

In the current situation, higher education institutions such as colleges, universities and some private organization are facing a tremendous challenge in designing an effective and maintainable e-courses for their student (Rodriguez, Ooms, & Montanez, 2008). However, one study by Kamarul Ariffin (2010) found that the readiness in accepting the effectiveness of using e-learning as a medium among lecturers and students' motivation, also their engagement are still in low level even though the students do have full knowledge about the essential of the e-learning methods toward their teaching and lessons (Faridah, & Zain, 2011). However, there are still some students who actually not well adopt with the ICT because of several restrains (Wong, & Fong, 2014) such as the lack of access in e-learning and the dissatisfaction in their e-learning environment (Abdallah, & Azzedine, 2011), student's learning preferences and learning difficulties especially in cater all means of learning when teaching a large numbers of students (Abdallah, & Azzedine, 2011). There are many research had been conducted to explore the acceptance of the e-learning among students but there are still gaps available especially when the study is too look at the individual student's own perspective, which are predicted to be completely different and genuine (Lin, Chen, & Nien, 2014).

3.0 RESEARCH OBJECTIVES

1. To gain insight of student's knowledge toward the usage of the e-learning method in their study
2. To explore student's motivation in learning using the e-learning

3. To explore student's engagement in learning using the e-learning

4.0 SIGNIFICANCE OF THE STUDY:

The e-learning may need students making changes in their learning strategies which surely would be necessary to them to adapt to the teaching and learning processes (Faridah Jamil & Zain Retas, 2011). The current study which touch on the student's motivation and engagement toward e-learning has pragmatic significance because it would provide with knowledge especially to enhance student's individual capability and readiness to whom expected to take this course for the next semesters. Based on an individual student's knowledge, needs, concerns and expectations will essential helping future instructors to design effective instructions, guidance and methods to cater student's interest, motivation and well adapt to the blended learning style (e-learning). This study also will provide opportunities that may lead to a greater understanding of individual's motivation and engagement when instructors required them to be adapted to non-conventional environments. It would provide more meaningful insight and new genuine findings which would come differ in conclusion for each research.

5.0 THEORETICAL FRAMEWORK OF THE STUDY:

The theoretical framework of this researchers will be emphasized on the intrinsic and extrinsic motivation that used by students in explaining their reasons for commitment in the e-learning (Martens, Gulikers, & Bastiaens, 2004, as cited in Hartnett, George, & Dron, 2011). According to Gottfried (1985), the intrinsic motivation can help students to facilitate their learning and academic outcomes (Pintrich, & Schunk, 1996). Learners who intrinsically motivated would most likely engage in learning or activities that enhance their knowledge (Gedera, Williams, & Wright, 2015), more attending to instruction given by their lecturers, and would motivated to extend their gained knowledge and apply that to different contexts (Pintrich, & Schunk, 1996). Student's motivation toward the e-learning is an internal motivation that related to learner's motivation derived from the course itself (Kim, & Frick, 2011). Whereas, learners who are extrinsically motivated would carry out activities or learning for reasons such as, to gain good results, avoid negative consequences and to obtain good academic outcomes (Hartnett, George, & Dron, 2011). The extrinsic motivation is closely associated with external factors that have something to do with the tasks given and external factors can be related to learning environment (Kim, & Frick, 2011), instructional methods or strategies used in study, the facilities, and any other elements that may influence student's motivation. Kim and Frick (2011) emphasized that the learner's goal, experience, self-efficacy, technology fluent, ages and many other factors did influence learner's motivation toward the e-learning acceptance and "The findings from the present study indicate that the e-learning is right for factors that are significantly related to the learner motivation during e-learning, which has implications for learner attrition" (Kim & Frick, 2011, p.17). The competency in using the technology and Internet among students would increase their motivation and directed them to become more open to accepting changes in learning methods (Kim & Frick, 2011). The intrinsic motivation play important roles in motivate student's in learning using the e-learning, it is important for instructors to make learners recognize the value and essential of the contexts learn using the online learning (Hartnett, George, & Dron, 2011). From previous study done revealed that both extrinsic and intrinsic motivation play roles in influencing the online learners and other insightful findings revealed that because of the differences in learner's characteristics, demographic background, and environment (Bagheri, Yamini, & Riazi, 2009), and motivation cannot truly explainable as learners or person was a multifaceted and complex in nature (Hartnett, George, & Dron, 2011).

The self-determination theory provides an appropriate analytic tool for exploring the involvedness of motivation in the online learning (Hartnett, George, & Dron, 2011). In exploring student's intrinsic and extrinsic motivation, there are one influential theory under these two main ideas which is the self-determination (Deci & Ryan, 1985, as cited in Pintrich, & Schunk, 1996). The study also found that the effectiveness of the usage of the online-learning did have moderate degree of association with student's

preference and motivation on using the e-learning methods and the study suggested that those students who prefer to use online learning methods tend to find traditional method less effective (Wong & Fong, 2014).

As for the student's engagement in the e-learning, according to Gedera, Williams, and Wright, (2015), "motivation can be a prerequisite of learner engagement" (Gedera, Williams, & Wright, 2015, p: 14). Beer, Clack, and Jones (2010) stated that "in spite of the fact that there is no universally accepted definition of what comprises engagement, students and colleges success, student retention and student motivation are always linked to engagement" (Gedera, Williams, & Wright, 2015, p: 14). However, as taken in Gedera, Williams, and Wright (2015), some previous study defined engagement in terms of certain facet such as students interest (Dewey, 1913), efforts (Meece, & Beumebfeld, 1988), time students spend on task (Berliner, 1990) and student's motivation (Skinner & Belmont, 1993; Gedera, Williams, & Wright, 2015).

6.0 THE CONCEPTUAL FRAMEWORK OF THE STUDY:

6.1 Motivation and student's engagement

The study intended to explore factors that influencing student's motivation and engagement in using the e-learning method among UPM education undergraduate students that taken the Critical Thinking subject semester 2 2015/2016 and to analyse on how well student's understanding on subject content FCE3204, Thinking Skills group 2 that have be using e-learning throughout the semester. This study also aimed to explore the factors gained from the finding in respective respondent's contexts. Numerous factors are involved which influence student's engagement and motivation such as it maybe because of their language proficiency, interest, efforts which can be put under the intrinsic motivation factors. Besides, extrinsic factors such as gender, age, marital, health status, education requirement and technology literacy especially on using computer or laptop and also the internet literacy. However, due to many reasons, some variables are not included in the present framework. As the theoretical framework of this study reveals, motivation and student's engagement influence learning progress. The conceptual framework of this research shows that learners with different background variables would likely to have different perspective on the e-learning usage and their engagement in the e-learning might come from peer-support that are helping them, make them comfortable and satisfy in their education requirement. It is believed student's preference on using the e-learning would influence their self-regulation and hence motivation and student's engagement in the e-learning (Bagheri, Yamini, & Riazi, 2009).

6.2 The E-Learning Application (PUTRABLAST)

'Putra Blended Learning Assistive System & Technology' (Putrablast) is developed by the Centre for Academic Development (CADE) and collaboration with Universiti Putra Malaysia (UPM). This application systems is available and applicable to all UPM students and lecturers. Putrablast is a new established application that offers to all UPM lecturers and students. One of applications provided is to be a portal for lecturers to introduce the courses to their students and upload their teaching materials, assignments, quizzes, and other task related to their courses and the systems also enable students in the respective courses to get direct access to any materials and inputs uploaded by their lecturers. The Putrablast also provides lecturers and students a platform to communicate or interact virtually which make the learning and teaching lessons unlimited in time. The Putrablast services not only limited as the portal for subject matters lesson but it also can be a bridge for lecturers to ask their students anything especially when the task will requires students to think critically and responsively.

7.0 SUMMARY OF THE STUDY

As the aim of the study is to explore student's experience, motivation and their learning engagement in using the e-learning which is prerequisite for those who taken the subject code FCE3204, Thinking Skills section 2 in semester 2 2015/2016. The researcher proposed on using the qualitative method because of the limitation in the access to lecturers and students who practically fully adapted to the e-learning for overall academic teaching and learning progress. There were some previous studies highlighted in providing basis for the current study. The study will be conducted in faculty of education, UPM, as because of all respondents are under this faculty. The current study is hopefully able to provide benefits inputs and significant findings that would help in contributes to the education setting especially for the improvement of the usage of e-learning strategies in future course teaching learning process.

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KAEDAH AMALI SAINS SEBAGAI MEDIUM UNTUK MENERAPKAN KEMAHIRAN BERFIKIR ARAS TINGGI

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ABSTRAK

Kaedah amali sains merupakan salah satu kaedah pengajaran yang wajib dilaksanakan dalam sistem pendidikan di Malaysia kerana kerja amali sains merupakan satu komponen yang akan dinilai untuk menentukan prestasi pencapaian murid dalam peperiksaan. Kaedah amali sains amat menitik beratkan aktiviti 'hands-on' yang mementingkan penglibatan murid dalam aktiviti kerja amali atau eksperimen yang dijalankan. Oleh itu ia mampu menjadi medium terbaik untuk menerapkan Kemahiran Berfikir Aras Tinggi (KBAT) dalam kalangan murid di sekolah kerana penerapan KBAT yang berkesan hanya dapat dilaksanakan melalui kaedah pengajaran dan pembelajaran (PdP) yang lebih berpusatkan murid dan melibatkan beberapa strategi tertentu. Oleh itu, teknik yang digunakan oleh guru dalam kaedah amali sains memainkan peranan penting bagi memastikan keberkesanan penerapan KBAT yang diharapkan. Penerapan KBAT akan lebih berkesan sekiranya guru melaksanakannya dalam fasa-fasa yang sesuai melalui kaedah amali sains. Kertas kerja ini membicarakan pengajaran sains melalui kaedah amali sains. Penekanan kertas kerja ini ialah tentang teknik pengajaran dalam kaedah amali sains. Beberapa konsep penerapan KBAT dalam pengajaran juga dibincangkan disamping konsep amali sains seperti perkembangan dan tujuannya.

KATA KUNCI: Pembelajaran sains, Amali sains, Kemahiran berfikir aras tinggi

1.0 PENGENALAN

Terdapat pelbagai kaedah yang dapat meningkatkan KBAT dalam kalangan murid iaitu antaranya ialah melalui latihan atau tugas. Latihan atau tugas yang diselitkan dengan KBAT dikenali sebagai dapat meningkatkan KBAT terutamanya dalam konteks keupayaan untuk membina soalan yang kompleks, pandangan yang mantap, hujah yang konsisten serta pemikiran yang kritis (Barak & Dori, 2009). PdP yang melibatkan KBAT juga memerlukan komunikasi yang jelas untuk mengurangkan kekeliruan dan kekeliruan serta memperbaiki sikap murid tentang tugas berfikir. Pengajaran yang dirancang perlu melibatkan model kemahiran berfikir, contoh penggunaannya dan penyesuaiannya untuk keperluan murid yang pelbagai (King, Goodson & Rohani, 2000).

Sokongan awal iaitu memberi sokongan pada awal pengajaran dan secara beransur-ansur melepaskan murid untuk beroperasi secara bebas dapat membantu murid mengembangkan KBAT. Arahan langsung dalam pembelajaran berpusatkan guru hendaklah digunakan dengan berhati-hati manakala kaedah syarahan yang digunakan perlulah pendek. Strategi pembelajaran yang boleh dilakukan ialah seperti latihan, penghuraian, organisasi, dan metakognisi manakala maklum balas yang diberikan perlulah ikhlas (King *et al.*, 2000).

Selain daripada itu terdapat juga kajian yang menunjukkan penggunaan papan interaktif berkesan dalam meningkatkan KBAT (Harrison, 2013). Manakala satu kajian eksperimental lain pula menunjukkan aktiviti *hands on* seperti penggunaan peta pemikiran dapat meningkatkan pencapaian dan tahap KBAT dalam kalangan murid selepas rawatan (Site Hadijah, Razali & Tajol, 2015). Peta pemikiran merupakan alat berfikir yang menggabungkan pembelajaran secara kognitif dan persembahan maklumat secara visual dalam bentuk grafik.

Dalam konteks pendidikan di negara ini, ciri-ciri guru yang menggalakkan KBAT ialah apabila guru berperanan sebagai pemudah cara yang melaksanakan pelbagai aktiviti berpusatkan murid, menyediakan aktiviti yang dapat mencabar minda murid dan menggunakan penyoalan aras tinggi secara berperingkat bagi mendorong murid memberi pandangan serta membuat penyelidikan dan penerokaan secara terancang dan berstruktur (Kementerian Pendidikan Malaysia, 2014).

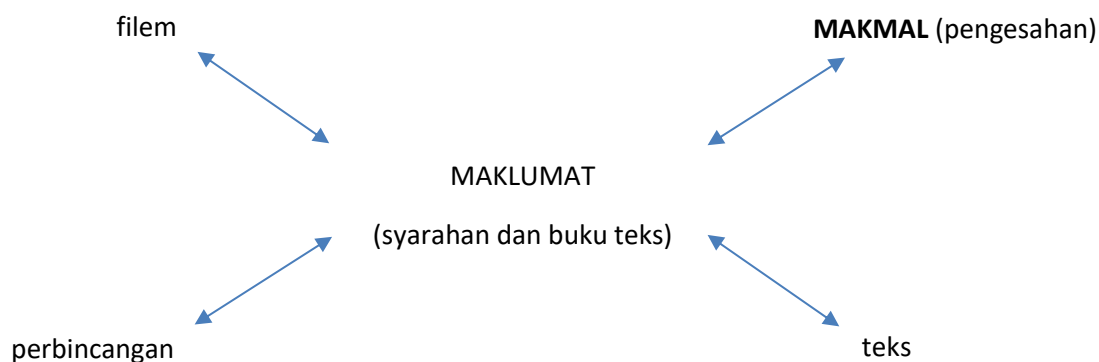
Berasaskan ciri-ciri yang telah dinyatakan, kaedah amali sains merupakan kaedah pengajaran yang amat sesuai untuk menerapkan KBAT dalam kalangan murid kerana kaedah ini melibatkan aktiviti eksperimen atau ujikaji menggunakan peralatan saintifik yang biasanya dijalankan di makmal sains (Woolnough, 1991). Sewaktu menjalankan eksperimen, mereka akan menggunakan kemahiran berfikir, kemahiran proses sains dan kemahiran manipulatif yang sesuai. Guru juga berpeluang untuk menerapkan pengetahuan, kemahiran saintifik serta sikap saintifik dan nilai murni apabila murid merancang, mengendalikan dan menganalisis data menggunakan pelbagai radas, bahan kimia dan spesimen (Nurzatulshima & Lilia, 2013).

Secara umumnya, beberapa langkah yang perlu dilengkapkan dalam kaedah amali sains bermula dengan mengenal pasti masalah dan diikuti dengan membuat hipotesis, merancang eksperimen, mengawal pembolehubah, menentukan peralatan dan bahan yang akan digunakan, menentukan langkah dalam eksperimen (kaedah mengumpulkan data dan menganalisis data), menjalankan eksperimen, mengumpulkan data, menganalisis data, mentafsirkan data, membuat kesimpulan dan membuat pelaporan (Kementerian Pelajaran Malaysia, 2012). Melalui aktiviti-aktiviti tersebut guru berpeluang untuk menerapkan KBAT dalam kalangan murid melalui teknik-teknik pengajaran dalam kaedah amali sains.

2.0 PERKEMBANGAN AMALI SAINS

Menurut Tamir (1976), aktiviti murid dalam makmal di Britain telah pun menjadi rutin sejak akhir kurun 18 dan awal kurun 19 lagi iaitu meliputi bidang sains seperti Biologi, Kimia dan Fizik. Manakala di Amerika Syarikat, menjelang lewat 1880an, kerja makmal dalam pendidikan telah pun dikenali umum dan menurut Griffin (seperti dipetik oleh Tamir, 1976) bahawa antara 1887 dan 1900, "kewujudan makmal telah menjadi suatu yang penting di sekolah. Pengenalannya telah membuktikan kejayaan dan telah menentukan halatuju dalam revolusi pendidikan".

Secara umumnya, pada pertengahan kurun ke 20, terdapat dua perbezaan yang jelas dari segi peranan kerja amali dalam perkembangan sains. Selepas perang dunia pertama, perkembangan yang pesat dalam pengetahuan saintifik menyebabkan pengajaran secara amnya berpusatkan buku teks dan syarahan. Dalam konteks ini kerja amali menjadi sebagai alat untuk mengesahkan maklumat yang telah dipelajari melalui pembacaan buku teks dan apa yang diperolehi melalui syarahan seperti yang digambarkan dalam Rajah 1. Keadaan ini mungkin juga dikaitkan dengan dominasi pendekatan behaviourisme dalam kaedah pengajaran pada masa itu.



Rajah 1: Peranan makmal dalam pengajaran sains antara 1918-1960.

Walau bagaimanapun, pada akhir 1950an makmal menjadi komponen penting dalam pengajaran sains (Rajah 2). Peranan makmal menjadi lebih penting apabila pendekatan konstruktivisme mula diterjemahkan dalam pengajaran sains, menjadi dominan dan semakin diterima dalam sistem pendidikan di seluruh dunia. Seperti yang diketahui, kerja makmal amat berkaitan rapat dengan pendekatan konstruktivisme yang mementingkan aktiviti murid bagi membina kefahaman terhadap sesuatu konsep atau fakta.

Dalam konteks sistem pendidikan negara, kerja amali telah menjadi sebahagian daripada kurikulum Sains di sekolah menengah dan menjadi tradisi dalam sistem pendidikan sains di Malaysia untuk beberapa dekad. Misalnya, sejak pada tahun 1969 lagi, Ujian Amali Sains telah diwajibkan ke atas murid aliran sains yang mengambil mata pelajaran sains tulen iaitu Fizik, Kimia dan Biologi di peringkat Sijil Pelajaran Malaysia (SPM) dan Sijil Tinggi Persekolahan (STP). Bagi memantapkan lagi proses PdP sains melalui kaedah amali di sekolah, Program Pentaksiran Kerja Amali (PEKA) mula diperkenalkan oleh Lembaga Peperiksaan pada 1999. Manakala pada 1 Mac 2007, Lembaga Peperiksaan telah mengeluarkan satu pekeliling yang mewajibkan Pentaksiran Berasaskan Sekolah (PBS) dilaksanakan bagi semua mata pelajaran yang mempunyai komponen kerja kursus, amali, projek, modul dan ujian lisan.



Rajah 2: Peranan makmal selepas perubahan kurikulum pada akhir 1950an.

3.0 KERJA AMALI DALAM KAEDAH AMALI SAINS

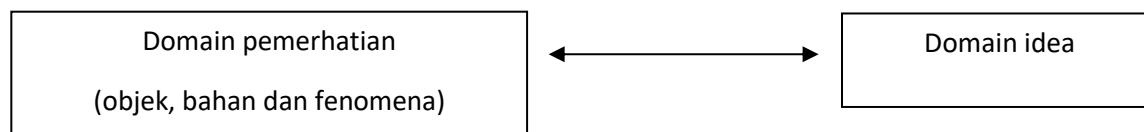
Terdapat beberapa istilah yang sering digunakan dan boleh menimbulkan kekeliruan apabila dikaitkan dengan aktiviti murid di dalam makmal iaitu seperti kerja amali, kerja makmal atau eksperimen. Perdebatan berkaitan definisi ini sebenarnya telah pun wujud sejak akhir abad ke 19 lagi. Istilah kerja makmal (*laboratory work*) banyak digunakan pada peringkat awal makmal diperkenalkan di sekolah (pada awal kurun 18 seperti yang digambarkan oleh Tamir, 1976). Istilah ini merujuk kepada definisi yang agak terhad berbanding dengan kerja amali kerana kerja makmal merujuk secara spesifik terhadap aktiviti yang berlaku dalam makmal sahaja.

Menurut Hodson (1993), kerja amali merupakan satu konsep yang luas meliputi apa-apa aktiviti yang memerlukan murid untuk terlibat secara aktif. Millar, Maréchal dan Tiberghien (1999) pula berpendapat kerja amali ialah apa sahaja aktiviti pembelajaran dalam sains yang melibatkan murid mengendali atau membuat penyiasatan ke atas objek yang nyata. Namun demikian, berbanding dengan pandangan Hodson (1993), beliau tidak melibatkan aktiviti seperti perbincangan dan penyelidikan maklumat sebagai satu bentuk kerja amali. Menurut Abrahams dan Reiss (2010), dalam literatur pendidikan sains di Eropah kerja amali merujuk kepada sebarang aktiviti PdP sains di mana murid sama ada secara sendirian atau dalam kumpulan kecil terlibat dalam memanipulasi dan/atau membuat pemerhatian ke atas satu objek atau bahan yang nyata (objek virtual seperti yang diperolehi melalui DVD, simulasi komputer atau akaun berasaskan teks tidak termasuk dalam definisi ini).

Manakala Lunetta, Hofstein dan Clough (2007) pula berpendapat kerja amali ialah pengalaman pembelajaran di mana murid berinteraksi termasuklah dengan bahan atau data sekunder untuk meneliti dan memahami dunia nyata (contohnya seperti meneliti fotografi untuk memeriksa keadaan geografi di bulan dan bumi). Ferreira dan Morais (2014) pula mengaitkan kerja amali dengan sebarang aktiviti PdP sains di mana murid terlibat secara aktif bagi membolehkan kemahiran proses sains dan pengetahuan saintifik dipindahkan sama ada dalam aktiviti yang menggunakan kertas dan pensil, pemerhatian atau manipulasi bahan. Oleh kerana aktiviti dalam kerja amali juga merupakan aktiviti yang perlu dilaksanakan dalam sesuatu eksperimen maka boleh dirumuskan bahawa kerja amali sains dan eksperimen merupakan istilah yang sama dalam konteks pendidikan di negara ini (Kementerian Pelajaran Malaysia, 2012).

4.0 TUJUAN AMALI SAINS

Tujuan utama kerja amali sains di sekolah secara umumnya ialah bagi membantu murid membuat perkaitan antara objek atau bahan yang bersifat nyata dengan fikiran atau idea yang lebih abstrak (Brodin, 1978; Millar *et al.*, 1999; Shamos, 1960). Menurut Tiberghien (2000), kerja amali dapat berperanan bagi membantu murid membuat hubungkait antara dua domain pengetahuan iaitu domain objek yang boleh diperhatikan dengan domain idea yang abstrak (Rajah 3).



Rajah 3: Kerja amali: menghubungkan dua domain (Tiberghien, 2000).

Dalam beberapa aktiviti amali yang dijalankan, domain pemerhatian memainkan peranan lebih besar berbanding domain idea. Kadangkala guru cuma menumpukan kepada keupayaan memerhati seorang murid iaitu dengan membuat pemerhatian ke atas objek, bahan dan peristiwa. Manakala dalam aktiviti amali lain, guru mengembangkan kefahaman murid tentang idea saintifik yang khusus yang relevan bagi menggambarkan dan menjelaskan pemerhatian yang dilakukan ke atas suatu fenomena atau benda. Dalam aktiviti amali, selain dari tindakan dan pemerhatian, pemikiran merupakan suatu faktor penting. Ini adalah kerana murid bukan hanya melaksanakan atau menjalankan kerja melalui praktikal semata-mata, malahan pada masa yang sama mereka mampu menggerakkan pemikiran.

Melalui kaedah amali sains, proses pembelajaran boleh berlaku lebih cepat kerana murid menjalankan penyiasatan sendiri untuk memperolehi maklumat melalui bahan yang sebenar (Ogunniyi, 1983; Yusup, 1997; Berg, 2003). Kemahiran saintifik akan diperolehi apabila murid melakukan aktiviti seperti merancang, mengendalikan dan menganalisis data menggunakan pelbagai peralatan eksperimen, spesimen dan bahan kimia (Harwood 2004; Noor Akmar 2007; Berg 2008). Malahan melalui kaedah amali yang selalunya dilaksanakan secara berkumpulan, elemen sikap saintifik dan nilai murni seperti sistematik dan yakin, bekerjasama, jujur dan tepat dalam merekod data dapat diterapkan (Christensen & McRobbie 1994; Kementerian Pelajaran Malaysia, 2012). Oleh itu kaedah amali sains secara keseluruhannya dapat digunakan bagi menerapkan pengetahuan, kemahiran saintifik serta sikap saintifik dan nilai murni dalam kalangan murid (Kementerian Pelajaran Malaysia, 2012; Nurzatulshima & Lilia, 2014).

5.0 TEKNIK PENGAJARAN AMALI SAINS

Pella (1961) telah mengkategorikan aktiviti guru dan murid dalam amali sains kepada amali pengesahan (*confirmatory laboratory*), kerja amali (*laboratory work*) dan amali inkuiri (*inquiring laboratory*). Dalam amali pengesahan, pengesahan terhadap maklumat dalam buku teks dilakukan dengan cara persembahan

oleh guru atau berasaskan buku teks. Dalam kerja amali, murid membuat kesimpulan sendiri berasaskan penerangan guru atau pembacaan buku teks. Manakala dalam amali inkuiri, murid berpeluang untuk terlibat dalam penyelidikan dan mempraktik kemahiran inkuiri masing-masing.

Kaedah amali sains seperti yang dijelaskan oleh Pella (1961) menyokong pandangan Tamir (1976) bahawa selepas perang dunia pertama, pengajaran dalam makmal sains secara amnya lebih berpusatkan buku teks dan syarahan. Smith (1971) pula telah mengasingkannya aktiviti dalam makmal bermula dengan pembangunan bahan teks diikuti aktiviti pra-amali, kerja amali dan perbincangan pos-amali. Smith (1971) dan Tamir (1977) menggunakan istilah kaedah makmal kerana mereka merujuk semua aktiviti amali dilakukan di dalam makmal. Oleh itu secara umumnya mereka berpandangan bahawa kaedah amali sains mengandungi tiga fasa pengajaran iaitu pra-amali, kerja amali dan perbincangan pos-amali.

Pada fasa pra-amali, teknik penerangan akan digunakan. Dalam fasa ini murid akan dipandu untuk mengenal pasti masalah yang wujud dan menyusun hipotesis. Guru juga akan menerang dan menyoal bagi merangsang murid untuk terlibat dalam aktiviti yang akan dijalankan. Murid akan dibantu untuk merangka cara penyelesaiannya berdasarkan teori berkaitan serta pengetahuan sedia ada mereka. Selanjutnya mereka merancang penyiasatan yang akan dilaksanakan termasuk cara penyelesaian yang dipilih, agihan tugas, bahan-bahan yang diperlukan dan peralatan serta kaedah pengumpulan data yang bersesuaian. Aktiviti ini dapat membantu pembentukan insan yang kritis dan kreatif serta berkemahiran untuk menyelesaikan masalah.

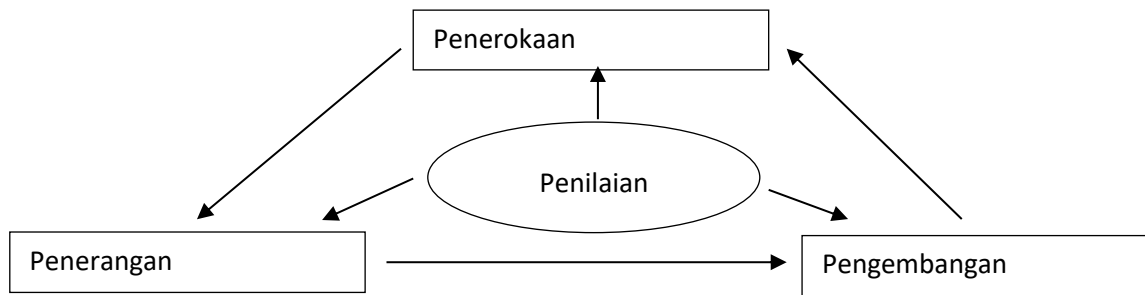
Semasa fasa kerja amali, teknik menyiasat digunakan. Murid akan mengambil dan memasang segala peralatan dan bahan yang disediakan manakala data-data direkod dalam bentuk yang sesuai agar mudah dianalisis dan diolah. Pada peringkat ini, guru berperanan sebagai fasilitator untuk membantu murid dengan memberikan soalan-soalan yang dapat merangsang pembentukan fikiran kritis. Aktiviti seperti menyoal, mendorong, membantu dan mengawal akan digunakan untuk memastikan murid terus menjalankan aktiviti yang diberikan.

Pada fasa terakhir iaitu pos-amali, guru dan murid akan bersoal jawab, berbahas, mengingat kembali serta mengaitkan antara teori dengan hasil yang diperolehi melalui teknik perbincangan. Guru juga menggalakkan murid melakukan analisis data serta menginterpretasi maklumat dari data yang telah diperolehi. Perbincangan yang berlaku akan membawa kepada kesimpulan hasil aktiviti amali. Kesemua aktiviti yang dijalankan sepanjang kelas amali menunjukkan bahawa kaedah amali mengandungi kepelbagaian teknik yang boleh membantu kepada pembentukan modal insan yang diperlukan.

Pelaksanaan PdP di dalam makmal sains juga adalah merupakan satu kitaran pembelajaran yang merupakan kaedah perancangan PdP bagi perkembangan kurikulum (Poh, 2000). Kaedah kitaran pembelajaran ini terdiri daripada tiga fasa iaitu penerokaan, reka bentuk konsep dan aplikasi yang telah direka bentuk untuk *Science Curriculum Improvement Study* (SCIS). Kaedah ini telah menghasilkan pencapaian terbesar dalam program-program sains terutama dalam pengajaran berorientasikan eksperimen pada tahun 1960an di Amerika Syarikat (Poh, 2000).

Kitaran ini telah diubahsuai oleh Martin *et. al* (1988) menjadi empat fasa berturutan iaitu fasa penerokaan, fasa penerangan, fasa pengembangan dan fasa penilaian. Menurut Poh (2000), dalam fasa penerokaan murid berinteraksi dengan bahan-bahan pembelajaran dan murid lain untuk mengumpul data. Fasa ini merangsang keseimbangan mental dan mendorong asimilasi mental murid. Fasa penerangan berlaku apabila murid dan guru berinteraksi membina konsep berdasarkan fakta atau pemerhatian yang dibuat semasa fasa penerokaan.

Dalam fasa pengembangan pula guru membimbing murid untuk mengaplikasi konsep bagi mengembangkan idea sains. Manakala dalam fasa penilaian guru menilai secara berterusan dengan tujuan menggalakkan proses pembinaan konsep dan proses berfikir dalam kalangan murid. Penilaian dilakukan terhadap pengetahuan, pemerolehan proses sains dan pembentukan sikap murid di mana fasa ini boleh dilakukan dalam setiap fasa dalam kitaran ini seperti ditunjukkan dalam Rajah 4. Jika diteliti, fasa-fasa dalam kitaran ini mempunyai persamaan dengan fasa-fasa dalam pengajaran amali sains yang dikemukakan oleh Smith (1971) dan Tamir (1977).

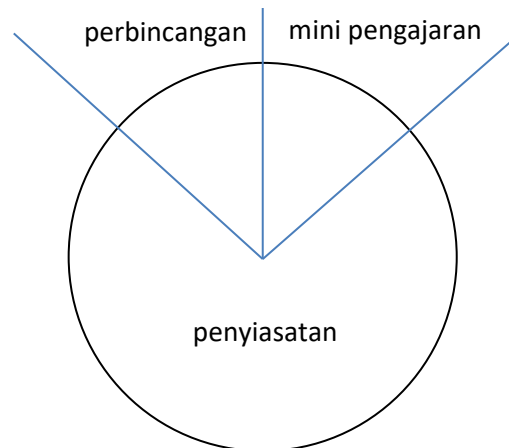


Rajah 4: Kitaran pembelajaran (Sumber: Poh, 2000).

Berpandukan kepada tiga fasa pengajaran dalam kaedah amali yang diketengahkan oleh Smith (1971) dan Tamir (1977), Marzano (1992) menekankan tentang agihan masa yang digunakan bagi melaksanakan ketiga-tiga teknik pengajaran dalam fasa-fasa tersebut. Beliau mencadangkan sesi pengajaran yang bermula dengan mini pengajaran yang memerlukan guru menerangkan serba sedikit tentang fakta pengetahuan topik yang disentuh di dalam aktiviti yang akan dijalankan hanya mengambil masa satu per enam daripada masa keseluruhan sesi. Manakala dalam aktiviti penyiasatan di mana murid akan menjalankan eksperimen secara berkumpulan menggunakan dua pertiga masa diperuntukkan. Masa selebihnya digunakan untuk perbincangan hasil serta kesimpulan. Pandangan Marzano (1992) ini telah digambarkan oleh Nurzatulshima (2009) seperti dalam Rajah 5.

Pada tahun 2003, Chin telah mengemukakan satu model kaedah amali sains yang dikenali sebagai 5PI2R seperti dalam Jadual 1. Dalam model tersebut beliau membahagikan pembelajaran sains kepada lima tahap penyiasatan yang menghasilkan kemahiran tertentu. Menurutnya, tahap-tahap tersebut merupakan perincian teknik yang dikemukakan oleh Smith (1971), Tamir (1977) dan Marzano (1992) yang mampu meningkatkan penglibatan dan pemahaman murid dan menamakan tahap-tahap penyiasatan tersebut sebagai (i) pra-penyiasatan, (ii) perancangan dan reka bentuk, (iii) menjalankan penyiasatan, (iv) analisis dan interpretasi dan (v) pos-penyiasatan.

Sehubungan itu, pakar-pakar pendidikan bersetuju bahawa, secara umumnya kaedah amali sains mengandungi tiga teknik pengajaran yang berbeza iaitu teknik penerangan, teknik penyiasatan dan teknik perbincangan (Smith 1971; Tamir 1977; Marzano 1992; Hoftein & Lunetta 2003 dan Chin 2003). Kesemua teknik-teknik tersebut perlu dilengkapkan dalam ketiga-tiga fasa tersebut bagi satu sesi pengajaran untuk memastikan objektif pengajaran tercapai. Namun demikian, dalam setiap teknik tersebut, guru akan menggunakan strategi yang berbeza untuk memperolehi kemahiran yang berbeza (Griffin, 2005). Nurzatulshima (2009) telah merumuskan konsep kepelbagaian teknik pengajaran dalam kaedah amali serta perlakuan guru dalam setiap langkah amali tersebut berdasarkan pandangan Smith (1971), Tamir (1977), Marzano (1992) dan Chin (2003) seperti dalam Jadual 2. Ketiga-tiga teknik pengajaran yang digabungkan dalam satu sesi pengajaran ini, menjadikan kaedah amali sebagai kaedah yang menarik serta mampu menghasilkan murid yang berciri modal insan.



Rajah 5: Pecahan masa pengajaran dalam kaedah amali
(Sumber: Nurzatulshima, 2009).

Jadual 1: Model pengajaran SPI2R untuk penyiasatan dalam sains.

Tahap	Fokus	
Pra-penyiasatan	Pernyataan masalah (<i>Problem definition</i>)	5P
	Pengetahuan sedia ada (<i>Prior knowledge</i>) Ramalan (<i>Prediction</i>)	
Perancangan dan reka bentuk	Pelan (<i>Plan</i>) Prosedur (<i>Procedure</i>)	
Menjalankan penyiasatan	Penyiasatan (<i>Investigation</i>)	I
Analisis dan interpretasi	Keputusan (<i>Result</i>)	2R
Pos-penyiasatan	Refleksi (<i>Reflection</i>)	

Jadual 2: Teknik pengajaran dan kemahiran pembelajaran dalam kaedah amali sains
(Nurzatulshima, 2009).

Teknik pengajaran	Tahap penyiasatan	Kemahiran pembelajaran
Penerangan/ Mini pengajaran (Pra-amali)	Pra-penyiasatan Perancangan dan reka bentuk	Mengenal pasti masalah Mengaplikasi pengetahuan sedia ada Menghipotesis dan jangkaan Merancang penyiasatan Mengenal pasti prosedur
Penyiasatan (Kerja amali)	Menjalankan penyiasatan	Mengenal pasti komponen penyiasatan Menjalankan penyiasatan Berinteraksi antara guru-murid -bahan
Perbincangan (Pos-amali)	Menganalisis dan menginterpretasi Pos-penyiasatan	Menganalisis data Menganalisis keputusan Menginterpretasi maklumat

6.0 KESIMPULAN

Kaedah amali merupakan satu kaedah pengajaran sains yang telah lama dilaksanakan dan telah terbukti memainkan peranan penting dalam perkembangan pendidikan sains. Kaedah amali sains menyediakan persekitaran pembelajaran yang mampu meningkatkan kemahiran berfikir dalam kalangan murid melalui tiga teknik pengajaran iaitu penerangan, perbincangan dan penyiasatan yang perlu dilengkapi oleh guru. Ketiga-tiga teknik ini memberi peluang yang luas bagi guru untuk menerapkan KBAT dalam kalangan murid kerana kaedah amali sains amat menitik beratkan penglibatan murid secara aktif dalam setiap aktiviti yang dirancang. Keadaan ini selari dengan saranan bahawa KBAT hanya dapat dilaksanakan dengan sempurna melalui penglibatan aktif murid serta wujudnya sesi soal jawab dan perbincangan antara guru dan murid yang berasaskan PdP berpusatkan murid.

Melalui teknik penerangan pada peringkat pra-amali, guru berpeluang untuk menyoal dan menerang bagi merangsang murid untuk terlibat dalam aktiviti yang akan dijalankan. Penerapan KBAT dapat dilakukan semasa aktiviti mengenal pasti masalah, menyusun hipotesis serta cara penyelesaiannya berdasarkan teori berkaitan dan pengetahuan sedia ada. Semasa peringkat kerja amali, teknik penyiasatan digunakan di mana guru bertindak sebagai fasilitator yang membantu murid dengan memberi soalan yang akan merangsang pembentukan fikiran kritis. KBAT dapat diterapkan melalui aktiviti menyoal, mengawal, membantu dan mendorong yang digunakan. Pada peringkat terakhir iaitu pos-amali, guru dan murid akan bersoal jawab, mengingat kembali, berbahas dan mengaitkan antara teori dengan hasil yang diperolehi serta menganalisis data dan diikuti menginterpretasi maklumat dari data yang diperolehi melalui teknik perbincangan. Kesemua aktiviti ini memberi peluang yang cukup luas untuk guru menerapkan KBAT dalam kalangan murid.

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RELATIONSHIP BETWEEN PARENTING STYLES, PERSONALITY TRAITS AND ACADEMIC PROCRASTINATION AMONG UNDERGRADUATES

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ABSTRACT

Academic procrastination has been a common and widespread problem among students in university. This study aims to determine the relationship between parenting styles and personality traits with respect to academic procrastination among undergraduates. The concept paper looks at the rational of studying academic procrastination, problem statements and its significance as well as past studies highlighting the variables involved.

KEYWORDS: *Parenting styles, Personality traits, Academic procrastination*

1.0 INTRODUCTION

Procrastination is the universal weakness of people and a problem of arranging oneself in this way (Senecal, Koestner, & Vallerand, 1995). Procrastination in large measure indicates our continuing battle with willpower and self-discipline plus our lack of ability to precisely foresee what will happen and how will react to the situation that we will face tomorrow or in future. It is regarded as a sophisticated phenomenon with elements such as cognitive, affective, and behavioural that includes the intentional postponement of an intended course of action in spite of being cognizant of possible negative consequences (Rothblum, Solomon, & Murakami, 1986; Steel, 2007).

According to Balkis and Duru (2007) academic procrastination are among the five identified procrastinating habits. Other categories of procrastination are compulsive, decisional, life routine and neurotic. Academic procrastination which can be referred to as reflection of postponement to school life on a daily basis is termed as to delay duties and responsibilities linked to school, or to save them aside at the eleventh hour (Haycock, McCarthy, & Skay, 1998).

Academicians as well as students are among the victims of procrastination in achieving the academic performance with triumph. It seems to be a significant problem among university students in recent years (Alexander & Onwuegbuzie, 2007; Cao, 2012). Procrastinators may claim that their performance is better under stress in which they work at their utmost potential in this scenario and relish the tight deadlines. This is echoed in finding by Ferrari (1992), Ferrari et. al (1995), and Lay (1995) as cited in Tice and Baumeister (1997) in which procrastinators emphasized in the approved manner that if one allocates in the similar quantity of work on the undertaking, it does nothing whether the task is done in a timely manner or near the end of a period of time. Some even claim that they get better at their performance when procrastinating, as a result of the impending cut-off date generates excitement and stress that produce ultimate performance.

Parenting style is another factor in this research that is regarded to be contributing to procrastinating behaviour. According to Vahedi, Mostafafi and Mortanaj (2009), a direct connection between parenting and procrastination would imply that parenting styles have a main effect on procrastination development. The quality of the relationship between parents and children is considered as the determining factor of adjustment and their interaction to each other as well as psychological and emotional atmosphere dominant on the family form the behavioral and personality characteristics of children (Sarmast, 2006 as cited in

Maddahi et al., 2012). This is supported by several studies that proved that parenting practices are one of the most effective influence that contributes to the formation and establishment of adolescent's personality (Belsky & Barrendz, 2002; Huver et al., 2010).

In view of that, based on a general taxonomy of personality traits which is also referred as the "Big Five" personality dimensions, there is relative unanimity on a five-factor composition of personality (Costa & McCrae, 1992; Oliver & Srivastava, 1999) which is generally categorized extraversion, conscientiousness, agreeableness, neuroticism, and openness. Widiger and Simonsen (2005) stated that these traits are the fundamental dimensions in which people are distinguished from each other and their subcomponents contribute to the particular characteristics within each trait. Conscientiousness and neuroticism are two major traits within the model that are strongly associated with procrastination (Johnson and Bloom 1995; Lay et al.1998; Schouwenburg and Lay 1995).

The findings are vital for academicians and students particularly in order to identify and understand the factors that can lead to academic procrastination.

1.1 Objectives of the Research

In this study, researcher would like to determine the relationship between parenting styles and academic procrastination and the relationship between personality traits and academic procrastination among undergraduates. Apart from that, the researcher also would like to determine the relationship between parenting styles, personality traits and academic procrastination.

1.2 Problem Statement

In Malaysia, education at the level of college and university level aims to fortify the nation's labour force at all levels by developing human capital (Yaakub, 2000) as Malaysia attempts to grow into a lucrative country in line with Vision 2020. This vision aspires to create Malaysians as competing and productive nation (Tham, 2013). However, the aspiring vision may be thwarted as finding by Fatimah, Lukman, Khairudin, Shahrazad and Halim (2011) showed that a number of university students were found to be procrastinators. The adverse effects of procrastination have been thoroughly researched. Stress level is among the bad effects as a result of procrastinating and eventually could lead to poor academic achievement as well as gives impact on health (Morford, 2008; Hussain & Sultan, 2010; Zeenath & Orcullo, 2012). Similarly, Karlovskaya & Baranova (2008), apart from causing decrease in academic achievements; it also produces an increase in neuroticism and lower students' general well-being. Mokhova & Nevrueev (2013) reported that academic procrastination adds to the level of self-esteem (regularly happens before the development of an inferiority complex), anxiety and even to losing hope in continuing studies. This scenario will further have effect on knowledge competency and skill acquisition at tertiary level. Shafie and Nayan (2010) highlighted the importance of employability awareness among undergraduates in Malaysia in which they listed out the criteria that employers looking for in good workers. In spite of this, according to them, majority of Malaysian's graduates are not concerned of this existing phenomenon by which they at some point fail to see the link on what they perform in class with the actual working life that they will endeavour into in future.

The first canonical correlation supported the principle hypothesis connecting procrastination and stress with poorer mental health. The third one signified decreased in procrastinating habit and less social desirability concern as related to a poorer mental health pattern and growing help-seeking behaviours in dealing with mental health. Accordingly, study by Mortazavi (2016) indicated increased in depression will cause the students to academically procrastinate.

In Yaakub's study (2000), the findings indicated that there was about 80 percent of the Malaysian university students considered as procrastinators. Supported by other study done by Fatimah et. al (2011), the findings revealed that most university students choose to procrastinate on writing reports or assignments and studying for examination due to poor time management, low self-esteem, low self-efficacy, task evasiveness, fear of failure and perfectionism. Consequently, problem of procrastination become worsen

from a sense that a lot of assignments need to complete during a study semester. According to Lenker and McAndrew (2012), consequently, procrastination become more severe and has been viewed as a culture in university life and majority of people consider it as non-serious issue. This is advocated by Thakkar (2009) in which he stated that procrastination is regarded as a normal behaviour as laziness in this modern society.

However, limited studies have been found for the relationship between parenting styles, personality traits and academic procrastination among university students. The relation between those variables remains largely uninvestigated.

1.3 Significance of Research

This study will be a significant endeavour in promoting good habit to managing academic tasks as well as a way to encourage students to exercise self-discipline by identifying their strengths and weaknesses through personality traits approach. This study will also be of assistance to students to be aware and informed about procrastinating habit that may look initially benign but eventually the habit can put them at risk and not only affect their academic performance and achievement but also bring about unanticipated side effects if there is no precautions taken by them. Based on the role and impacts of personality traits on procrastination, it is worthy of attention to zero in on this factor as this will lead to creating an understanding of the nature of the students' traits and characteristics and the extent of their connection to the academic procrastination. Apart from that, the study on link between the two variables may provide essential information about the developmental course of the personality-procrastination formation. It is imperative to eliminate the causes that lead to procrastination, which has destructive effects on students' learning and may contribute to depression and anxiety during their university life. Moreover, the study will be of use to parents in practicing the effective style in rearing their children so that negative habit such as procrastinating can be put at bay and at the same time, it will also serve as one of the resources of knowledge that can be employed by parents in ensuring their child is developed and nurtured starting from home to become a valuable student to an educational institution and citizen to the nation. By understanding the needs of the children and the importance of quality parenting styles, parents and students will be assured of a beneficial advantage especially during their transition year in university in which parenting styles that have been practiced at home will show its benefits to the child in handling adjustment in university.

It is also hope that the findings of this study will be of a scientific value in planning educational and counseling programs to deal with the academic procrastination with methods proper for the students' personality traits as the academic procrastination has not only negative impacts on the students' academic achievement but also hinders students to perform at their utmost potential.

2.0 Literature Review

2.1 Academic Procrastination

According to the theory of psychoanalysis by Freud, academic procrastination principally is an outcome of anxiety (Freud, 1953, as cited in Ferrari, Johnson, and McCown, 1995). Anxiety is serves as caution for suppressed unconscious desires. In this case, unfinished tasks have primarily been forsaken because they are a threat.

Psychodynamic approach emphasized the essential of earlier childhood experiences and faulty parental practices on the possibility of one to procrastinate (Ellis & Knaus, 1977; Burka & Yuen, 1983). Based on this insight; procrastinating habit is fathomed as a depiction of childhood strains or traumas as a result of the method of parenting. Parenting style incorporates parents' attitudes concerning children leading to development of an atmosphere of emotion in which parents display specific behaviours, (Darling & Steinberg, 1993, as cited in Aslami, 2007)

As defined by Ferrari (2001), academic procrastination is the proclivity to put off an essential and timely task in academic realm. Schouwenburg (2004) described academic procrastination as a feature of dilatory behaviour in an academic sphere. According to (Rabin, Fogel, & Nutter-Upham (2010),

procrastination is rampant among learners in higher education level which involved approximately 30% and 60% of college students. It might detrimentally impact on student's life as a result of large quantity of exams, term papers and academic projects during his or her learning stage. Correspondingly, Steel & Wambach (2001) stated that academic procrastination can entail in delaying assignments or public speaking until the final moment which may initiate some psychological effects, for instance, anxiety, low self-esteem, stress and worry. Findings by Solomon & Rothblum (1984), Ferrari & Ollivette (1993) and Steel (2007) shed light on two key reasons for academic procrastination which are fear of failure and task aversion with the former leads in high degree of anxiety and low degree of confidence while the latter indicates negative sense of self-esteem.

2.1 Parenting Styles

Parenting styles are the independent variable used in this study that acts as one of the family factors linked to procrastination. Several researchers mentioned that academic procrastination in children is developed as the effect by their contact and interaction with parents who are responsible in modeling, instructing and reinforcing for particular behaviours (Milgram & Toubiana, 1999). Parenting styles are a collection of attitudes toward the child that are used when interacting with the child and ultimately form an emotional atmosphere in which the parents' conducts and behaviours are put across. Based on the perspective of family system, both parents' parenting styles are interconnected in a reciprocally dependent fashion, thus, the relationship between both individuals style of parenting generate an essential contribution to the functions of children, conceivably, more essential than the contributions of them single-handedly (Gable, Crnic & Belsky, 1994; Lindsey & Mize, 2001).

One of the early pioneers of in classical approach of child rearing practices was Diana Baumrind (Rathus, 2011). She categorized into three types of parenting styles which are authoritarian, authoritative and permissive. Authoritarian parenting style is described by the way parents regard obedience and limit the autonomy of the child. On the other hand, the permissive parenting style can be explained by the way the parents basically do not exercise any type of regulation and constrain on the child and place the autonomy under the child's control provided that the child is not physically involved in danger. Parents with authoritative style of parenting are seen as a middle point between the former and latter styles in which parents use reasons and impositions to control the child's behaviour (Baumrind, 1978).

Finding by Ferrari and Olivette (1994) revealed authoritarian fathers g indicates around 10% of the variance in both decisional and avoidant procrastination. In a study by Zakeri, Esfahani & Razmjooe (2013) which involved 261 female and 134 male students at Shiraz University, Iran,. They reported that behavioural strictness-supervision parenting style is positively correlated to academic procrastination. Another study established by Loa (2012) which involved students of psychology indicated that academic procrastination bares no correlation to both authoritarian and permissive parenting styles but positively correlated to authoritative parenting styles.

2.3 Personality Traits

Zimbardo & Gerrig (1996) defined personality is an individual's multifaceted group of traits and these traits are responsible in how a person will react in a time or in a situation. Personality indicates to an array of core traits that govern how a person normally conducts his/herself, thinks and feels (McGeown et al., 2014). There has been an evolving accord that the best depiction of trait framework of personality is postulated by the five factor model and individual and personal differences in personality can be illustrated by a hierarchical and ranked system (McCrae & Costa, 1997; John & Srivastava, 1999). The five-factor model of personality which signifies the most vital personality structure concept in the present literature, gives emphasis on five factors in regard to personality. These factors generally identified as the Big Five and the contemporary labels for the factors are agreeableness, conscientiousness, extroversion, neuroticism, and openness (O'Connor & Paunonen, 2007).

A poor personality traits, for example emotional instability and poor analytical skill can also be related to an irresolute situation in which a student might be lacked in ability to select the exact means in dealing with their time and life which influences their life quality which normally causes poor life satisfaction (Lai et al.,2015). The personal traits of the students are assumed to be linked to their procrastinating habit found in dealing with academic tasks (Baharak, 2014). Study by Baharak et. al (2014) indicated that neuroticism is positively correlated to academic procrastination while conscientiousness trait was negatively related to academic procrastination. Steel et al (2001) reported that individuals who habitually procrastinate may have a specific personality assigned to an inclined emotion or memory. In a study by Poor (2012) revealed that the findings was coherent to past studies. A convenient sample consisted of fifty-one males and females aged 18 – 40 years old participated in the study. The finding revealed that both personality traits, conscientiousness and extraversion were linked to that of procrastination and conscientiousness was the predictor. Another study by Karatas and Bademcioglu (2015) examined the relationship between the subscales of personality traits according to the Five Factor Personality Theory and the academic procrastination behaviour of pre-service teachers. They found that neuroticism was positively correlated to academic procrastination while extroversion, agreeableness and conscientiousness were negatively correlated to academic procrastination.

3.0 CONCLUSION

Academic procrastination is prevalence among students and could hamper the development of scholarly excellence in the academic atmosphere. Hence, it is essential for students to be aware of factors that could lead to procrastination. It is crucial that sufficient measures to be taken students to curtail the causes and adverse consequences of this behavioural proclivity.

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STUDENTS' PERSPECTIVES ON THE USE OF MOBILE PHONE IN LEARNING ACTIVITIES

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ABSTRACT

This paper discovers descriptive analysis about the relationship between students' expectancies with the use of mobile phone behavior in academic activity. This study was fully conducted in Universiti Putra Malaysia (UPM) involving 420 of undergraduate students. Three variables of UTAUT model were adapted consist of performance expectancy, effort expectancy and use behavior. From the descriptive analysis, the overall mean of students' use behavior in adapting mobile phone in academic activity is 4.34 (SD=0.94). For the expectancies analysis, effort expectancies recorded the highest mean 4.06 (SD = 0.80), rather than performance expectancy with the mean 3.89 (SD = 0.77). This result reveals the expectancies are important for student to engage with the use of mobile phone behavior in academic activity.

KEYWORDS: *Performance Expectancy, Effort Expectancy, Use Behavior*

1.0 INTRODUCTION

At the end of 2011, 5.9 billion from 7 billion of populations are subscribe to mobile cellular telephone around the world (ITU, 2011). This number was increased by almost 7 billion people around the world are subscribe to mobile phone cellular which equivalent to 96% of total population. Among the South East Asian countries, Malaysian is the third highest (127.7% per 100 of residence) possession of mobile phone after Singapore (149.5%) and Vietnam (143.4%) (SKMM, 2012). Furthermore, the use of mobile phone is dominated by young adults aged 20 to 24 years old in Malaysia (SKMM, 2015). The use of mobile phone is not only important to the public but also among students and lecturers at higher education sector. There are several factors that could influence the use of mobile phone among universities student. Among them are for communication with friends and families especially via short messaging system. This is as indicted in a study by Zulkefly and Baharuddin (2009) among Malaysian students found out that students prefer to communicate via text than talk through phone calls because of cost. The wide use of mobile phone among young adult consisting of adolescent and students is undeniable. For example, the possessions of mobile phone among student in University of Sheffield reach 2571 over than the use of laptop and tablet (CICS, 2011). They are spending a lot of times with their phones especially for social network and application. A study by Lindsay, Sultany & Reader (2010) found that some of the 816 respondents from the City University, London has more than one type of mobile phone which is 597 students have a smartphone. They think smartphone has advance features that appear to be the same as the PC, the ability to surf the Internet, edit documents or watch the movie.

Moreover, there is as some advantages of having smartphone whereby students can access information related with academics and also communicate with their lecturers and friends using blog, learning management system application, forum and others. This is indicated by Ardi and Zaidatun (2008) who believed that Malaysian universities students saw mobile phone as a necessity as it alters the learning

method at the higher learning institutions. By having smartphone, they can share notes between their classmates, record lectures, take pictures for future reference and also to complete their assignments, communicate via social media such as sharing exam results, or even using Bluetooth to share information. Study conducted by Ismail, Johari and Idrus (2009) in University of Science Malaysia on the use of SMS among the distance education students, found that the mobile phone use make them easy to access the information at any time needed. This study indicated that 82.8% of Open University Malaysia (OUM) students intend to adopt the use of mobile phones in learning and as a result the university has introduced learning through mobile devices to send messages via SMS.

Study conducted by Alonge and Utulu (2012) on 750 students of private universities Nigeria found they using mobile phones to communicate, interact, get information, access the Internet and share knowledge. Furthermore, study by Dresselhaus and Shrode (2012) indicate that 54% student agree that they use mobile phone for academic activities. Observation from the campus program at Montclair State University found 68% of students agree that they are using mobile phone for learning activity, 25% for personal purposes, 6% for other activities (Chapel, Kahn & Wilson, 2010). Meanwhile, study conducted by Nawaz and Ahmad (2012) on 500 of students involving five colleges indicated that students spending 137 minutes on mobile phone are relatively similar with they are spending 234 times to do revision or homework per day after colleges time.

From all of these, it can be concluded young adults consist of students were the most being main target in many of previous study regarding the use of mobile phone. This is probably due most of them in this group were still in high education level and commonly were the student in higher institutions. They use mobile phones for many of reasons such as personal, social activities and included of learning activities. Therefore, this study focused on students' view of mobile phone use in one of Malaysian public university, University Putra Malaysia (UPM). A few of variables had been selected to this study based on this literature review.

2.0 OBJECTIVES

The objective of this study is to explore students' perspective in using mobile phone with special focus on the performance expectancy, effort expectancy and use behavior among undergraduate students from 17 of residential colleges at University Putra Malaysia, Serdang.

3.0 METHODOLOGY

This study has adopted a survey research design to obtain responses about the opinions of undergraduate degree students on their performance expectancy, effort expectancy and use behavior in 17 of residential colleges. A survey research design is that in which a collection of related data is gathered from an unbiased representative participants (Krysik & Finn, 2013). As postulated in Cohen, Manion, and Morrison (2011), a survey design gives room for data to be gathered from a large target population in one shot basis, making it cost-effective and time saving. Population in this study consisted 12, 041 of UPM's undergraduate students who were staying in the 17 residential colleges until May, 2015. The total number of respondents for this study is 420 respondents based on the calculation as suggested by Cochran (1977) and Hair, Black, Babin, Anderson and Tatham (2010). In this study, proportionate stratified sampling technique was used, where the size of the sample drawn from each 17 residential colleges to the relative size of the number of undergraduate students; giving equal chances for every students in the population to be selected

The instrument of the current study was a questionnaire with 30 items. Among these items, 11 were self-developed and 19 were adopted from previous validated instruments. The constructs of performance expectancy and effort expectancy were measured through five-point Likert-scale items labeled as 1 (strongly disagree), 2 (disagree), 3 (not sure), 4 (agree) and 5 (strongly agree), while the construct of use behavior was measured through five-point Likert-scale items labeled as 1 (never), 2 (once per semester), 3 (once a month), 4 (three times a week) and 5 (every day).

The instrument was also pilot tested on a sample of 40 undergraduate students in order to identify any potential problems which may impact on the outcomes of the main study (Blessing & Chakrabarti, 2009; Offredy & Vickers, 2010). To measure the reliability of the instrument, Cronbach's Alpha was used. As Table 2 shows, the range of Alpha Cronbach for the three constructs of the present study was from 0.75 to 0.80 which are favorable (Leech, Barrett & Morgan, 2008). Table 1 shows the reliability of Cronbach Alpha coefficient for the pilot study and the actual study. The reliability of all constructs was exceeding .70. Thus, according to Hair et al. (2010), all constructs were acceptable.

Table 1 : Cronbach's Alpha Coefficient

Part	Variables	Pilot Study	Actual Study
A	Demographic	-	-
B	Performance Expectancy	.775	.795
C	Effort Expectancy	.872	.757
D	Use Behavior	.843	.746

4.0 FINDINGS

Table 2 shows the age of the respondents involved in this study are ranged from 18 to 27 years. The highest numbers of respondents involved in this study are among those in age 20 to 24 years. In can be observed from this table, the numbers of female respondents (53.9%) are greater than male (46.1%). The respondents consisted of 212 women, while men are 181 people. In terms of race, the Malay respondents were the most (80.7%), followed by Chinese (11.5%), Indian (4.8%) and others (3.1%). Malay respondents consist of 317 people, 45 people were China, Indians were 19 and others were 12. Meanwhile all students from each college were selected randomly for this study and 393 of students were still remains after the outliers removed. All respondents in this study have at least one mobile phone and also several of applications used a day. The applications consist of WhatsApp, Facebook, Instagram, Wechat, Email, Twitter, Telegram and Viber. Students were free to put any numbers of use the applications per day. This result indicates the average use of these applications per student and the highest usage percentage is through WhatsApp application followed by Facebook, Instagram and WeChat.

Table 2: Demographics (N=393)

		Frequency	Percent
Gender	Male	181	46.1
	Female	212	53.9
Race	Malay	317	80.7
	Chinese	45	11.5
	Indian	19	4.8
	Others	12	3.1
Mobile Phone	Yes	393	100.0
	No	0	0
Applications	Yes	393	100.0
	No	0	0
Applications Usage	WhatsApp	31	43.1
	Viber	1	1.4
	WeChat	8	11.1
	Facebook	12	16.7
	Instagram	8	11.1
	Twitter	7	9.7
	Telegram	1	1.4
	Email	4	5.6

4.1 Performance Expectancy

In this study, performance expectancy refers to the use of mobile phone help them in learning activity and may give them positive impact in academic activity. There are nine items of this construct with overall mean is 3.89 (SD=0.77) (see Table 3). The highest mean refers to the use of mobile phone is useful to their study with the mean 4.32 (SD=0.68). More than 90 % of the respondents either agree or strongly agree with this statement. Respondents also felt that the use of mobile phone increases their chances to get the important information for learning purposes with the mean 4.27 (SD=0.60) which is the second highest item. 83.9 % of the respondents either agree or strongly agree with this statement. Meanwhile, the third highest mean refers to students' perspective that using mobile phone enables them to accomplish learning activity more quickly with the mean 4.12 (SD=0.72). However, in terms of using mobile phone related for the productivity and performance in academic activity, the respondents seems not agree in it. Two items used for this case were mobile phone would improve my performance in my study (Mean = 3.57, SD = .83) and using mobile phone increase my learning productivity. (Mean = 3.85, SD = .82). These are among the lowest items for performance expectancy. This result indicates that they found mobile phone is beneficial for them specifically as it equipped with applications that enables them to do any task related to learning activity. However, respondents don't feel that using mobile phone would improve their performance and learning productivity.

Table 3 : Descriptive Statistic for Performance Expectancy (%)

Performance Expectancy	1	2	3	4	5	Mean	SD
I would find mobile phone is useful in my study.	0.2	1.2	7.2	49.0	42.3	4.32	0.68
Using mobile phone enables me to accomplish my learning activity more quickly.	0.0	2.2	13.9	53.5	30.4	4.12	0.72
Using mobile phone increase my learning productivity.	0.2	5.2	24.5	49.0	21.0	3.85	0.82
If I use mobile phone, it will decrease my chances of getting good grade.	9.7	26.7	38.9	18.8	5.9	2.84	1.03
Using mobile phone would improve my performance in my study.	1.2	5.4	41.3	38.6	13.4	3.57	0.83
Using mobile phone increases my chances to get the important information for learning purposes.	0.0	0.5	6.9	57.9	34.7	4.27	0.60
Using mobile phone for learning purposes would save me a lot of time.	0.2	1.7	19.6	53.5	25.0	4.01	0.73
I think that mobile phone system is helpful for my learning.	0.2	2.2	21.5	51.5	24.5	3.98	0.76
Overall, I would find mobile phone usage brings advantages for learning purposes.	0.0	1.0	20.8	50.5	27.7	4.05	0.72
Overall :						3.89	0.77

1: Strongly Disagree; 2 : Disagree; 3 : Not Sure; 4 :Agree; 5 : Strongly Agree

4.2 Effort Expectancy

In this study, effort expectancy refers to the students' perspective that the functions of mobile phone is easy to use and learn in academic activity. There are ten items in this construct which overall mean is 4.06 (SD=0.80) (see Table 4). The highest mean refers to students' perspectives that bring mobile phone is convenient because it is light weight 4.35 (SD=0.65). The second highest mean refers to the use of mobile phone is convenient 4.31 (SD=0.61). Both of these statements report over than 90% of student either strongly agree or agree with these perceptions. The third highest mean refers to student interaction on mobile phone would be clear and understandable because ways to handle the technology is easy to be remembered (M=4.22, SD =0.65). For this case, 88.9% students either agree or strongly agree with this statement. Meanwhile, the lowest mean refers to the students' expectations working with mobile phone is so complicated to understand (M= 3.56, SD =1.20) and they think mobile phone is difficult to use (M= 3.79, SD =1.20). This result indicates that student prefers to bring mobile phone wherever they go because it is easy to bring, thus it convenient, but they did not found that the use of mobile phone is complicated and difficult.

Table 4 : Descriptive Statistic for Effort Expectancy (%)

Effort Expectancy	1	2	3	4	5	Mean	SD
My interaction on mobile phone would be clear and understandable because ways to handle the technology is easy to be remembered.	0.0	0.7	10.4	54.7	34.2	4.22	0.65
It would be easier for me to become skillful in using mobile phone.	0.5	4.7	28.0	46.5	20.3	3.81	0.83
I find it easy to use mobile phone to do what I want to do.	0.0	3.0	10.6	52.0	34.4	4.18	0.73
I think mobile phone is difficult to use.	5.9	12.4	11.9	36.1	33.7	3.79	1.20
I think mobile phone is convenient to use.	0.0	0.5	6.4	54.2	38.9	4.31	0.61
Working with mobile phone is so complicated to understand.	5.9	15.6	20.5	31.9	26.0	3.56	1.20
I find using mobile phone is flexible to work with.	0.7	2.0	18.3	53.7	25.2	4.01	0.76
To bring mobile phone wherever I go is convenient because it is light weight.	0.0	0.7	7.2	48.5	43.6	4.35	0.65
Learning to operate the mobile phone is easy for me.	0.0	0.7	9.9	58.7	30.7	4.19	0.63
Overall, I find mobile phone is user friendly.	0.0	1.2	11.9	53.0	33.9	4.20	0.69
Overall :						4.06	0.80

1: Strongly Disagree; 2 : Disagree; 3 : Not Sure; 4 :Agree; 5 : Strongly Agree

4.3 Use Behavior

In this study, use behavior refers to the frequency of mobile phone use in academic activity. From this descriptive analysis, overall mean is 4.34 (SD = 0.94) (see Table 5). The highest mean refers to student use mobile phone for having discussion with colleagues via instant messaging apps (WhatsApp, Viber, WeChat, Facebook Messenger, YM and etc.) with mean 4.75(SD=0.62). Second highest mean refers to student use mobile phone to capture pictures (e.g. document, lectures PPT slides, experiment, event) for learning purposes with mean 4.65(SD=0.66). Both of these results recorded more than 90% of students were agree and strongly agree with this statement. Meanwhile the third highest mean refers to student read educational resources on the internet with mean 4.54 (SD=0.82), and by 89.5% were strongly agree and agree with this perception. The lowest mean was 3.62 (SD=1.32) refers to students' opinion using mobile phone is to keep in touch with lecturer to ask for assignment or coursework details. Other than that, it was by the statement student using mobile phone to record video (e.g. recording of lectures, event, and experiment) for learning purposes with mean 4.04 (SD=1.60). This result indicates that student prefer to use mobile application for having discussion with classmates for learning activity rather than to keep in touch with their lecturer. Furthermore, through the camera and video applications, students prefer to use camera to capture anything related to the their learning activity rather than to make a recording.

Table 5 : Descriptive Statistic for Use Behavior (%)

Use Behavior	1	2	3	4	5	Mean	SD
Keep in touch with lecturer to ask for assignment or coursework details.	8.2	14.4	20.5	21.3	35.6	3.62	1.32
Have discussion with colleagues via instant messaging apps (WhatsApp, Viber, WeChat, Facebook Messenger, YM and etc.)	0.5	1.2	3.2	13.1	81.9	4.75	0.62
Access learning information (e.g. Learning Management System (LMS) , Forum , Blog ,e-books).	1.2	2.0	8.9	21.0	66.8	4.50	0.84
Read educational resources on the internet.	1.0	2.5	7.4	19.6	69.6	4.54	0.82
Download digital materials (e.g. lectures notes, power point slides, PDF notes, images) for learning purposes.	0.7	2.5	8.7	22.8	65.3	4.50	0.81
Deliver digital materials (e.g. lectures notes, power point slides, PDF notes, images) for learning purposes.	3.2	4.0	11.4	23.3	58.2	4.29	1.03
Access email for academic purposes.	1.5	2.2	8.2	25.5	62.6	4.46	0.85
Capture pictures (e.g. document, lectures PPT slides, experiment, event) for learning purposes.	0.0	1.2	6.4	18.3	74.0	4.65	0.66
Record video (e.g. recording of lectures, event, experiment) for learning purposes.	6.2	6.4	13.6	25.0	48.8	4.04	1.20

Download mobile apps which related with my study.	3.5	10.4	13.4	20.0	52.7	4.08	1.18
Manage all my learning documents.	2.7	5.0	10.4	26.0	55.9	4.27	1.02
Overall :						4.34	0.94

1: Never; 2 : Once in One Semester; 3 : Once a Month; 4 : Three Times a Week; 5 : Everyday

5.0 DISCUSSIONS & CONCLUSION

This study is to identify student perspective in using mobile phone in academic activity. Undergraduate students were selected as respondent of this study because they are among the age group that highest in possession of mobile phone (SKMM, 2015; University of Sheffield, 2011). The result from demographic indicates that all student (n=393) have a mobile phone equipped with applications such as WhatsApp, Facebook, WeChat, Instagram, Twitter, Email, Telegram and Viber. The highest usage is through WhatsApp, followed by Facebook, Instagram and WeChat. This results consistent with previous study conducted by Zulkefly & Baharuddin (2009) that students prefer to communicate via text than talk through phone calls.

There are three constructs developed to examine the descriptive analysis focused on performance expectancy, effort expectancy and use behavior. Through mobile phone use behavior, this study shows student often use mobile phone for learning activity 4.34 (SD = 0.94). This result indicates that student use mobile phone for academic purposes (Alonge & Utulu, 2012; Dresselhaus & Shrode, 2012; Chapel, Kahn & Wilson, 2010; Ismail, Johari & Idrus, 2009; Ardi & Zaidatun, 2008). From this study, they use all applications (WhatsApp, Viber, WeChat, Facebook and etc.) for academic purposes such as to discuss with colleagues. They also use camera application to capture any of documents, experiment, and lectures slide for learning purposes. They also often read resources from the internet. Meanwhile, through the variables of expectancies, effort expectancy specified higher mean than performance expectancy.

For example, it was stated from the variable of performance expectancy, the use of mobile phone help student in learning activity and may give them positive impact in academic activity with overall mean 3.89 (SD=0.77). It could be seen when over than 90% students think that mobile phone is useful to their study. It is followed by 89.3% of students think that they use mobile phone to get any of information related to learning purposes. While through effort expectancy, it is undeniable that students think the functions of mobile phone is easy to use and learn in academic activity with the mean 4.06 (SD=0.80). It had been found over than 90% of students presume that the use of mobile phone is convenient with two items measured. These were by the perceptions mobile phone is convenient to use and mobile phone is convenient because it is lightweight and easy to bring anywhere. Thus, from these results, it can be concluded, student assumes the mobile phone use is easy to use for academic purposes rather than it can help and give impact to them for academic activity.

The uses of mobile phone are overwhelming among students in higher education institutions. They use it for many of reason no matter in the class or while in lectures. This clearly shows that mobile phone is important for university students and it has been used in academic contexts. Thus, future studies on mobile phone use should be observed from time to time as rapid technological developments with a variety of new applications. It is also unrestricted only on mobile phone but it could be broaden by focusing on certain of applications that are beneficial to be adopted in learning environment.

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BECOMING A PROFESSOR: RESEARCHING HISTORY AND ACADEMIC IDENTITY

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ABSTRACT

This study was aimed at providing a better understanding of the academic career. It has contributed to the continuing discussion on academic socialisation. Informed by the biographical research tradition, this study explored the career experiences of 12 professors from 12 academic departments at a UK university. The study involved documenting the academics' career stories through a series of in-depth, semi-structured qualitative interviewing interviews, documentary analysis and a literature review.

KEYWORDS: Continuing Education, Academic Socialization, Higher Education, Communities of Practice

1.0 INTRODUCTION

This study was aimed at providing a better understanding of the academic career. It has contributed to the continuing discussion on academic socialisation. Informed by the biographical research tradition, this study explored the career experiences of 12 professors from 12 academic departments at a UK university. The study involved documenting the academics' career stories through a series of in-depth, semi-structured qualitative interviewing interviews, documentary analysis and a literature review.

This study was aimed at exploring and analysing the career stories of academics as they progressed throughout their careers. The research set out to determine how the academics in the study reflexively constructed their academic identities. Based on the Chicago School of Sociology's concept of career, this study explored both the changes in roles, positions or statuses, and also the transformation of the academic's identity (Coffman, 1961; Becker, 1963; Barley, 1989; Crossan et al., 2003). Using the communities of practice (COPS) (Lave and Wenger, 1991; Wenger, 1998) model as its conceptual framework, this study has demonstrated how the individual academics' mutual engagement within shared practice or cultural repertoires provides the context for their identity construction. The transformation of their identities as academics was the outcome of active participation in various COPs throughout their careers. Becoming an academic is a constant process entrenched in power relations, ideology and culture within the various COPs that an individual participates in.

1.1 Research Questions

The following are the research questions addressed in this study:

- a) What is the history of how people have come to be professors?
 - i. What is it like to become a professor?
 - ii. What does becoming an academic mean to the professors?
- b) How does academic identity get constructed: To what extent is academic identity formed as an individual project, to what extent does the individual academic play the roles that are strongly determined by his or her communities and institutions, and to what extent is academic identity a combination of both?

2.0 LITERATURE REVIEW

This study reviewed literature on academic work, academic and/or professional socialisation and organisational/workplace learning. In doing so, it also analysed the extent to which the communities of practice (COPs) (Lave and Wenger, 1991; Wenger, 1998) theoretical framework is helpful for discussions of academic work, academic and/or professional socialisation and learning at work.

First, even though research on academic work, particularly on academic development and academic career, is becoming of increasing interest and has been studied from various perspectives, there remains a need to explore career experiences from the point of view of academics themselves. I was interested in the question of 'is it that particular kinds of people choose certain sorts of disciplines and bring particular things with them, or is it rather that disciplines shape and condition their adherents into becoming particular kinds of people (Becher and Trowler, 2001, p. 131). Despite a growing literature written on this academic socialisation debate, most seemed to focus on researching the experience of new faculty in becoming an academic (Boice, 1991; Mullen and Forbes, 2000; Trowler and Knight, 2000; Cawyer et al., 2002; Clark et al., 2002).

Little has been researched on the socialisation of senior academics. Although there are some literatures written on experienced academics, these writings were centred more on exploring their specific managerial roles and responsibilities (Middlehurst, 1993; Halsey, 1995; Richards, 1997; Prichard, 2000). None of these studies described the experiences of academics moving through academic socialisation at different stages in their careers.

Research into the experiences of academics at different stages in their careers still remains both limited and tenuous (Tight, 2002, 2003). Little consideration has been given into looking at academics as social beings and highlighting how academic socialisation facilitated the construction of academic identity. This study was aimed at filling this gap. From a new perspective, this study contributes to the literature by providing an analysis of the experiences of academics moving through different stages in their careers.

Second, I have explored the career experiences of academics based upon a combined theorisation between a Chicagoan concept of a career, and communities of practice model (COPs) (Lave and Wenger, 1991; Wenger, 1998). This theorisation has a number of advantages:

- It allows for an understanding of the academic's position within a COP as a process of identity negotiation. Learning in the form of participation in various COPs becomes the vehicle for the evolution and continuous renewal of one's mastery, reputation and identity.
- It recognises that the COPs in academic lives are not fixed. This means that an individual's position in those communities and how many communities he or she belongs to can change over time.
- It highlights that career progression and 'Investment of time' (Bourdieu, 1988) is not just a passing of years and a passive venture. It involves continuous mutual learning and negotiating for recognition among members in various COPs. Becoming a full participant in established COPs clearly provides an individual with greater opportunities for developing contacts and a positive reputation. The ability to create one's learning pathway depends on the individual's capacity to gain access to 'learning-Intensive relations' (Stevens, 1996).

However, despite the strengths and practical use of the COPs framework in discussing learning at work, the model also has some limitations that need to be addressed. First, Lave and Wenger's (1991) suggestion about legitimate peripheral learning and moving from a novice to an expert needs some further clarifications. Legitimate peripheral participation should be seen as describing how people learn at work and not how people move on or progress with their careers. Learning in one's career is an ongoing and a continuous process. It is not linear and is always incomplete. This study suggests that becoming a professor is not the destination of an academic's career. Professorship is actually the means to continue with one's work and to convince others of one's ability. Academic identity is dynamic, contested and is transformed continuously. This study has provided some examples of individuals who continued to learn even after

getting their professorship. Thus, becoming a professor should not be seen as becoming a full participant because it is continuously contested and negotiated.

Second, the COPs framework was focused very much on participating and learning on the job. It overlooks the importance of formal developmental activities in workplace learning. Despite supporting the concept of learning as social participation in COPs, the findings of the study also validated the significant contribution of formal developmental activities that enable academics to reflect on their actions and gain new perspectives from others.

3.0 METHODOLOGY

This study investigates academics' experiences at different stages in their careers. Using in-depth, semi-structured qualitative interviewing interviews, documentary analysis and a literature review enabled me to explore and expose the uniqueness of particular transformation of academic identities, while locating the academics within their career experiences. Within these patterns there were many individual variations, and these variations were highly significant. This section outlines three features in the study's methodological approach.

First, despite some criticisms of interviews as providing snapshots of the real experience, the use of biographical approach in this study provided a retrospective view of exploring the academics' career experiences. I am aware that a longitudinal study on the experiences of academics moving at different stages in their careers may provide significant findings on academic socialisation. However, this approach may take many years to complete. It would not be suitable for a three-year doctoral study. Thus, an in-depth, semi-structured qualitative interviewing to explore the individual narratives of career stories, as adopted in this study, was practical yet insightful in offering a better understanding of the kinds of successes and failures these academics experienced throughout their careers. The exploration considered both the objective and subjective dimensions of career, using the concept of meaningful work, which forms a person's identity (Sikes et al., 1985; Barley, 1989). My intention of using career stories as data, which were generated from semi-structured interviews and documentary analysis, was to enable readers to experience the career journey towards becoming a professor in a British higher education context.

Second, the series of in-depth, semi-structured qualitative interviews enabled me to construct close relationships with the informants. The access that I had developed throughout the research enabled me to gain evidence on how these academics experienced and made sense of the academic lives in which they lived. Instead of getting a snapshot representation of their experiences, my series of in-depth, semi-structured qualitative interviews allowed me to relate to the issues raised by the academics in the study. The approach adopted in this study seemed suitable for the aim of exploring and providing an illustrative insight into how individuals travelled and moved on in academia.

Third, adaptability in research is significant in studying academic career and career experiences in particular. This study which combines methods, including in-depth, semi-structured qualitative interviews and documentary analysis thoroughly explore the career experiences of academics moving at different stages in their careers.

In short, a particular methodological contribution of this study lies in its depth, through the use of in-depth, semi-structured qualitative interviews and documentary analysis. 'Who and what we are depends on who and what we have been, on the experiences we have had and on the consequent attitudes and values that we hold. Our past contributes to our present and, thereby, to our future' (Sikes and Everington, 2004, p. 24). In order to gain a sense of how people have come to be professors, it was their perceptions that had to be the focus. A significant product of this study is its documentation of the successful experiences of professors moving through different stages in their careers. Their autobiographical accounts enable readers to understand their motivations, their career choices, the challenges they have encountered, the reasons for their successes and failures, and the way they perceive themselves. The use of in-depth, semi-structured qualitative interviews and documentary analysis, which are backed by a literature review, provide a more personal and insightful view into the career experiences of these professors.

4.0 FINDINGS

Research Question 1

My aim in this study was not to suggest that there is one particular way of becoming a professor. My intention was to show various ways of how people have come to be professors. The informants' histories revealed that the process of becoming a professor is not always linear and straightforward. Eight out of 12 informants started as an academic after their postgraduate and postdoctoral studies, two started as a researcher before taking up lecturing jobs, and the other two had some experiences working for the government and industry before moving into academia. The eight individuals who moved straight into an academic job made the decision after being inspired by their lecturers, their colleagues and the subject area while studying as undergraduate and postgraduate students. This subject devotion also eventually motivated the other four to switch their careers from a researcher, a government officer, and an engineer into becoming academics.

Each individual academic, with different characteristics and from different academic disciplines, working within various COPs, made sense of and successfully negotiated his or her identity in unique ways. However, the findings of the study also revealed that, besides developing their individual identities, the academics also built up their social identities so as to accommodate the cultures and ways determined by the COPs of which they were members. The findings revealed related themes in most of the professors' career stories, particularly in their experiences of becoming a professor. The academics in the study gave illustrative accounts of their duties and goals towards becoming a broadminded figurehead, an expert or authority in their subject area, a role model and an eminent researcher and scholar. These are the identities that they continuously negotiated throughout the different stages in their careers. Although these findings demonstrate that there is no specific or particular way of becoming a professor, there are recurrent themes about their scholarly qualities found in most of the career stories: determination, integrity, boldness, perseverance, ambition, creativity, imagination, curiosity, originality and contribution to others (Question 1a).

According to the informants, 'becoming an academic' refers to a continuous process of participating and positioning themselves within various COPs in their careers. In becoming an academic, an individual constantly develops his or her anchor, core area or 'conceptual framework' (Henkel, 2000; Kogan, 2000), and simultaneously uses his or her expertise to contribute to each COP to which he or she belongs. Their contributions are performed through various activities such as teaching, research, publications, presentation at conferences, and other intellectual discourses governed by the 'Invisible colleges of [their] subject areas and disciplines' (Kogan, 2000, p. 211) and other COPs which they have chosen to participate in. Becoming an academic involves not only 'entering and coming to know' (Trowler and Knight, 2000; Tight, 2003), but also negotiating access, participating actively and continuously positioning themselves as full participants. Becoming an academic involves more than being taught explicitly about roles and responsibilities. The academics in this study practised, constructed and reconstructed the meaning of 'becoming an academic' throughout their academic careers. This finding is closely related to the work of Henkel (2000) and Kogan (2000). Henkel (2000, p. 16) views:

...the embedded individual academic as inheriting scripts for the full-fulfilment of a range of roles strongly determined by the communities and institutions of which he or she is a member.

In a similar vein, Kogan (2000, p. 210) suggests that:

People are stronger not only because of their expertise and their own moral and conceptual frameworks, but also by performing a range of roles, which are strongly determined by the communities and institutions of which they are members.

However, compared with suggestions made by Henkel (2000) and Kogan (2000), I suggest that the word 'scripts' actually refer to the provision of a broad and general framework of a shared practice. In other words, the phrases 'Inherits script' and 'strongly determined' do not indicate that there is no room for creativity on the part of the academics. The informants provided some examples of individual agency in fulfilling their roles as an academic. For them, becoming an academic was a constant process entrenched in power relations, ideology and culture within the various COPs that they participated in (Question 1b).

Research Question 2

Instead of looking at an academic as a passive participant within the social structures provided by the communities that he or she belongs to, the findings provided evidence of the individual's agency in constructing his or her academic identity. An academic is both a sculptor and a sculpture of his or her academic identity. The construction of one's academic identity involves the dynamic interaction between individual projects and the rules determined by his or her COPs.

The central driving force in identity transformation is the agency of the individual academic rather than an 'academic identity' that is given by each respective academic discipline as a form of indoctrination. It is undeniable that eventually 'the rules of the game' (Bourdieu, 1988) are shaped by the disciplinary culture (Clark, 1987; Henkel, 2000). An extremist understanding of this suggestion might view academics as passive participants who will just replicate previous practices as part of reproducing their respective disciplinary cultures. However, while recognising the power of culture to shape the academic identity of the individuals, this study suggests that there is always room for individual agency.

The formation of one's academic identity involves a combination of one's individual project and one's fulfilment of roles that are strongly determined by one's COPs and institutions. The academics in this study stressed that the process is not a passive act of being absorbed or moulded by one's academic discipline. Instead, it involves an active and reciprocal interaction between the individual academics and their COPs. Success in career depends on one's ability to gain access to participate in more complex activities. Gaining access involves an interaction among academics' individual self-directed projects or 'self-designed apprenticeship' (Arthur et al., 1999), the 'guided learning through work' (Billett, 2002) and structures provided by the various COPs in academia. Becoming a competent academic requires one to master the 'knowing how' to do the job (procedural), 'knowing why' one is doing the job (meaning) and 'knowing whom' (relationship) in one's academic career (Arthur et al., 1999). These career competencies were mastered through the academics' continuous exposure to diverse cues and experiences.

5.0 CONCLUSION

The following are some recommendations which may facilitate the professional socialisation process among academics in general. These recommendations were made by the academics in the study.

- Individual academics should develop a broad understanding of how the higher education system works and how they could relate to this system.
- Individual academics should learn to negotiate access into various CON via activities such as research, teaching, writing, managing and networking throughout their academic careers.
- Individual academics and institutions could jointly form a rich context for making explicit the informal and tacit processes in academia through activities such as apprenticeship, mentoring and networking.
- Institutions could document empirical findings and develop a database that can facilitate the mastery of academic practice that relates to ways of knowing namely; knowing why, knowing how and knowing whom in diverse contexts and fields of study.
- Individual academics, special interest groups and institutions could provide more opportunities for continuous mutual learning among academics at all levels so as to increase their understanding and ability to ensure that collegiality in academia works successfully.

This study contributed towards a greater understanding of the experiences of academics moving at different stages in their careers. It described and analysed the challenges and successes experienced by the academics in this study as they progressed throughout their careers. In retrospect, the answers to my research questions enabled me to explore and organise my conclusion. They strengthened the thesis of this study that a successful academic career does not only depend on one's academic and pedagogic qualifications, but also relies on one's ability to socialise within various COPS. Stories as told by established professors provided the learning pathways not only for me as a novice academic but also for others in navigating their own academic careers.

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PENTAKSIRAN LISAN BAHASA MELAYU MENENGAH RENDAH

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ABSTRAK

Pentaksiran lisan bahasa Melayu menengah rendah telah mengalami perubahan format sejak dilaksanakan di sekolah dengan menggunakan Panduan Perkembangan Pembelajaran Murid (PPPM). Kajian bertujuan untuk melihat kefahaman guru, pelaksanaan pentaksiran lisan seterusnya mengenal pasti ketepatan pemberian skor setiap band oleh guru. Kemahiran ini akan diuji berdasarkan sukatan pelajaran dengan merujuk kepada deskriptor bagi band yang dapat dicapai oleh murid. Pentaksiran lisan adalah Pentaksiran Sekolah (PS) iaitu prosidurnya telah ditetapkan oleh Lembaga Peperiksaan (LP) manakala pelaksanaannya dirancang, ditadbir, dilaksanakan, dan dilaporkan oleh guru berdasarkan kriteria penskoran deskriptor. Pelaksanaan kemahiran lisan merujuk kepada deskriptor yang terdiri daripada band satu hingga band enam menimbulkan kekeliruan kepada guru bahasa Melayu menengah rendah untuk melaksanakannya. Justeru, kajian kes pelbagai lokasi akan dijalankan iaitu di empat buah sekolah berlainan kategori yang melibatkan seramai dua orang guru bahasa Melayu menengah rendah di setiap sekolah. Kaedah temu bual dan pemerhatian akan dilaksana bertujuan untuk mendapatkan maklumat berkaitan kefahaman guru terhadap penskoran deskriptor pentaksiran lisan bahasa Melayu menengah rendah.

KATA KUNCI: Pentaksiran lisan, Guru menengah rendah, Deskriptor penskoran

1.0 LATAR BELAKANG KAJIAN

Kementerian Pelajaran Malaysia telah membuat penambahbaikan terhadap sistem pendidikan iaitu sistem peperiksaan awam kepada pentaksiran berasaskan sekolah (PBS) yang melibatkan sekolah rendah dan menengah di seluruh negara. PBS ini melibatkan semua murid iaitu bagi murid sekolah rendah (darjah satu hingga darjah enam) serta murid sekolah menengah (tingkatan satu hingga tingkatan tiga). Sistem Pentaksiran Pendidikan Kebangsaan (SPPK) merupakan salah satu usaha kerajaan mentransformasikan pendidikan dengan melaksanakan sistem pentaksiran dalam sistem pendidikan negara. SPPK yang terkandung dalam Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 merupakan transformasi daripada sistem pendidikan yang berorientasikan peperiksaan (ujian pencapaian dan peperiksaan) kepada sistem yang lebih holistik yang menilai aspek kognitif, afektif, dan psikomotor selaras dengan Falsafah Pendidikan Kebangsaan (FPK) dan kurikulum kebangsaan. Sistem ini bertujuan untuk membuat penilaian terhadap potensi murid, kesediaan untuk belajar, dan menguji penguasaan serta pencapaian murid.

Terdapat tiga faktor perubahan sistem pendidikan yang berasaskan peperiksaan awam kepada pentaksiran berasaskan sekolah. Pertama, pihak Kementerian Pelajaran Malaysia (KPM) menyatakan mereka perlu memansuhkan peperiksaan awam untuk ke arah proses pendidikan yang lebih berkembang maju. Kedua, pihak kementerian mengharapkan agar kemahiran komunikasi dan kreativiti dalam kalangan murid dapat dipertingkatkan melalui pelaksanaan PBS di sekolah. Begitu jua, melalui PBS ini kompetensi murid dapat dikembangkan melalui kemahiran berfikir aras tinggi misalnya, aplikasi, analisis, penilaian, dan kreatif. Ketiga, KPM melaporkan bahawa murid tidak lagi dinilai melalui peperiksaan akhir tahun, sebaliknya perlu belajar secara berkumpulan bersama-sama rakan sebaya. Secara tidak langsung, pembelajaran secara berkumpulan dapat membina kemahiran sosial terutamanya dalam hubungan interpersonal sesama mereka. Tombari & Borich (1999) berpendapat, pengetahuan dan keupayaan murid seharusnya dinilai secara berterusan sepanjang tahun dan tidak hanya diuji melalui penilaian sumatif.

Negara-negara seperti Netherlands, Korea, United Kingdom, dan Amerika telah lama melaksanakan PBS dalam sistem pendidikan mereka. Namun demikian, masih terdapat para pengkaji yang meneruskan pengkajian mereka yang berkaitan dengan PBS walaupun sistem pendidikan ini telah lama dilaksanakan.

Jika dilihat dari sudut pelaksanaan PBS di Malaysia, guru bertanggungjawab sebagai pelaksana di sekolah perlu diberi fokus terhadap strategi pengajaran yang akan dilaksanakan secara berkesan.

2.0 PENYATAAN MASALAH

Guru yang mengajar bahasa Melayu menengah rendah perlu melaksanakan Pentaksiran Lisan Berasaskan Sekolah (PLBS) yang merupakan sebahagian proses pengajaran dan pembelajaran di dalam kelas. Mereka telah menguasai sepenuhnya format lama PLBS tingkatan satu dan dua dengan menggunakan konstruk-konstruk yang telah ditetapkan oleh Lembaga Peperiksaan (LP). Berbeza pula dengan pelaksanaan kemahiran lisan PBS iaitu merujuk kepada deskriptor setiap band dan ini menimbulkan kekeliruan dalam kalangan guru untuk melaksanakannya. Sejak PBS diperkenalkan pada tahun 2011 untuk sekolah rendah dan pada tahun 2012 untuk sekolah menengah, terdapat banyak rungutan dalam kalangan guru khususnya terhadap pelaksanaan PBS. Cabaran dan isu pelaksanaan PBS pada peringkat awal ialah kesediaan dan kemahiran guru untuk mentaksir. Guru masih keliru dengan penggunaan deskriptor yang disediakan tanpa mengadakan kursus yang mantap kepada guru. Walaupun guru diberi kursus pada peringkat permulaan, namun kecairan maklumat menyebabkan pelaksanaan pentaksiran lisan bahasa Melayu kurang berkesan. Kenyataan Datuk Dr. Khair Mohamad Yusof, Ketua Pengarah Pelajaran, "*KPM amat memandang serius mengenai isu pelaksanaan PBS yang dibangkitkan oleh guru-guru di samping pandangan akan kesannya kepada murid. PBS merupakan dasar yang melibatkan pentaksiran murid. Dalam hal pelaksanaannya, KPM sentiasa terbuka dan telus terhadap sebarang rungutan, komen, pandangan, kritikan daripada guru-guru dan masyarakat* (Utusan Online, 2014). Selain itu, kajian penataran penambahbaikan PBS dan Pentaksiran Tingkatan 3 (PT3) dalam kalangan guru dan ibu bapa pada bulan September hingga Oktober 2014 melibatkan seramai 735 orang guru dan 599 orang ibu bapa mendapati tahap kefahaman dan keberkesanan penataran penambahbaikan PBS dan PT3 masih belum dicapai sepenuhnya oleh pihak guru dan ibu bapa (Kajian berkaitan PBS oleh LP, 2014).

Sehubungan itu, guru berasa bimbang dengan beberapa aspek pelaksanaan pentaksiran iaitu kemampuan dan peranan mereka untuk memenuhi keperluan yang telah ditetapkan semasa menjalankan PBS (Faizah, 2011), kekurangan guru, pemberian skor secara bias kepada murid, kekurangan bahan dan kemudahan di bilik komputer di sekolah (Gopala et al., 2013). Kajian yang dilaksanakan oleh Norizan (2012), mendapati seramai 9006 (10 peratus) orang guru sekolah rendah yang mengajar murid tahun satu, dua, dan tiga serta 7979 (17 peratus) orang guru sekolah menengah yang mengajar murid tingkatan satu yang jelas dan memahami tentang konsep PBS. Namun demikian, guru juga kurang memahami mengenai cara menjalankan pentaksiran seiring dengan proses pengajaran dan pembelajaran (pentaksiran formatif).

Justeru, daripada masalah tersebut pengkaji membuat kajian ini berikutan guru bahasa Melayu berhadapan dengan masalah pelaksanaan kemahiran lisan bahasa Melayu yang ditaksir sepanjang tahun di dalam kelas iaitu melibatkan murid tingkatan satu dan tingkatan dua. Kajian ini akan melihat sejauh mana guru bahasa Melayu melaksanakan band satu hingga band enam berdasarkan deskriptor kemahiran lisan yang terkandung dalam Panduan Perkembangan Pembelajaran Murid (PPPM) yang perlu dicapai oleh murid.

3.0 OBJEKTIF KAJIAN

Mengenal pasti kefahaman guru bahasa Melayu terhadap pelaksanaan lisan berdasarkan deskriptor dan penskoran. Mengenal pasti bagaimana guru bahasa Melayu melaksanakan pentaksiran lisan di dalam kelas berdasarkan Panduan Perkembangan Pembelajaran Murid (PPPM). Mengenal pasti kemahiran guru bahasa Melayu terhadap ketepatan pemberian skor setiap band pentaksiran lisan berdasarkan Panduan Perkembangan Pembelajaran Murid (PPPM).

4.0 PENTAKSIRAN BERASASKAN SEKOLAH

Menurut Lembaga Peperiksaan Malaysia (2014), pelaksanaan PBS di sekolah rendah bermula pada tahun 2011 bagi murid tahun satu dan tahun 2012 bagi murid tingkatan satu di peringkat sekolah menengah. PBS dikatakan bersifat holistik dan murid dinilai aspek kognitif (intelektual), afektif (emosi dan rohani), psikomotor (jasmani), dan sosial. Sehubungan itu, PBS yang dilaksanakan di sekolah rendah dan menengah ini merangkumi empat komponen pentaksiran dan dibahagikan kepada dua iaitu; 1) akademik, pentaksiran sekolah (PS) dan pentaksiran pusat (PP); 2) bukan akademik, pentaksiran aktiviti jasmani, sukan & kokurikulum (PAJSK) dan pentaksiran psikometrik (PPsi).

Jadual 1: Komponen Pentaksiran Berasaskan Sekolah (PBS)

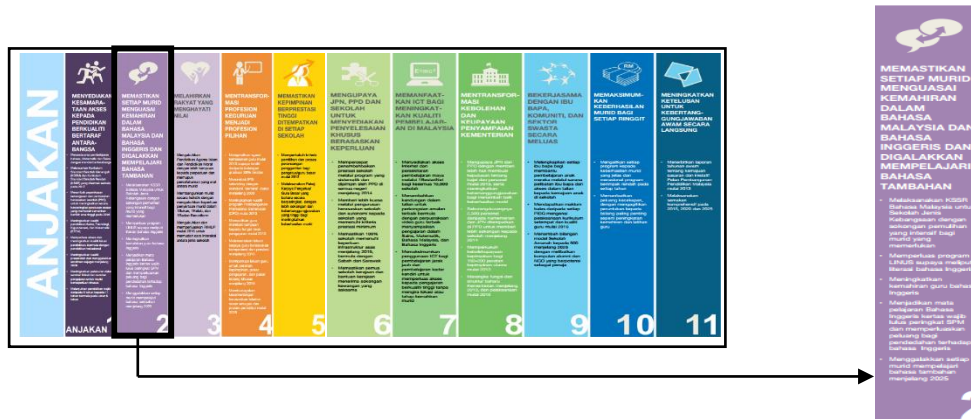
KOMPONEN PBS	TINGKATAN 1	TINGKATAN 2	TINGKATAN 3
Pentaksiran Sekolah			
Pentaksiran PAJSK			
Pentaksiran Psikometrik			
Pentaksiran Pusat (Pentaksiran Tingkatan 3 - PT3)			

Pelaksanaan PBS di sekolah dijalankan oleh guru yang berperanan sebagai perancang, pentadbir, pembuat penskoran, dan menulis pelaporan pentaksiran murid mengikut prosedur yang ditetapkan oleh Lembaga Peperiksaan (LP). Objektif pelaksanaan PBS adalah untuk:

- 1) mendapatkan gambaran secara keseluruhan tentang potensi individu.
- 2) memantau pertumbuhan dan membantu meningkatkan potensi individu.
- 3) membuat pelaporan bermakna tentang pembelajaran individu.

(Sumber: Lembaga Peperiksaan, 2010)

Sehubungan itu, terdapat 11 anjakan yang terkandung dalam PPPM (2013-2025) yang perlu dilaksanakan bagi tujuan menghasilkan perubahan yang dikehendaki oleh semua pihak. Kerajaan telah menetapkan bahawa kualiti merupakan elemen penting dalam mencapai semua anjakan kerana kualiti perlu diberi penekanan utama semasa pelaksanaannya. Oleh itu, pengkaji menumpukan kepada anjakan yang kedua iaitu memastikan setiap murid menguasai kemahiran dalam bahasa Malaysia dan bahasa Inggeris dan digalakkan mempelajari bahasa tambahan. Anjakan ke-dua ini terkandung dalam bab 4 PPPM (2013-2025) antaranya menumpukan kepada kurikulum dan pentaksiran dan penguasaan kemahiran bahasa untuk keperluan pendidikan murid ke arah peningkatan prestasi sekolah. Penguasaan bahasa Melayu dalam kalangan murid sama ada kemahiran membaca, menulis, dan lisan adalah penting untuk melahirkan generasi yang mampu berketerampilan berbahasa dengan cemerlang pada masa akan datang.



Rajah 1: Sebelas anjakan untuk transformasi sistem
(Sumber: Pelan Pembangunan Pendidikan Malaysia, KPM 2013-2025)

5.0 PENTAKSIRAN LISAN BAHASA MELAYU TINGKATAN SATU DAN TINGKATAN DUA

Mata pelajaran bahasa Melayu merupakan salah satu mata pelajaran yang ditaksir dalam PBS. Pentaksiran bahasa Melayu melibatkan kemahiran membaca, menulis, dan lisan. PBS bahasa Melayu yang dilaksanakan dalam pengajaran dan pembelajaran (PdP) ditaksir berpandukan Panduan Perkembangan Pembelajaran Murid (PPPM) yang ditetapkan oleh KPM. Setiap kemahiran dalam bahasa Melayu dinilai berdasarkan pernyataan standard dan deskriptor mengikut aras Taksonomi Bloom. Kategori Taksonomi pembelajaran dalam pendidikan terbahagi kepada tiga domain iaitu kognitif (pengetahuan), afektif (sikap), dan psikomotor (kemahiran fizikal). Pada pertengahan tahun 1990, Lorin Anderseon yang merupakan bekas anak murid Bloom bersama-sama David Krathwohl telah mengemaskini enam aras Taksonomi kognitif Bloom ini dengan menggantikan penggunaan kata nama kepada bentuk kata kerja. Tujuan mereka mengemas kini aras ini adalah bersesuaian dengan peredaran masa dan abad ke-21. Setiap kategori tersebut menjelaskan proses pemikiran pembelajaran murid (Krathwohl, 2002).

Namun demikian, pelaksanaan sistem pendidikan yang masih baharu ini menjadi kekangan dan timbul beberapa masalah kepada para guru sebagai pelaksana PBS di sekolah. Kajian bertajuk *Assessment Beliefs and Practices of Language Teachers in Primary Education* yang dijalankan oleh Kağan Büyükkarcı (2014) ke atas 69 orang guru bahasa Inggeris di daerah Adana, Turki, 10 orang guru dipilih secara rawak untuk ditemu duga. Dapatan kajian mendapati bahawa guru bahasa Inggeris menerima secara positif pentaksiran formatif. Mereka berpendapat bahawa asas pentaksiran ialah menerima maklum balas, berkongsi matlamat pembelajaran, rakan dan penilaian sendiri dalam kalangan murid perlu diaplikasi di dalam kelas. Namun demikian, guru menyatakan mereka tidak dapat melaksanakan pentaksiran formatif di dalam kelas secara kerap dan berkesan oleh sebab bilangan murid di dalam kelas yang terlalu ramai sehingga mencecah 60 orang murid di dalam satu kelas. Di samping itu, rungutan guru berikutan bebanan kerja iaitu banyak topik yang perlu diajar dan bilangan masa mengajar melebihi 20 jam seminggu. Di samping itu, para guru tidak menjalankan pentaksiran formatif sepenuhnya sebaliknya lebih menumpukan kepada pentaksiran sumatif.

Berdasarkan kajian Suseela dan Sim (2010) yang bertajuk *Teachers perspectives of school-based assessment in a secondary school in Kuala Lumpur*, seramai dua orang guru bahasa Inggeris ditemu bual

dan dibuat pemerhatian di dalam kelas menyatakan garis panduan untuk guru melaksanakan PBS tidak jelas, pengetahuan asas tentang PBS kurang dalam kalangan guru, dan kekurangan pemantau luaran yang sistematik menyebabkan halangan utama pelaksanaan PBS. Guru meminta untuk membuat perubahan kepada format pentaksiran sedia ada yang lebih jelas agar PBS dapat dilaksanakan dengan jayanya. Selain itu, guru memerlukan latihan pengurusan masa untuk melaksanakan pentaksiran di dalam kelas. Guru dikatakan tidak mempunyai masa yang mencukupi untuk menjalankan pentaksiran kerana banyak menghabiskan masa dengan tugas-tugas bukan akademik (Faizah;2011; Gopala et al., 2013).

Pada masa yang sama, Gopala et al. (2013) menjalankan kajian yang bertajuk *Teachers' knowledge and issues in the implementation of school-based assessment: a case of schools in Terengganu*, seramai 20 orang guru telah ditemu duga dan menghuraikan bahawa terdapat guru yang membuat penilaian pentaksiran berdasarkan belas ihsan tanpa mengikut panduan pentaksiran sedia ada yang bertujuan untuk memberi peluang kepada murid untuk memperoleh biasiswa atau kemasukan ke universiti pada masa akan datang. Malah, guru berhadapan dengan masalah masa yang tidak mencukupi, kekurangan guru untuk melaksanakan PBS. Selain itu, pelaksanaan PBS perlu dimantapkan dan ditambah baik (Norazilawati et al., 2015).



Rajah 2: Panduan Perkembangan Pembelajaran Murid
(Sumber: Panduan Perkembangan Pembelajaran Murid, KPM, 2014)

6.0 ALAT PENGUKURAN KAJIAN

6.1 DESKRIPTOR DALAM UJIAN BAHASA

Semasa pelaksanaan pentaksiran bahasa, konstruk diperlukan bagi mengukur tahap kecekapan bahasa dan pengetahuan murid yang merangkumi elemen bahasa iaitu pengalaman, interaksi, atau kefahaman berbahasa seseorang individu (Samira Elatia, 2011). Konstruk didefinisikan sebagai satu set deskriptor kecekapan bahasa yang dipilih oleh mereka yang membangunkan sesuatu ujian. Deskriptor digunakan melalui ujian atau pentaksiran bertujuan untuk melihat kemampuan seseorang individu memberi respon terhadap penggunaan bahasa pada tahap kecekapan bahasa yang berbeza, membantu pihak berkepentingan melihat sama ada penggunaan bahasa murid itu merupakan proses pembelajaran atau sesuatu yang telah mereka pelajari. Penggunaan deskriptor membantu menetapkan standard dan kriteria untuk sesuatu pentaksiran.

Terdapat banyak set kecekapan deskriptor yang telah dibangunkan dan diiktiraf di serata dunia. Antaranya ialah “*Common European Framework of Reference for Languages*”, “*Canadian Language Benchmarks*”, dan “*American Council on the Teaching of Foreign Languages*”. Namun demikian, “*Common European Framework of Reference for Languages*” (CEFR) telah mendominasi dan digunakan secara meluas dalam bidang bahasa. Pada masa ini, model pengukuran Rasch antara kaedah yang digunakan sebagai skala pengukuran deskriptor dalam kecekapan berkomunikasi.

6.1.1 Common European Framework of Reference for Language

Berdasarkan “*Common European Framework of Reference for Languages*” (CEFR), terdapat lima kriteria untuk penggubalan deskriptor. Panduan untuk membangunkan set deskriptor adalah seperti berikut:

a. Bersifat positif

Deskriptor yang dibentuk seharusnya bersifat positif iaitu memenuhi kriteria dengan menggunakan strategi dan bahasa yang mudah dalam situasi keperluan harian murid. Misalnya, deskriptor yang meminta murid untuk bertutur hal berkaitan pertuturan harian secara ringkas. Selain itu, memberi peluang kepada murid untuk membuat ulangan tugas sekiranya tidak menepati kehendak deskriptor dari semasa ke semasa.

b. Ketepatan

Sesuatu deskriptor itu haruslah menerangkan tugas dan darjah kemahiran bahasa yang berbentuk konkrit ketika melaksanakan pentaksiran. Deskriptor yang tidak jelas mestilah dielakkan. Misalnya, “Boleh menggunakan pelbagai strategi yang sesuai”. Apakah yang dimaksudkan dengan strategi? Sesuai untuk apa? Bagaimana untuk mentafsir ‘pelbagai’? Ini akan menimbulkan kekeliruan kerana setiap individu itu mentafsir deskriptor tersebut secara berbeza.

c. Jelas

Deskriptor yang dibina haruslah bersifat telus dan jelas bukan sesuatu yang sukar untuk difahami oleh pentaksir atau murid yang ditaksir. Deskriptor yang sukar untuk difahami menyebabkan halangan utama pentaksiran tidak dapat dijalankan dengan jayanya. Selain itu, bentuk dan binaan ayat dalam deskriptor mestilah mudah serta struktur ayat yang logik.

d. Ringkas

Ciri utama deskriptor memadai dengan hanya menggunakan satu ayat yang jelas dan ringkas. Deskriptor yang menggunakan dua ayat dianggap sebagai tidak realistik dan tidak sesuai digunakan semasa pentaksiran. Satu projek yang dilaksanakan oleh CEFR, mendapati guru lebih cenderung dengan deskriptor yang pendek dan akan menolak atau membuat pecahan deskriptor sekiranya melebihi 25 patah perkataan.

e. Bersifat bebas

Deskriptor yang konkrit dan ringkas boleh digunakan sebagai kriteria pernyataan yang bersifat bebas dalam senarai semak atau soal selidik di mana guru boleh menggunakan untuk pentaksiran yang berterusan atau pentaksiran sendiri. Pentaksiran yang berterusan ini memerlukan senarai semak deskriptor yang menunjukkan tahap tertentu yang telah dicapai oleh murid. Penggunaan sesuatu deskriptor itu bukan sahaja dapat menggambarkan apa yang murid boleh lakukan, malah menunjukkan sejauh mana mereka boleh melakukan sesuatu tugas itu dengan lebih baik.

Jadual 2. Deskriptor kemahiran lisan bahasa Melayu tingkatan satu

KEMAHIRAN	BAND	DESKRIPTOR
LISAN	1	Berinteraksi tentang sesuatu perkara yang berkaitan dengan kehidupan harian dengan menggunakan perkataan yang mudah.
	2	Mendengar, memahami, dan menceritakan sesuatu perkara yang didengar dengan betul.
	3	Bersoal jawab tentang sesuatu perkara dengan betul dan bahasa yang sesuai.
	4	Berbincang dan mengemukakan hujah yang relevan untuk menerima atau menolak pendapat secara sopan dalam pelbagai situasi.
	5	Menyatakan pendirian dengan mengemukakan pendapat yang rasional tentang sesuatu perkara secara bertatasusila.

	6	Membuat pertimbangan tentang pendapat yang dikemukakan dalam perbincangan dengan menyampaikan hujah secara kritis dengan sebutan, intonasi dan gaya yang sesuai dengan beradab untuk mempengaruhi pihak lain.
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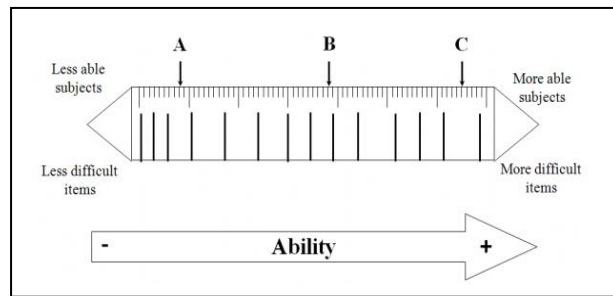
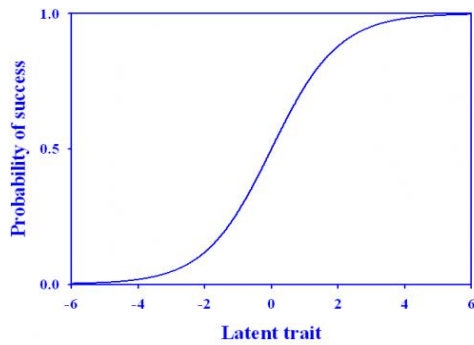
Jadual 3. Deskriptor kemahiran lisan bahasa Melayu tingkatan dua

KEMAHIRAN	BAND	DESKRIPTOR
LISAN	1	Berbual tentang isu semasa dengan ayat mudah yang dapat difahami.
	2	Mendengar dan memberikan respons yang sesuai/ relevan tentang sesuatu isu/ perkara secara spontan.
	3	Mengemukakan pendapat yang relevan dan bersoal jawab dengan betul tentang sesuatu tajuk yang telah ditetapkan.
	4	Berbincang dengan memberikan pandangan yang rasional menggunakan gaya pengucapan (kata, ungkapan dan ayat) yang sesuai.
	5	Menyatakan pendirian yang jelas berserta alasan yang munasabah atau dengan mengemukakan maklumat yang relevan menggunakan gaya pengucapan yang bertatasusila.
	6	Mempertimbangkan dan menilai pelbagai pendapat yang dikemukakan secara rasional untuk menyelesaikan masalah.

Jadual di atas menunjukkan deskriptor kemahiran lisan yang digunakan untuk tingkatan satu dan tingkatan dua yang diambil daripada Panduan Perkembangan Pembelajaran Murid (PPPM). Band 1 merupakan pencapaian yang paling rendah dan band 6 adalah yang paling tinggi berdasarkan aras Taksonomi Bloom.

6.1.2 Model Pengukuran Rasch

Model Pengukuran Rasch (1998) digunakan untuk mengukur sifat terpendam misalnya, kemampuan dan sikap seseorang individu yang merangkumi pelbagai bidang seperti pendidikan, kesihatan, psikologi, sains sosial, dan ekonomi. Model Rasch merupakan model teori item gerak balas (IRT). Seseorang individu itu berkemungkinan akan memberi gerak balas terhadap item tersebut. Model Rasch digunakan untuk skala deskriptor terutamanya untuk menilai kecekapan berkomunikasi dan item ujian. Hubungan antara *probability of success* dan *latent trait* individu dapat digambarkan dalam lekuk item sifat (ICC) yang berbentuk-S. Konsep pengukuran skala dalam model Rasch adalah seperti sebuah pembaris. Tanda bagi skala pengukuran tersebut dinamakan item. Pengukuran bagi setiap item bergantung kepada tahap kesukaran. Item yang mudah berada di sebelah kiri skala manakala tahap item yang paling sukar berada di sebelah kanan. Ini bermakna setiap item bergantung pada tahap keupayaan seseorang individu. Manakala, subjek (individu) dengan keupayaan yang rendah terletak di sebelah kiri ukuran skala dan subjek yang berkeupayaan tinggi terletak di sebelah kanan.



Rajah 3: Ukuran kemampuan yang kontinum

7.0 REKA BENTUK KAJIAN

Kajian ini adalah kajian kes. Kajian kes dijalankan bertujuan untuk menerokai dengan lebih mendalam sesuatu fenomena yang dikaji dan menjawab persoalan kajian. Sebagaimana yang dinyatakan oleh Yin (2003), terdapat empat kriteria kajian kes; 1) untuk memperoleh jawapan bagi soalan ‘bagaimana’ dan ‘mengapa’; 2) sikap peserta kajian tidak mempengaruhi pengkaji; 3) dilaksanakan secara kontekstual berdasarkan fenomena yang berlaku dalam kajian; dan 4) hubungan antara fenomena dan konteks yang tidak jelas. Manakala Merriam (1998) berpendapat, kajian kes adalah untuk memperoleh kefahaman secara mendalam ke atas persekitaran peserta yang terlibat. Selain itu, kajian kes melibatkan pengkaji yang perlu berada di tempat kajian, melibatkan diri secara langsung dalam aktiviti peserta, dan membuat refleksi dan semakan maklumat yang diperoleh semasa proses temu bual (Stake, 2005).

8.0 PEMILIHAN PESERTA

Sampel kajian ini terdiri daripada lapan orang guru yang mengajar bahasa Melayu menengah rendah (tingkatan satu dan tingkatan dua) di empat buah sekolah berlainan kategori di daerah Seremban iaitu SMK, SBP, SABK, dan SMKA. Setiap sekolah mewakili dua orang peserta. Cresswell (2009) menyatakan pemilihan peserta kajian adalah penting. Peserta adalah dengan sukarela untuk melibatkan diri sebagai peserta kajian bagi berkongsi pengalaman serta maklumat secara jujur dan terbuka. Dalam pada itu, pengkaji akan mengendalikan temu duga dengan suasana yang selesa supaya peserta lebih yakin untuk memberi respon. Rakaman audio dan rakaman video akan digunakan semasa kajian kes dilaksanakan. Peserta yang dipilih mestilah dalam kalangan guru bahasa Melayu yang berpengalaman mengajar subjek ini selama lebih lima tahun dan berpengalaman melaksanakan Pentaksiran Lisan Berasaskan Sekolah (PLBS).

9.0 PEMILIHAN TEMPAT KAJIAN

Kajian ini akan dijalankan di empat buah sekolah yang terpilih di daerah Seremban; 1) SMK; 2) SBP; 3) SABK; dan 4) SMKA. Sekolah yang dipilih terdiri daripada sekolah yang berada dalam ranking sepuluh terbaik peperiksaan awam di daerah Seremban. Pengkaji memfokuskan kepada empat buah sekolah ini untuk mengkaji dengan lebih mendalam dan memahami fenomena yang berlaku berkaitan pelaksanaan lisan bahasa Melayu menengah rendah. Oleh itu, seramai lapan orang guru akan terlibat dalam kajian ini.

10.0 KAEDAH PENGUMPULAN DATA

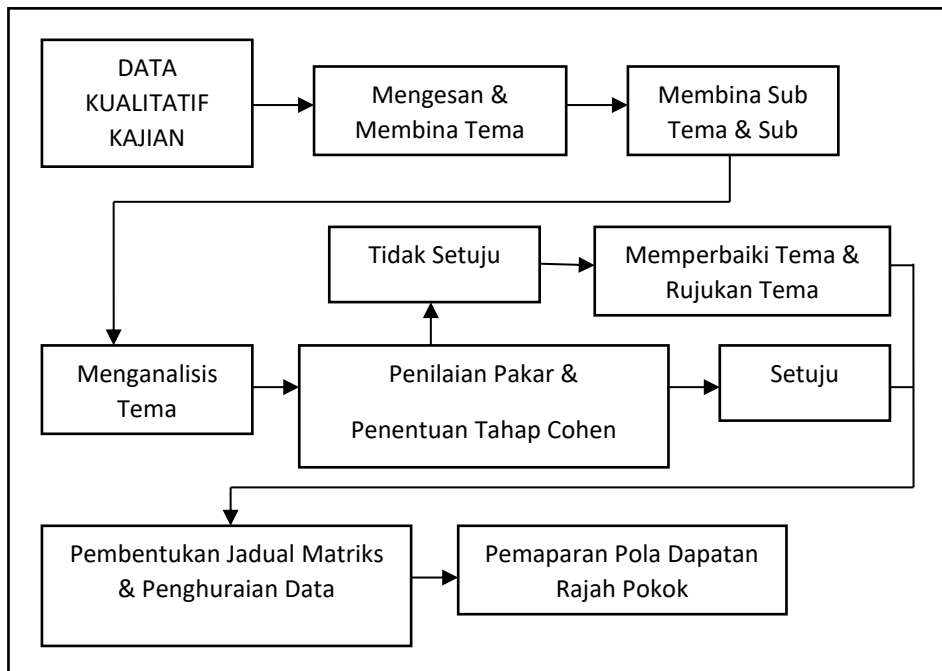
Kajian yang akan dijalankan ini, menggunakan kaedah temu bual dan pemerhatian untuk mendapatkan maklumat berkaitan pentaksiran lisan bahasa Melayu menengah rendah. Kaedah temu bual bertujuan untuk menerokai pandangan dan pengalaman peserta (Bartels, 2005; Cresswell, 2009). Terdapat beberapa jenis kaedah temu bual; 1) secara bersemuka; 2) melalui telefon; 3) secara berkumpulan; dan 4) melalui e-mel (Cresswell, 2009). Seramai lapan orang guru akan terlibat dari empat buah sekolah yang berlainan kategori. Soalan yang akan ditemu bual adalah berkaitan dengan tajuk kajian serta data yang diperolehi tersebut disokong dengan data sekunder iaitu dokumen sokongan seperti rekod pengajaran, Panduan Perkembangan Pembelajaran Murid (PPPM), dan buku kerja.

10.1 Kesahan dan Kebolehpercayaan

Kajian kes yang dijalankan dengan kaedah kualitatif tidak boleh digeneralisasikan dengan konteks yang lain untuk menentukan kebolehpercayaan sesuatu kajian. Oleh itu, pengkaji menggunakan beberapa strategi untuk meningkatkan kesahan dan kebolehpercayaan ke atas kajian yang dijalankan. Untuk mengukuhkan reka bentuk kajian dan mengurangkan bias kajian, ramai para pengkaji menggesa agar pengkaji menggunakan kaedah pengumpulan data yang pelbagai (Patton, 2002). Sehubungan itu, dalam kajian ini pengkaji menggunakan pelbagai kaedah pengumpulan data seperti temu bual, pemerhatian, menganalisis dokumen sokongan seperti Panduan Perkembangan Pembelajaran Murid (PPPM), buku rekod mengajar, dan buku kerja murid.

Samakan rakan adalah strategi yang digunakan untuk menentukan kreadibiliti kajian (Merriam, 2009). Semasa melaksanakan transkripsi data dalam kajian ini, samakan rakan pertama akan dijalankan. Ini bertujuan untuk memastikan kebolehpercayaan terhadap transkripsi yang diperolehi sebelum proses pengekodan dilakukan. Seterusnya, setelah proses pengekodan dilaksanakan, samakan rakan yang kedua pula dilakukan untuk meminimumkan bias pengkaji. Kemudian, pertemuan dengan peserta kajian diadakan untuk menyemak dan membaca kod data yang telah dilakukan oleh pengkaji. Setelah diteliti dan mendapat persetujuan peserta ke atas penganalisan data tersebut, maka pengkaji boleh memulakan fasa seterusnya iaitu menulis keputusan kajian.

11.0 KAEDAH PENGANALISISAN DATA



Rajah 4: Carta Alir Penganalisan Data Kualitatif

Semasa penganalisan data, pengkaji akan mengesan dan membina tema melalui objektif kajian iaitu mencari kata kunci yang terhasil daripada data yang diperolehi semasa pentaksiran lisan berlangsung. Kemudian, membina sub tema dan membuat hubungan antara tema yang dibina dengan sesuatu tema yang lain. Seterusnya menganalisis tema tersebut sebelum penyelidik menilai kebolehpercayaan dengan menggunakan tahap Cohen Kappa. Kaedah indeks tahap Cohen Kappa merupakan nilai penentuan darjah persetujuan pengekodan yang dilakukan oleh penyelidik dengan pengekodan yang dilaksanakan oleh pakar dalam bidang yang diselidiki. Melalui analisis indeks Cohen Kappa, dapat menentukan darjah persetujuan unit analisis dengan tema yang dikaji. Analisis ini juga digunakan untuk menilai kebolehpercayaan dengan memadankan senarai tema dan sub tema. Tema-tema yang dinilai ini diperolehi daripada data pemerhatian dan temu bual yang dijalankan oleh pengkaji ke atas guru bahasa Melayu menengah rendah. Oleh yang demikian, untuk tujuan ini pengkaji akan melantik beberapa orang pakar yang akan membuat semakan, penilaian, dan persetujuan terhadap tema-tema yang wujud dalam pelaksanaan pentaksiran lisan yang dijalankan oleh guru di dalam kelas.

12.0 KESIMPULAN

Secara kesimpulannya, peranan guru melaksanakan pentaksiran lisan adalah sangat penting untuk mencapai objektif pengajaran dan pembelajaran. Pelaksanaan pentaksiran lisan bahasa Melayu menengah rendah dengan format pentaksiran yang baharu, guru bahasa Melayu mestilah mempunyai pengetahuan yang mencukupi, menggunakan strategi pengajaran yang berkesan, dan menguasai sepenuhnya setiap deskriptor yang terkandung dalam Panduan Perkembangan Pembelajaran Murid (PPPM). Malah, kajian ini penting kepada guru dan murid selaras dengan hasrat Pelan Pembangunan Pendidikan Malaysia (2013-2025) untuk membina insan yang dapat bersaing dengan dunia global dan pembangunan ekonomi masa hadapan. Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 telah menetapkan agar semua murid menguasai enam ciri utama Aspirasi Murid yang sejajar dengan Falsafah Pendidikan Kebangsaan iaitu; pengetahuan, kemahiran berfikir, kemahiran memimpin, kemahiran dwibahasa, etika dan kerohanian, dan identiti nasional. Selain itu, pihak berkepentingan seperti Kementerian Pelajaran Malaysia, Lembaga Peperiksaan, Jabatan Pendidikan Negeri, Pejabat Pendidikan Daerah, dan pengurusan sekolah dapat mengambil langkah dengan mengadakan penambahbaikan dengan merancang, mengadakan pemantauan, dan memberi kursus secara lebih kerap dan mantap kepada para guru bahasa Melayu sebagai pentaksir sekolah tentang pelaksanaan pentaksiran lisan dengan lebih jelas. Black dan William (1998b) menyatakan bengkel secara intensif secara berkala diperlukan untuk memperkenalkan konsep dan membincangkan secara lebih mendalam berkaitan reka bentuk pentaksiran, strategi pengajaran di dalam kelas, dan menganalisis keputusan hasil kerja murid.

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KESAHAN DAN KEBOLEHPERCAAYAAN INSTRUMEN MOTIVASI PENCAPAIAN (IMP) DALAM KALANGAN PELAJAR KOLEJ VOKASIONAL, MALAYSIA

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ABSTRAK

Kajian ini bertujuan untuk mengenal pasti kesahan dan kebolehppercayaan Instrumen Motivasi Pencapaian (IMP) dalam kalangan pelajar Kolej Vokasional, Malaysia. Instrumen yang diguna pakai dalam kajian ini merangkumi tiga aspek motivasi iaitu motivasi intrinsik, motivasi ekstrinsik dan kurang bermotivasi. Perakuan oleh tiga orang pakar digunakan untuk menguji kesahan kandungan. Manakala, seramai 430 orang pelajar tahun akhir di kolej vokasional terlibat sebagai responden dalam kajian ini. Ujian Analisis Penerokaan (EFA) dilakukan menunjukkan ketekalan dalam yang tinggi, $\alpha = .921$ bagi instrumen tersebut. Begitu juga, nilai factor loading yang $> .50$ bagi setiap item yang diuji diperolehi melalui Ujian Analisis Kesahan (CFA). Kajian ini melibatkan seramai 430 orang responden kajian yang dipilih daripada 13 buah kolej vokasional seluruh Malaysia. Model pengukuran hasil analisis CFA yang diperolehi memenuhi kriteria fitness indexes di mana $RMSEA = .062$, $CFI = .914$, $TLI = .904$ dan $Chisq/df = 2.636$. Hasil analisis EFA dan CFA menunjukkan Instrumen Motivasi Pencapaian Pelajar mencapai kesahan dan kebolehppercayaan dalam konteks kajian motivasi pencapaian dalam kalangan pelajar di kolej vokasional.

KEYWORDS: Motivasi Pencapaian Pelajar, Instrumen Motivasi Pencapaian Pelajar (IMP), Motivasi Intrinsik, Motivasi Ekstrinsik

1.0 PENGENALAN

Melalui inisiatif 9 Pelan Pembangunan Pendidikan Malaysia (PPPM 2013-2025) kerajaan telah melakukan transformasi pendidikan teknik dan vokasional dengan memperkenalkan kolej vokasional bagi menaik taraf Sekolah menengah teknik dan vokasional terdahulu. Pelajar-pelajar yang dipilih untuk memasuki kolej-kolej ini terdiri daripada pelajar lepasan PMR yang mementingkan bidang kemahiran. Tujuan utama penubuhan kolej vokasional adalah bagi memartabatkan pendidikan teknik dan vokasional sebagai bidang kemahiran pilihan di samping pencapaian akademik. Proses penstrukturan semula sistem pendidikan memperlihatkan pelbagai perubahan dan paradigma baru telah dilaksanakan terutamanya dalam sistem Pendidikan Teknik dan Vokasional (PTV) di negara ini (Kementerian Pendidikan Malaysia, 2013). Memandangkan bidang ini sudah mula menjadi pilihan dalam kalangan ibu bapa dan juga pelajar, maka pelajar yang terpilih perlu memiliki kelayakan akademik dan kemahiran yang seiring. Namun begitu, stigma masyarakat masih lagi memandang bidang kemahiran adalah pilihan kedua. Oleh itu, bagi memastikan para pelajar terus bersemangat dan yakin dengan pilihan laluan pengajian mereka, motivasi pencapaian mereka perlu ditingkatkan dari masa ke semasa. Motivasi pencapaian didefinisikan sebagai satu dorongan dalaman atau luaran yang akan menyebabkan perubahan dalam tingkah laku manusia (Ryan & Deci, 2000). Malahan, menurut McClelland, (1985) motivasi pencapaian adalah merupakan satu keperluan psikologi yang penting dari aspek kognitif, emosi dan perubahan tingkah laku yang akan mendorong pencapaian akademik pelajar.

2.0 KAJIAN LITERATUR

Motivasi pencapaian merujuk kepada dorongan luaran dan dalaman yang akan mempengaruhi tingkah laku manusia untuk menjadi lebih baik atau sebaliknya. Menurut Ryan & Deci (2000), mentakrifkan motivasi pencapaian sebagai usaha dan kemahuan individu untuk belajar dengan lebih tekun dan mencapai prestasi cemerlang di sekolah. Pelajar yang mempunyai motivasi yang tinggi akan berusaha dengan lebih baik bagi meningkatkan prestasi mereka. Motivasi ini dipengaruhi oleh faktor-faktor seperti keinginan untuk berjaya, dorongan ibu bapa dan juga guru yang berada di sekeliling mereka. Menurut Aydin & Coskun, (2011) pula motivasi pencapaian adalah merupakan satu elemen penting yang akan menentukan kejayaan seseorang pelajar di masa akan datang. Ini jelas apabila terdapat kajian-kajian lalu yang mendapati faktor motivasi merupakan peramal terhadap kejayaan para pelajar. Motivasi pencapaian akan mempengaruhi tingkah laku serta tindakan yang dilakukan oleh seseorang pelajar. Malahan, motivasi pencapaian juga merupakan pemboleh ubah yang membantu meningkatkan pencapaian pelajar dalam bidang akademik dan kemahiran.

Di antaranya, kajian yang telah dijalankan oleh Mohd Effendi Ewan, Ahmad Zamri, & Nordin,(2015) mendapati terdapat hubungan langsung di antara motivasi pencapaian dengan pencapaian pelajar aliran vokasional di politeknik seluruh Malaysia. Motivasi pencapaian menyumbang sebanyak 0.9% terhadap pencapaian akademik pelajar di samping peranan ibu bapa dan guru di kolej. Ini menunjukkan walaupun peratusan sumbangan motivasi pencapaian walaupun kecil tetapi memainkan peranan terhadap peningkatan pencapaian pelajar. Manakala, Mohd. Rustam et al., (2014) pula mendapati bahawa faktor kebimbangan yang merupakan sebahagian daripada motivasi dalaman dalam kalangan pelajar di kolej vokasional mempunyai hubungan langsung dengan pencapaian pelajar. Begitu juga dapatan daripada Nasrin & Begum,(2013) mendapati bahawa motivasi pencapaian mempunyai hubungan langsung dengan minat pelajar untuk belajar di kolej vokasional. Apabila pelajar memang mempunyai minat yang mendalam terhadap bidang yang diceburi, maka ini mempengaruhi pelajar untuk meningkatkan pencapaian mereka dalam pelajaran.

Dapatan ini turut disokong oleh Noor Erma & Eu, (2014) yang menyatakan bahawa minat dalam kalangan pelajar mempunyai hubungan yang signifikan dengan pencapaian mereka di kolej vokasional. Kajian dijalankan terhadap 114 orang pelajar menunjukkan dorongan minat menyebabkan pelajar-pelajar aliran vokasional mendapati pencapaian yang lebih baik di samping faktor amalan guru dan sikap pelajar. Malahan, tidak terhad kepada pencapaian akademik semata-mata tetapi, kemahiran juga menunjukkan dapatan yang sama yang mana kajian oleh Siti Nor Idayu & Mohamad Hisyam, (2015) mendapati peningkatan dalam motivasi secara dalaman mendorong pelajar untuk menjalani *On Job Training* (OJT) dan berjaya menamatkan latihan dengan jayanya. Kajian yang dijalankan oleh Lee, (2010) terhadap pelajar di kolej vokasional Taiwan turut melaporkan bahawa pengulangan penegasan oleh guru menyebabkan pelajar lebih bermotivasi untuk menguasai mata pelajaran Bahasa Inggeris. Hasil kajian-kajian di atas memberi maksud bahawa motivasi seperti minat, kebolehan, penegasan dan sikap yang ada dalam diri pelajar menyebabkan mereka akan lebih berusaha untuk lebih cemerlang dalam bidang akademik mahupun kemahiran.

3.0 OBJEKTIF KAJIAN

Tujuan kajian ini dijalankan adalah untuk mengukur kesahan dan kebolehpercayaan Instrumen Motivasi Pencapaian (IMP) dalam kalangan pelajar di kolej vokasional.

3.0 METODOLOGI KAJIAN

Bahagian ini menerangkan mengenai reka bentuk kajian yang dijalankan dan penjelasan mengenai instrumen yang digunakan.

3.1 Reka bentuk Kajian

Kajian ini berbentuk kajian deskriptif melalui kaedah tinjauan menggunakan borang soal selidik. Teknik pensampelan rawak berstrata digunakan bagi mengenal pasti responden yang dipilih di 13 buah kolej vokasional mewakili 70% pelajar lelaki dan selebihnya 30% adalah pelajar perempuan. Sampel kajian melibatkan sebanyak 430 orang pelajar berumur 16 hingga 17 tahun. Semasa proses mentadbir instrumen, semua peserta kajian dikehendaki menjawab set soalan di dalam Instrumen Motivasi Pencapaian Pelajar yang diedarkan dan ditadbirkan sendiri oleh pengkaji. Terlebih dahulu, surat kebenaran untuk menjalankan kajian telah diperolehi daripada Bahagian Kajian dan Penyelidikan (EPRD), Kementerian Pelajaran Malaysia, Bahagian Pendidikan Teknik dan Vokasional (BPTV) dan seterusnya daripada bahagian pentadbiran setiap kolej vokasional yang terlibat. Kesemua instrumen yang diedarkan berjaya dilengkapkan dengan baik oleh responden yang terlibat.

3.2 Instrumen Motivasi Pencapaian Pelajar (IMP)

Instrumen Motivasi Pencapaian (IMP) digunakan untuk mengukur motivasi pencapaian pelajar di KV dari aspek motivasi intrinsik, ekstrinsik dan kurang bermotivasi. Terdapat tiga domain utama yang diukur dalam instrumen ini iaitu motivasi intrinsik, ekstrinsik dan tiada motivasi menggunakan skala interval bermula dari 1= Sangat Tidak Setuju sehingga 5=Sangat Setuju. Instrumen asal diadaptasi daripada Robert J. Vallerand, (1992) dan diterjemahkan ke dalam Bahasa Melayu menggunakan proses *back to back translation*. Kesemua item dalam instrumen diadaptasi secara keseluruhan daripada pengkaji asal. Menurut Brislin, (1970) dalam kaedah ini sesuatu frasa dan atau soalan diterjemahkan dari satu bahasa ke satu bahasa lain dan kemudian diterjemahkan semula ke bahasa asal. Jadual 1.1 di bawah menunjukkan secara jelas item-item di dalam IMP yang digunakan.

Jadual 1.1: Jumlah item dalam domain motivasi pencapaian

Domain	Sub domain	Item	Bil. Item	
Motivasi Intrinsik	1.	Rasa ingin tahu	1,2,3,4	4
	2.	Keinginan mencapai sesuatu	5,6,7,8	4
	3.	Mendapat galakan	9,10,11,12	4
Motivasi Ekstrinsik	1.	Peraturan yang dikenal pasti	13,14,15,16	4
	2.	Peraturan yang diserapkan	17,18,19,20	4
	3.	Peraturan yang disepadukan	21,22,23,24	4
Kurang bermotivasi	Kurang bermotivasi	24,25,26,27,28	4	
Jumlah item				28

Terdapat 28 item yang mengukur motivasi pencapaian pelajar. Motivasi intrinsik merujuk kepada dorongan dalaman terhadap pelajar yang menggalakkan mereka untuk belajar dengan lebih baik dan mendorong mereka ke arah pencapaian yang lebih baik dalam pelajaran. Sub domain yang terbina daripada motivasi intrinsik terbahagi kepada tiga iaitu rasa ingin tahu, keinginan mencapai sesuatu dan mendapat galakan. Jumlah keseluruhan item dalam sub domain motivasi intrinsik adalah sebanyak 12 item. Motivasi ekstrinsik pula dibahagikan kepada tiga sub domain iaitu peraturan yang dikenal pasti, peraturan yang diserapkan dan peraturan yang disepadukan. Jumlah keseluruhan item dalam sub domain motivasi ekstrinsik adalah sebanyak 12 item. Manakala yang terakhir adalah domain kurang bermotivasi yang mengandungi empat item sahaja. Bagi tujuan kajian ini, tiada sebarang penambahan atau pengurangan dilakukan terhadap instrumen yang asal. Responden diminta menandakan pilihan jawapan yang mempunyai skala likert daripada 1 (Sangat tidak setuju) kepada 5 (Sangat setuju). Skor keseluruhan IMP diperolehi dengan mencampurkan kesemua skor bagi item-item tersebut. Skor tinggi yang diberikan oleh responden menggambarkan semakin tinggi darjah persetujuan yang diberikan oleh responden (Zainudin, 2015).

Dalam kajian-kajian yang lepas, IMP menunjukkan nilai *alpha cronbach* yang baik. Kajian oleh Abesha, (2012) menggunakan IMP menyatakan bahawa kebolehpercayaan dalaman item yang dikaji $\alpha=.78$. Oleh itu, ujian kebolehpercayaan yang dijalankan menunjukkan item-item yang digunakan dalam instrumen ini mempunyai nilai *alpha cronbach* di antara .827 hingga .918. Berdasarkan kepada pekali kebolehpercayaan terhadap skala yang digunakan Santos (2013) menyatakan nilai *alpha cronbach* bagi kebolehpercayaan instrumen ini adalah bagus. Nilai *alpha cronbach* yang tinggi, menunjukkan instrumen yang digunakan adalah tinggi nilai kebolehpercayaannya (Cortina, 1993). Nilai *alpha cronbach* yang melebihi .70 adalah tekal bagi setiap dimensi yang digunakan. Pekali kebolehpercayaan antara 0.9 adalah sebagai sangat baik, 0.8 sebagai baik dan 0.7 sebagai mencukupi (Cronbach & Shavelson, 2004). Setelah nilai kebolehpercayaan diperoleh, langkah seterusnya adalah dengan menjalankan analisis faktor penerokaan dan diikuti dengan analisis faktor kesahan.

4.0 DAPATAN KAJIAN

Hasil daripada analisis faktor penerokaan dan analisis faktor kesahan, pengkaji memperoleh dapatan seperti penerangan di bawah.

4.1 Analisis Faktor Penerokaan

Analisis Faktor Penerokaan menggunakan *Statistical For The Social Sciences* (SPSS) versi 22.0 dijalankan bagi mengenal pasti item-item yang digunakan di dalam IMP mengukur kesemua domain yang ditentukan. Hasil analisis “*principal axis factor analysis*” (PAFA) menunjukkan terdapat lima faktor yang telah dibentuk. Item-item yang mempunyai “*factor loading*” $\geq .50$ dikekalkan (Hair, Black, Babin, & Anderson, 2010 dan Hu & Li, 2015), manakala item-item yang tidak memenuhi kriteria nilai $\leq .50$ digugurkan. Jadual 1.2 di bawah menerangkan hasil analisis PAFA yang diperoleh melalui Analisis Faktor Penerokaan.

Jadual 1.2: Hasil analisis *principal axis factor analysis* (PAFA) bagi (IMP)

Bil	Item	Nilai kebolehpercayaan (<i>alpha cronbach</i>)				
		Faktor 1	Faktor 2	Faktor 3	Faktor 4	Faktor 5
1.	Saya dapat belajar banyak perkara yang menarik minat saya.	.582				
2.	Saya rasa seronok apabila dapat meluaskan pengetahuan tentang subjek yang saya minati	.788				
3.	Saya rasa seronok dan puas hati apabila belajar perkara baharu	.791				
4.	Saya rasa seronok mendapat pengalaman baharu apabila belajar sesuatu yang belum pernah dipelajari sebelum ini	.822				
5.	Saya rasa seronok apabila pelajaran saya meningkat		.547			
6.	Saya rasa seronok apabila berjaya mencapai perkara yang diingini		.588			
7.	Saya rasa seronok apabila dapat menyampaikan idea saya kepada orang lain		.560			
8.	Saya rasa puas apabila kolej memberi peluang untuk mencapai kecemerlangan dalam pelajaran		.609			
9.	Saya rasa puas apabila berjaya menyelesaikan sesuatu aktiviti pelajaran yang mencabar		.629			
10.	Saya rasa seronok apabila membaca buku hasil penulisan penulis yang saya minati		.691			

11.	Saya teruja membaca bahan bacaan daripada pelbagai subjek	.733
12.	Saya rasa seronok apabila dapat memahami apa yang dibaca	.752
13.	Saya berpendapat pendidikan di kolej akan lebih membantu saya memilih kerjaya yang lebih baik	.782
14.	Saya percaya tempoh pendidikan yang lebih lama beberapa tahun akan meningkatkan kecekapan saya sebagai pekerja	.782
15.	Saya berpendapat pendidikan membolehkan saya mendapat pekerjaan dalam bidang yang saya sukai	.802
16.	Pendidikan di kolej membantu saya membuat pilihan dalam bidang pekerjaan	.811
17.	Saya ingin membuktikan diri saya boleh berjaya dalam pelajaran	.493
18.	Saya boleh menamatkan pengajian di kolej	.497
19.	Saya yakin akan mendapat pekerjaan berpangkat tinggi sekiranya berjaya di kolej	.533
20.	Saya tahu betapa pentingnya untuk berjaya menamatkan pengajian di peringkat kolej	.636
21.	Saya adalah seorang yang bijak	.658
22.	Saya yakin boleh mendapat gaji yang tinggi pada masa hadapan	.677
23.	Saya mahukan kehidupan yang lebih baik pada masa hadapan	.701
24.	Saya tahu dengan hanya mempunyai sijil kolej saya mungkin tidak berpeluang memperoleh gaji yang tinggi	.725
25.	Saya tidak pasti tujuan saya hadir ke kolej	.739
26.	Saya tidak peduli apa yang berlaku di kolej	.782
27.	Saya hanya membazirkan masa di kolej	.785
28.	Saya memikirkan sama ada ingin meneruskan pengajian atau tidak	.801

Nota: Faktor1:Motivasi Intrinsik 1, Faktor2:Motivasi Intrinsik 2, Faktor3:Motivasi Ekstrinsik 3, Faktor4:Motivasi Ekstrinsik 2 dan Faktor 5:Kurang bermotivasi

Setelah proses penentuan domain mengikut faktor yang betul disusun melalui proses analisis PAFA, dapatan seterusnya menunjukkan kesahan diskriminan bagi setiap domain turut diperoleh. Jadual 1.3 di bawah menerangkan secara jelas analisis akhir yang merangkumi analisis deskriptif, nilai AVE dan nilai kebolehpercayaan.

Jadual 1.3: Analisis deskriptif, nilai AVE dan kebolehpercayaan bagi setiap domain

Domain	Item	Analisis Akhir					
		Min	S.D	Λ	SMC	AVE	Pc
Motivasi Intrinsik: (Faktor 1) Rasa Ingin Tahu	D4	4.0163	0.83189	0.71	0.51	0.575	0.897
	D1	4.0442	0.88784	0.61	0.38		
	D2	4.0651	0.80814	0.69	0.48		

dan	D3	4.0884	0.82874	0.73	0.53		
Keinginan mencapai sesuatu	D9	4.114	0.80993	0.72	0.52		
	D8	4.1326	0.77165	0.70	0.50		
	D6	4.1767	0.83424	0.73	0.53		
	D5	4.1814	0.80188	0.75	0.56		
	D19	3.7512	0.89074	0.47	0.48	0.467	0.803
(Faktor 2) Mendapat Galakan	D10	3.9674	0.86844	0.70	0.22		
	D12	3.9837	0.85401	0.67	0.65		
	D7	4.1302	0.87000	0.73	0.54		
	D11	4.1535	0.79899	0.80	0.44		
	Nilai keseluruhan bagi domain motivasi intrinsik					0.884	0.918
Motivasi Ekstrinsik: (Faktor 3) Peraturan yang dikenal pasti	D13	3.7744	1.00942	0.8	0.63	0.551	0.862
	D16	3.8791	0.88725	0.68	0.46		
	D14	3.914	0.90042	0.84	0.71		
	D15	3.9279	0.84837	0.78	0.61		
	D17	4.0721	0.85385	0.58	0.58		
(Faktor 4) Peraturan yang diserapkan dan Peraturan yang disepadukan	D21	3.7837	1.06095	0.46	0.22	0.425	0.815
	D22	3.9535	0.89165	0.67	0.45		
	D24	4.0628	0.84911	0.61	0.38		
	D20	4.0674	0.87844	0.74	0.55		
	D18	4.1186	0.80926	0.67	0.45		
Nilai keseluruhan bagi domain motivasi ekstrinsik					0.734	0.897	
(Faktor 5) Kurang bermotivasi	Dr26	2.8442	1.27057	0.61	0.37	0.555	0.827
	Dr27	3.0047	1.23846	0.77	0.59		
	Dr25	3.0721	1.29619	0.74	0.55		
	Dr28	3.3023	1.42136	0.84	0.7		
Nilai keseluruhan bagi domain kurang bermotivasi					0.5555	0.827	

Kesahan diskriminan bagi setiap domain yang diukur ditunjukkan dalam Jadual 1.3 di atas. Nilai AVE bagi faktor 1 (rasa ingin tahu dan keinginan mencapai sesuatu, AVE=5.75), faktor 3(peraturan yang dikenal pasti, AVE=.551) dan faktor 5 (kurang bermotivasi, AVE=.555) memperoleh kesahan konvergen apabila nilai AVE >.50. Walaubagaimanapun, faktor 2 (mendapat galakan, AVE=.467) dan faktor 5 (peraturan yang diserapkan dan disepadukan, AVE=.425) mempunyai nilai <.50 menunjukkan nilai tersebut tidak memenuhi kriteria yang ditetapkan untuk kesahan diskriminan. Namun begitu, nilai AVE bagi setiap domain adalah >.50 iaitu motivasi intrinsik, AVE=.884, motivasi ekstrinsik, AVE=.734 dan kurang bermotivasi, AVE=.555.

Selain daripada kesahan diskriminan, kesahan bagi setiap domain juga dilakukan untuk memastikan kesemua item yang termuat mempunyai kesahan konvergen. Tiga petunjuk yang digunakan ialah (a) nilai pemberatan faktor (λ) > .50 (Hair et al., 2010 dan Hair, Black, Babin, & Anderson, 2009) (b) nilai Purata Varians Terekstrak (AVE) \geq .50, (Fornell & Larcker, 1981) dan (c) nilai kebolehpercayaan konstruk (Pc) >.60 (Hair,et.al, 2010). Kesahan domain diukur apabila nilai kesahan konvergen dan nilai AVE mencapai nilai kesahan diskriminan bagi setiap domain. Hasil Analisis Faktor Kesahan mencapai nilai model kesepadanan (*model fit*) dan nilai kebolehpercayaan (pc) adalah tinggi α =.827 hingga .918 memberi petunjuk bahawa pengkaji masih boleh meneruskan analisis ke peringkat seterusnya.

4.2 Analisis Faktor Kesahan

Analisis Faktor Kesahan menggunakan perisian AMOS 22.0 melalui *Structural Equation Modeling* (SEM) dijalankan untuk mengenal pasti sama ada faktor-faktor yang diukur memenuhi kriteria kesepadanan model yang diterima. Model pengukuran dibina selepas Analisis Faktor Kesahan dilakukan dan semua domain menunjukkan kesahan konvergen. Penganggaran model pengukuran merupakan proses yang perlu dilakukan sebelum menguji kesepadanan model yang sebenar (Barrett, 2007 dan Hair, 2009). Terdapat lima “*goodness of fit indices*” yang digunakan oleh pengkaji bagi mengukur ketekalan item dengan sampel kajian berdasarkan kepada Jadual 1.4.

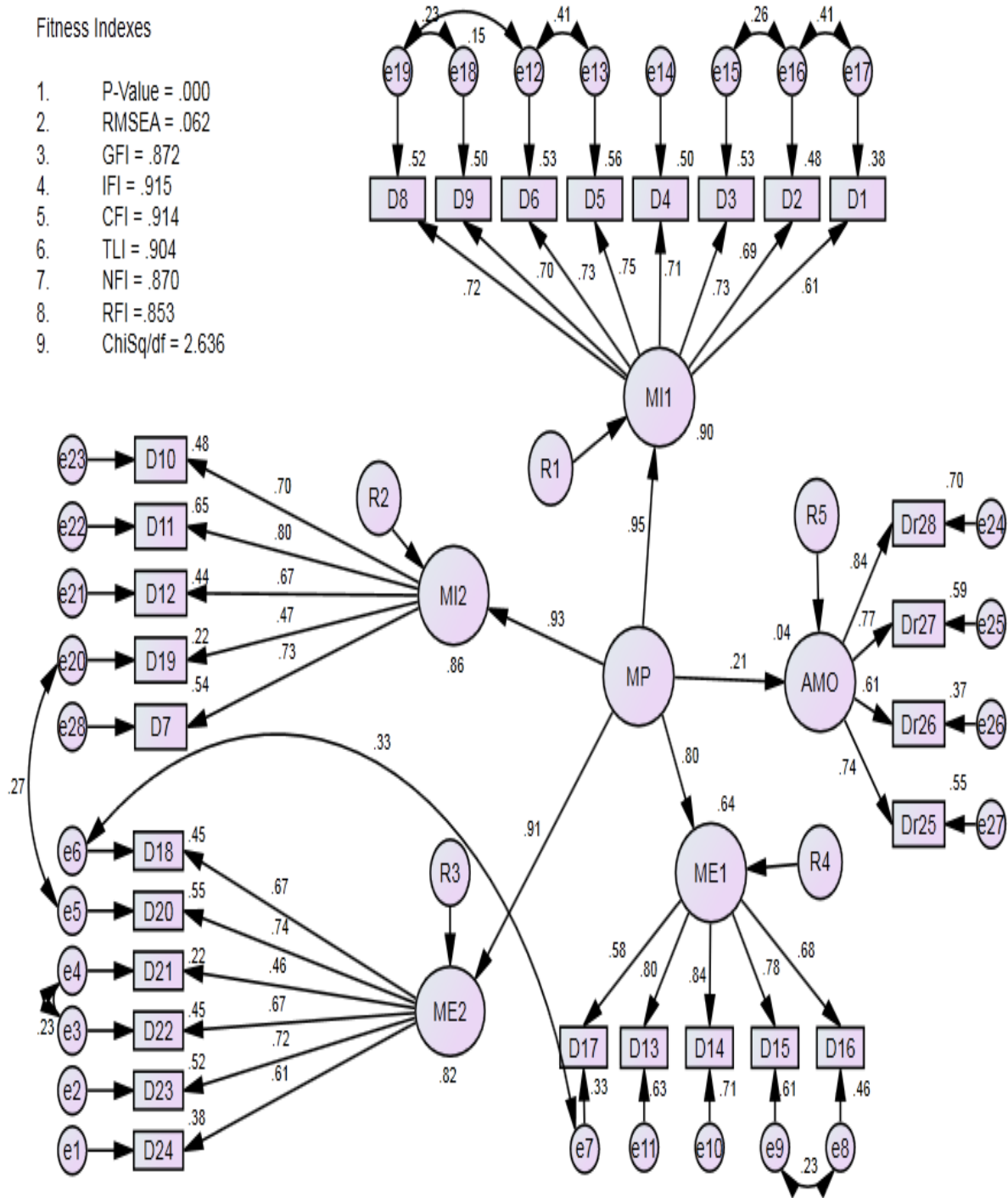
Jadual 1.4: Model kesepadanan (*model fit*) dan petunjuk tahap penerimaan

Kategori	Indeks	Tahap penerimaan	Rujukan
1. <i>Absolute fit</i>	RMSEA	RMSEA < .08 (Diterima	Brown & Cudeck, 1993
	GFI	GFI > .90 (Diterima)	Joreskog and Sorbom (1984)
2. <i>Incremental fit</i>	CFI	CFI > .90 (Diterima	Tucker & Lewis (1973
	TLI	TLI > .90 (Diterima)	Bentler & Bonet (1980)
3. <i>Persimonious fit</i>	Chisq/df	Chisq/df < .30 (Diterima)	Marsh & Hocever (1985)

Analisis Faktor Kesahan mampu memberikan beberapa kelebihan berbanding teknik analisis yang lain bagi mengenalpasti hubungan sebab akibat antara pembolehubah yang diperhatikan (*observed variable*) dengan konstruk pendam dan pada masa yang sama model tahap penerimaan setiap item diukur (Hair et al., 2010; Hair, Hult, Ringle, & Sarstedt, 2014; dan Zainudin, 2015). Model pengukuran dibentuk bagi mendapatkan model kesepadanan secara keseluruhan. Rajah 1.1 di bawah menunjukkan analisis akhir yang dijalankan menggunakan data daripada sampel kajian lapangan. Kesemua item mempunyai nilai pemberatan faktor > .50 kecuali item 19, “saya adalah seorang yang bijak” mempunyai nilai pemberatan faktor =.47. Oleh itu, laluan kovarians dihubungkan di antara beberapa item dalam faktor yang sama bagi mendapatkan model yang sepadan. Item-item tersebut adalah 1,2,3,5,6,8 dan 9 bagi faktor 1 iaitu rasa ingin tahu dan keinginan mencapai sesuatu, item 15 dengan 16 bagi faktor 3 iaitu *identified regulation* dan item 21 dengan 22 bagi faktor *introjected* dan *integrated regulation*. Pada masa yang sama laluan kovarians juga turut menghubungkan di antara domain bagi item 19 dengan 20 untuk domain motivasi intrinsik dan ekstrinsik. Akhir sekali item 17 dan 18 bagi sub domain motivasi ekstrinsik. Model akhir yang diperoleh memenuhi kriteria *fitness indexes* di mana RMSEA=.062, CFI=.914, TLI= .904 dan Chisq/df= 2.636.

Fitness Indexes

1. P-Value = .000
2. RMSEA = .062
3. GFI = .872
4. IFI = .915
5. CFI = .914
6. TLI = .904
7. NFI = .870
8. RFI = .853
9. ChiSq/df = 2.636



Nota: MP: Motivasi pencapaian, MI1:Motivasi Intrinsik-Rasa Ingin tahu dan mencapai sesuatu, MI2:Motivasi Intrinsik-Mendapat galakan, ME1: Motivasi Ekstrinsik-Identified Regulation, ME2: Motivasi Ekstrinsik-Introjected regulation dan Integrated regulation dan AMO-Kurang bermotivasi

Rajah 1.1. Model pengukuran mengukur motivasi pencapaian dalam kalangan pelajar kolej vokasional

Dapatan menunjukkan model kesepadanan (*model fit*) yang diperoleh daripada Analisis Faktor Kesahan diperoleh berdasarkan kepada lima tahap penerimaan iaitu nilai RMSEA, GFI, TLI dan Chisquare/df. Browne & Cudeck, (1993) menyatakan nilai RMSEA yang $<.05$ adalah bagus, $.05$ hingga $.08$ diterima dan $>.10$ tidak diterima. Dalam kajian ini, nilai RMSEA yang diperoleh adalah $.062$ menunjukkan bahawa nilainya adalah diterima, nilai GFI= $.892$ di bawah nilai 0.9 yang mana nilai GFI bergantung kepada jumlah saiz sampel. Nilai CFI = $.914$ dan TLI= $.904$ menunjukkan nilai sepadan yang bagus. Nilai chisquare/df bagi model ini adalah 2.636 menunjukkan nilai yang baik, iaitu nilai chisquare/df $<.30$ (Marsh, Balla, & McDonald, 1988; Marsh & Hocevar, 1985).

Pada umumnya, nilai pemberatan faktor (*factor loadings*) $>.70$ menunjukkan bahawa item-item tersebut mempunyai kesahan konvergen yang bagus (Hair et al., 2010). Dapatan daripada Analisis Faktor Kesahan menunjukkan sebanyak 16 item D3,D4,D5,D6,D7,D8,D9,D10,D11,D13,D14,D15,D20,D23,DR25 dan DR28 mempunyai pemberatan faktor $>.70$, 8 item (D1,D2,D12,D16,D18,D22,D24 dan DR26) mempunyai pemberatan faktor di antara $.60$ hingga $.70$. Manakala, 3 item iaitu D17,D19 dan D21 mempunyai pemberatan faktor $<.60$. Pemberatan faktor bagi item-item ini mengukur sama ada domain tersebut mencapai kesahan diskriminan bagi instrumen tersebut. Domain motivasi intrinsik bagi faktor 1 (rasa ingin tahu dan keinginan mencapai sesuatu, AVE= $.575$), domain motivasi ekstrinsik bagi faktor 3 (peraturan yang diserapkan dan disepadukan, AVE= $.551$) dan faktor 5 (kurang bermotivasi, AVE= $.555$) menunjukkan kesahan diskriminan yang baik, domain motivasi intrinsik bagi faktor 2 iaitu (mendapat galakan, AVE= $.467$) dan domain motivasi ekstrinsik bagi faktor 4 (peraturan yang dikenal pasti, AVE= $.425$) menunjukkan tahap kesahan diskriminan yang rendah.

5.0 PERBINCANGAN

Hasil analisis daripada Analisis Faktor Penerokaan dan Analisis Faktor Kesahan mendapati item-item yang terdapat di dalam IMP telah membentuk lima faktor motivasi pencapaian iaitu dua dari domain motivasi intrinsik, dua dari domain motivasi ekstrinsik dan satu domain kurang bermotivasi. Dapatan ini disokong oleh Vallerand et al., (1992 dan 1993) yang menyatakan bahawa motivasi pencapaian dalam akademik terdiri daripada tiga domain iaitu intrinsik, ekstrinsik dan kurang bermotivasi. Kebanyakan kajian yang dijalankan berkaitan dengan motivasi pencapaian seperti dapatan oleh Linnenbrink & Pintrich, 2002; dan Pintrich & de Groot, (1990) turut mendapati kesahan instrumen yang digunakan untuk mengukur motivasi pencapaian dalam kalangan pelajar adalah terdiri daripada komponen motivasi intrinsik dan ekstrinsik.

Kesahan diskriminan merupakan sebahagian daripada hasil Analisis Faktor Kesahan. Secara keseluruhan nilai AVE mengikut domain menunjukkan kesahan diskriminan yang baik apabila domain motivasi intrinsik, AVE= $.884$, motivasi ekstrinsik, AVE= $.734$ dan kurang bermotivasi, AVE= $.555$. Kesahan diskriminan yang rendah bermaksud item-item tersebut mempunyai hubungan inter korelasi (*intercorrelation*) dengan faktor yang lain. Bagi mendapatkan kesahan diskriminan yang baik nilai AVE bagi setiap faktor mestilah mempunyai nilai yang lebih besar daripada nilai koefisien (r^2) di antara setiap faktor (Hair et al., 2010). Sekiranya terdapat faktor yang mempunyai nilai AVE $<r^2$ ini menunjukkan item-item tersebut tidak mengukur dengan baik setiap faktor bagi pemboleh ubah laten. Ini bertepatan dengan hasil analisis kebolehppercayaan yang mendapati ketekalan dalaman bagi setiap domain dan faktor adalah tinggi iaitu motivasi intrinsik= $.918$, motivasi ekstrinsik= $.897$ dan kurang bermotivasi= $.827$. Manakala, nilai kebolehppercayaan mengikut faktor ialah MI1 (rasa ingin tahu dan keinginan mencapai sesuatu) = $.897$, MI2 (mendapat galakan)= $.803$, ME1(peraturan yang dikenalpasti)= $.862$, ME2(peraturan yang diserap dan disepadukan)= $.815$ dan kurang bermotivasi = $.827$. Dapatan yang diperoleh ini selari dengan kajian oleh Hu & Li, (2015) yang menunjukkan kesahan diskriminan bagi setiap domain diperoleh dalam Analisis Faktor Kesahan yang dilakukan.

Model yang diperoleh juga adalah sepadan dan memenuhi kriteria "*goodness of fit*" seperti yang ditentukan. Pengkaji turut mendapati bahawa jumlah item yang diperoleh selepas analisis adalah sama

dengan jumlah item yang asal. Ini bertepatan dengan teori yang disandarkan bagi mengukur motivasi pencapaian yang diterangkan oleh Pelletier, Rocchi, Vallerand, Deci, & Ryan, (2013); Robert J. Vallerand, (1992). Kajian tersebut menggunakan instrumen yang telah diadaptasi oleh pengkaji dan mendapati kesemua item yang diukur di dalam domain yang ditentukan adalah sama. Walaupun begitu, dapatan menunjukkan hanya lima faktor yang telah dikenal pasti berbanding tujuh faktor di dalam instrumen yang asal. Namun begitu, kajian oleh Antonia Maria Kennedy Szymanski, (2011) memperoleh faktor-faktor motivasi intrinsik, motivasi ekstrinsik dan amotivasi yang sama apabila menggunakan instrumen ini di dalam kajian beliau mengenai motivasi pencapaian.

6.0 KESIMPULAN

Rumusannya, terdapat beberapa langkah yang perlu dilakukan oleh pengkaji bagi mendapatkan kesahan dan kebolehpercayaan bagi instrumen yang digunakan. Langkah awal yang perlu dilakukan adalah dengan melakukan proses asas seperti ujian normaliti menggunakan SPSS. Seterusnya, Analisis Faktor Penerokaan dijalankan bagi memastikan setiap item mengikut domain yang diukur berada dalam faktor yang betul. Hasil analisis menunjukkan lima sub domain dikekalkan mewakili motivasi intrinsik, motivasi ekstrinsik dan kurang bermotivasi. Nilai kebolehpercayaan secara keseluruhan bagi instrumen yang diperoleh $\alpha = .921$ menunjukkan IMP diterima untuk diguna pakai. Manakala, proses Analisis Faktor Kesahan mengukuhkan lagi dapatan yang mengesahkan IMP mempunyai item-item yang benar-benar akan mengukur pemboleh ubah motivasi pencapaian. Dalam menjalankan analisis, setiap proses perlu dilakukan mengikut langkah-langkah yang telah ditetapkan bagi mendapatkan nilai kebolehpercayaan dan kesahan yang diterima. Kegagalan pengkaji melakukan proses tersebut akan menjejaskan tahap kebolehpercayaan dan kesahan instrumen yang diuji.

Kajian ini mencadangkan sampel bebas diperlukan iaitu tidak terhad kepada pelajar kolej vokasional sahaja diperlukan bagi mendapatkan model struktur yang lebih baik. Masih belum ramai pengkaji yang lain khususnya di Malaysia yang mengadaptasi IMP untuk mengukur motivasi pencapaian dalam kalangan pelajar terhadap pencapaian akademik. Apabila kurang kajian dijalankan mengguna pakai instrumen ini, maka aspek kesahan dan kebolehpercayaan instrumen sangat terhad. Pengubahsuaian terhadap item-item dilakukan hendaklah mengikut suasana persekitaran dan budaya masyarakat di Malaysia. Pengkaji mencadangkan lebih banyak kajian berkaitan motivasi pencapaian dijalankan dalam kalangan pelajar menggunakan instrumen ini.

Kesimpulannya, proses kesahan instrumen IMP melalui Analisis Faktor Penerokaan dan Analisis Faktor Kesahan terhadap pelajar kolej vokasional menunjukkan kesepadanan model yang baik. Fungsi Analisis Faktor Penerokaan dijalankan bagi mengesahkan item-item dalam IMP yang diukur berada dalam domain yang betul. Hasil dapatan menunjukkan bahawa instrumen IMP mempunyai kebolehpercayaan dan kesahan untuk digunakan bagi mengukur motivasi pencapaian dengan pencapaian pelajar dalam kalangan pelajar di kolej vokasional.

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CONCEPTUALIZING ORIENTATION AND MOBILITY PRACTICES WITHIN THE EXPANDED CORE CURRICULUM

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ABSTRACT

This paper intends to examine the orientation and mobility practices within the Expanded Core Curriculum. The study conceptualizes and methodologically sheds light on the practices of orientation and mobility (O&M) practices within the expanded core curriculum (ECC) for visually impaired learners. O&M practices has become significant as these are essential in independence and one of the main components of the expanded core curriculum of visually impaired learners. The O&M practices are functioned in the school boundaries with O&M experts to facilitate and accommodate visually impaired learners for their better independence. However, owing to these practices, but not as a part of the expanded core curriculum, results less responsive to visually impaired learner's needs (Aziz, 2007). Existing research has focused on O&M practices, which are the integral part of the expanded core curriculum for the independence of visually impaired but many researches were not conducted to address the O&M within the expanded core curriculum for visually impaired learners. Therefore, this study attempts to conceptualize orientation and mobility practices within the expanded core curriculum.

KEYWORDS: Orientation and Mobility, Orientation and Mobility Practices, Expanded Core Curriculum.

1.0 INTRODUCTION

Loss of sight can effect on an individual's everyday life in all its segments and can significantly limit some of its important elements. One of these vital elements is the area of Orientation and Mobility for the visually impaired learners (Ruzickova, et al, 2009). "Orientation and Mobility (O&M) is the ability to move safely, efficiently, and gracefully through all environmental conditions and situations with as much independence as possible" (Hill & Ponder, 1976, p. 3). Visually impaired learners are encouraged to use the O&M skills to develop their essential and basic skills, to build their ability of confidence to take responsibility for their decisions and to travel within all other environments, including their schools.

Visually impaired learners and other individuals with disabilities require support for successful transitions to post-school adult life. Accordingly, in the 1990 amendments to the Individuals with Disabilities Education Act (IDEA, 2004) mandated transition services for students with disabilities. The reauthorization of IDEA (2004) describes the transition process as an individualized, results-oriented process that includes a set of coordinated activities for children with disabilities. The emphasis of transition services is to improve the functional and academic achievement of visually impaired children, facilitating these children in school related activities. One key aspect of this process is the provision of related services including O&M instruction.

To fully participate in school and community life, the O&M skills are required for visually impaired learners. According to Jacobson (1983), the ability and usage of O&M skills, that affect the access of visually impaired learners to their educational opportunities. O&M skills require their family support throughout the formal training of the visually impaired. Most O&M skills are learned and taught within the school boundaries, with their vital aims and goals, with having the ability to travel independently in all

environments. Orientation and mobility skills need to be a part of the education of visually impaired learners.

Initially O&M were identified in 1872 by Levy's, with the use of cane techniques and the further development was started in 1929. Furthermore, professionals' formal efforts were started in the area of O&M in the 1940s, after the World War II, for some of the soldiers, who got blinded and started to return back to their homes. The Hines Rehabilitation Centre, the predecessor of orientation and mobility, and foot travel training were started to begin (Weiner & Siffermann, 1997). Then, a training protocol (O&M) was established with collaboration of military personnel to illustrate the instructions to vision loss.

2.0 DEFINITION OF ORIENTATION AND MOBILITY

Orientation and Mobility (O&M) are set of skills that are designed in familiar and unfamiliar environment for safe and efficient movement of visually impaired children (Hill & Ponder, 1976). Further Hill & Ponder (1976) explained that the orientation is "the process of using one's senses to establish one's position and relationship to all other significant objects in one's environment" (p. 3). Further, the Orientation is the intellectual part of moving from one place to another place, which is called travel. It is the procedure of being use sensory information and knowledge to understand one's location in the environment and how to move to get a desired location. "orientation includes using language, understanding cause and effect, and learning about concepts that relate to objects and things" (Hill & Ponder, 1976). In addition, orientation involves increasing awareness of one's body, developing sensory skills, and learning to use landmarks to assist in travel. Mobility is the second element of O&M. Mobility refers to the physical part of travel, which includes confident, safe and efficient movement from one place to another (Pavey, 2003).

3.0 THE CONCEPT OF ORIENTATION AND MOBILITY

According to Hill & Ponder (1976), Orientation and Mobility (O&M) are involved with two distinctive, but equally dependent, essential components: (a) orientation and (b) mobility; both are essential for the purposeful movement of the visually impaired. Several researchers revealed the importance of O&M in the area of visual impairment as an essential component that need to gain by the visually impaired learners (Hatlen, 1996; Hazekamp & Huebner, 1989; Huebner, Merk-Adam, Stryker, & Wolffe, 2004; Lowenfeld, 1964). Furthermore, O&M were particularly emerged in the National Agenda as the crucial component of the expanded core curriculum for visually impaired learners (Huebner et al, 2004).

For the attainment of many educational benefits for visually impaired learners, O&M skills were developed (Lowenfeld, 1964), to develop integration into the community, gaining employment and social networking opportunities (DeMario, 1990). Mobility involves as process to moving through space to reach a destination. The term "orientation and mobility" was originally referred to as "foot travel" (Bledsoe, 1980). Individuals with visual impairments learn independent travel skills through orientation and mobility (O&M) instruction. Specifically, Jacobson (1993) defined that "O&M is the teaching of individuals with visual impairments the concepts, skills, and techniques necessary for safe, efficient, and graceful travel under all environmental conditions" (p. 3).

Orientation and Mobility (O&M) services are defined in the Individual Disability Education Act (IDEA, 2004) as "services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to safe movement within their environments in school, home, and community" (p. 140). More specifically, IDEA mandates instruction in the following areas, as appropriate for each student: (a) environmental and spatial concepts; (b) usage of senses to receive information for a purposeful travel; (c) usage of the long cane; (d) usage of low vision aids and remaining vision; and (e) other techniques, concepts, and tools. O&M instruction in community settings is fundamental for individuals with visual impairments to learn skills necessary for independence. Optimal instruction may be hindered by several factors, including time constraints (Lohmeier, Blankenship, & Hatlen, 2009) and liability concerns (Marsh, Hartmeister, & Griffin-Shirley, 2000).

4.0 DIMENSIONS OF ORIENTATION AND MOBILITY

Children develop skills through both incidental and direct instruction. For children who are blind and visually impaired, many skills that are incidentally learned by their sighted peers require a direct instruction and at times, compensatory techniques, to be developed. Mobility is the ability to safely and independently travel, can be a specific area of difficulty for students with vision loss. O&M instructions are recommended by vision professionals to provide direct instructions in concept development, orientation, and travel skills in addressing the particular needs of students with visual impairment. O&M is recognized as an essential element of the Expanded Core Curriculum (ECC) for visually impaired students (Hatlen, 1996).

Visually impaired children need to get sequential and direct instructions from an O&M specialized teacher (Lohmeier, Blankenship, & Hatlen, 2009) and to move through environment independently and purposefully, there is need to interact with the O&M skills (Pavey, Douglas, McLinden, & McCall, 2003), as they could facilitate the access to educational, vocational, social, and recreational opportunities (McDonnall, 2011; Riley, 2000; Wolffe & Kelly, 2011). The acquisition of independent travel skills is essential for visually impaired students' to participate in academic, nonacademic, and extracurricular aspects of their education (Riley, 2000).

5.0 PRACTICES/SKILLS OF ORIENTATION AND MOBILITY

Visually impaired learners need to develop the O&M skills to participate in community and school. This ability affects to use these skills for the attainment of educational opportunities and the abilities to improve the quality of life, there is a need to acquire these skills. Mostly, O&M skills are taught through O&M teacher within the school boundary, in getting the purpose of being independent in the environment. Sensory perceptions are also needed in orientation skills to reach a desired goal and to determine one's position to get to destination (Hill & Ponder, 1976).

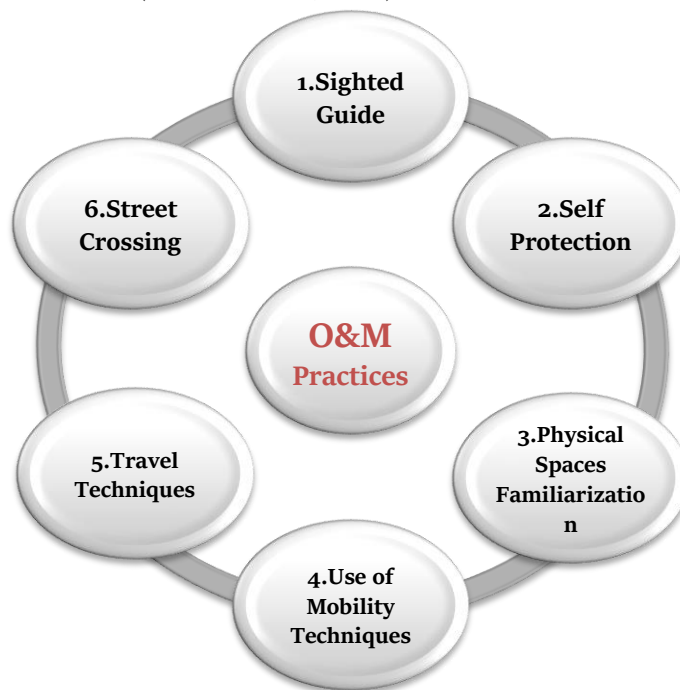


Figure.1: Orientation and Mobility Practices/Skills

5.1 Sighted Guide/Human Guide

Sighted guide technique (commonly known as human guide) is basically a system of mobility, which is developed for visual impaired learners for their active participation in different environments, including travel with the guidance of a sighted person with using his sight (Hill & Ponder, 1976). These important skills or practices are learned by the visually impaired learners with the help of a sighted guide, and both demonstrate like a team for efficient movement. There is a need physical contact and training, which are considered essential part between the guide and visually impaired learner.

5.2 Self-protection

Many hazards that can be avoided physically with the usages of good protective techniques. The usage of hands and arms is required as bumpers in self-protection techniques. Any injury to the face and body can be reduced in this way. According to Jacobsen (1993), the techniques of the forearm and upper and lower hand techniques are useful in protection of body positions. In addition to this, moving into open spaces, these self-protection techniques are used to help of sighted guide, trailing, use of the cane, for making helpful travel in outdoor and indoor.

5.3 Physical Spaces Familiarization

Physical spaces familiarization helps the visually impaired with O&M instructions in seeking the information related to an area. The technique of self-familiarization is used for self-exploration, that is a part of self-familiarization, which is used in buildings, classrooms, larger areas, and hallways, (Jacobsen, 1993). In many cases, this guidance need to be completed with an instructor's assistance.

5.4 Use of Mobility Techniques

Mobility techniques are mostly used to instruct about directions. Importantly, there is a need of professional guidance to use the tools and methods to acquire mobility. On the traveler's cognitive and physical ability, the instructions are modified to use a particular environment and several hazards that are encountered. Furthermore, human/sighted guide, instructions include: mobility techniques include pre-canes, canes, alternative or adapted mobility devices, electronic travel aids (ETAs), and dog guide.

5.5 Travel Techniques

Transportation/travel with O&M instruction, which are necessary for visually impaired learners that are included railways, buses, cars, airplanes, and taxis are areas of transportation (Jacobsen, 1993). In addition to this, the application of skills and practical practices and skills of O&M are also a part of this training in the environments having different features. Instructional particular methods are required with O&M domains in a specific environment involving travel techniques.

5.6 Street Crossing

To cross streets of visually impaired, mostly requires a sighted person to travel in neighboring or community area. Being a master of particular O&M skills that are needed in safe crossing of streets. Instructions in crossing the streets, always needed to get a coordination of other skills include orientation, conceptual skills application, techniques of physical familiarization, and also cane techniques (Bischof, 2008).

6.0 ORIENTATION AND MOBILITY: THE POTENTIALS

Orientation and Mobility are recognized as the fundamental element for visually impaired education (Corn et al., 1995; Suterko, 1973) In 1997, IDEA (2004) the Individuals with Disabilities Education Act recognized orientation and mobility as a vital aspect for every visually impaired learner, which is supported in their education (IDEA, 2004). These services include:

1. Environmental and spatial concepts and their usage with senses (such as sounds and vibrations).
2. The use of long cane for travel skills.
3. The use of low vision or remaining vision and aids.
4. Some other techniques, tools and concepts.

7.0 THE EXPANDED CORE CURRICULUM

“Disability-specific curriculum” is commonly known as the expanded core curriculum. The expanded core curriculum was written in response to a report issued by the U.S. Office of Special Education and Rehabilitation Services (Department of Education, 2007), that acknowledged that the needs of visually impaired students were not being met by the standard curriculum (McDonough et al., 2006). The National Agenda argued that the expanded core curriculum reflects the best practices that are necessary so that students with visual impairments may directly access the core curriculum. Thus, the expanded core curriculum can be viewed as an indirect service that allows students with visual impairments the opportunity to receive an appropriate education (Hatlen, 1996; Huebner, Garber, & Wormsley, n.d). Further, visually impaired learners need modifications in the existing curriculum and also require special services along with the adopted materials and existing services (Ali & Hameed, 2015).

The expanded core curriculum reflects a “body of knowledge and skills that are needed by students with visual impairments due to their unique disability-specific needs” (American Foundation for the Blind, n.d, p. 100). It contains nine critical components: compensatory or functional academic skills, including communication modes, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, and sensory efficiency skills (Levin, 2011). Yet, little empirical evidences are available to document the ECC’s effectiveness and its roles in the transition to adulthood, particularly O&M of visually impaired students. The following sections include a discussion of factors related to nine areas of the ECC; however, this study primarily focuses on O&M of visually impaired learners with parental involvement in Pakistan context. In the Following section has presented a summary of all essential components of ECC in figure. 2.

A summary of the components of the Expanded Core Curriculum (Figure.2)

Compensatory Skills	These skills are needed by visually impaired students to access the general education print material.
Orientation and Mobility	The ability to move in one's environment is key to independence. Orientation and Mobility include instructions traveling, at home, schools, and communities as well as instruction in cane use.
Social Skills	The blind and visually impaired student needs to interact and form work and personal relationships. Social Skills that must be taught to students who are visually impaired include: looking towards a person talking, how close to stand to people, and how and when to shake hands, hold doors and other skills that sighted individuals learn through observation.
Independent Living Skills	These skills are needed in order to participate in everyday living. Activities such as grocery shopping,

Recreation and Leisure Skills	food preparation, laundry and personal hygiene all need to be taught systematically.
Career Education	Like independent living skills the skills involved in recreational and leisure activities require a systematic approach for acquisition. These activities can be as simple as learning to swing and as complex as sailing. In order to make good career decisions a student who is blind and visually impaired needs to have firsthand experience of job opportunities, as there is no opportunity for observation and incidental learning that is available to sighted peers.
Assistive Technology	Assistive technology consists of the tools that the blind and visually impaired use to access and share information. Tools for students both low vision and blind can be simple low-tech devices such as slant boards, and hand held magnifiers. High-tech devices include voice output for computers or text to speech devices such as Braille Notes.
Visual Efficiency Skills	These Skills are taught to low vision students. Visual efficiency is the ability to use effectively the vision that is available to the individuals.
Self-determination Skills	Not unlike their sighted peers, students who are blind and visually impaired need to learn what choices are available to them, how to advocate for themselves and how to make informed decisions.

Source: [Adopted from Sapp & Hatlen, (2010)].

8.0 CONCLUSION AND IMPLICATIONS

Orientation and Mobility (O&M) are integral components of the Expanded Core Curriculum (ECC) (Hatlen, 1996). Children with visual impairments require direct and sequential instruction provided by an O&M specialist (Lohmeier, Blankenship, & Hatlen, 2009) to be able them to acquire these necessary skills to interact with others (Pavey, Douglas, McLinden, & McCall, 2003). Parents of VIL need to get support and information from O&M teachers to solve the unique needs of their visually impaired children (Kirk, 2011). Individuals with visual impairments learn independent travel skills through orientation and mobility (O&M). The discussions of the study will also assist visually impaired learners to be more independent in their lives with beneficial delivery of O&M. As the literature indicates, limited research has been conducted to explore Orientation and Mobility within the Expanded Core Curriculum for visually impaired learners to make them independent in the host country. To this aim, this research tends to add the body of literature with its contribution, by providing orientation and mobility specialists and other special educators with some ways in which they can plan appropriate implementation of Orientation and Mobility practices within the Expanded Core Curriculum for visually impaired learners.

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HEADMASTER'S ENTREPRENEURIAL LEADERSHIP, SCHOOL CULTURE AND SCHOOL INNOVATIVENESS AS PREDICTORS OF PRIMARY SCHOOL PERFORMANCE

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ABSTRACT

The purpose of this study is to identify the predictors of primary schools performance in Malaysia. The sample will be consisted of primary school teachers. Around 432 teachers will be selected to participate in the study. A quantitative approach will be used to gather data using questionnaires. The school performance will be measured using Average School Grade or Gred Purata Sekolah (GPS) result. Correlation and multiple regression analysis will be used to analyze the data gathered using survey method.

KEYWORDS: Entrepreneurial Leadership, School Culture, School Innovativeness, School Performance Primary schools,

1.0 INTRODUCTION

School performance, mostly refers as organizational performance has been defined by many scholars (Kaplan and Norton, 1992; Miron, B. J, 2014; Hill, M. B, 2014; Donnelly, J.A., 2016). Generally, organizational performance measured based on outcomes results from organizational activities.

In 1950s, the concept of performance in organization is more focussed on the following:

- Whether the organization can achieve its goals.
- Whether any resources constraint
- Whether any inappropriate strain has been placed on its subordinates.

(Georgopolous and Tannenbaum, 1957).

Supporting the statement above, Latham and Locke (1991) emphasized that organizational goals are the suitable indicator to evaluate the organizational performance. This can be seen in higher education institutions where the institution set their goals first and thrive at its best towards the goals to assure the institutional quality.

Studies on organizational performance are never ending, especially in schools. Measuring school performance is necessary in order to ensure quality education. Yet, increasing school performance becomes an endless challenge for Malaysian school community. Even though the Malaysian education system transforms gradually to a more promising system throughout recent years, but it is still not meeting the international standard. This may be caused by few factors.

Most of the studies argue that school culture, leadership style and school innovativeness closely related to school performance (Joffrian Jr, 2011; Brinks, 2012; Shoham et. al, 2012; Miron, 2014). School culture is an important factor that influences student achievement (Kruger, Witziers, & Slegers, 2007). Engels et. al (2008) stated that a positive school culture is often enhance staff development and student learning. Generally, in schools, culture refers to the way the teachers think and behave towards the schools. This is supported by Maslowski (2007) who defines the school culture as the basic assumptions, norms and values and cultural artifacts of a school that are shared by school members. Therefore, research on school culture is widely been conducted in this modernization education world (Hoy et.al, 2013; Kabler, 2013; Khurosani, 2013).

In addition, principal's leadership is also closely related to student performance (Moreno, R, 2009). Different leadership style results in different student performance. It cannot be denied that leadership is main component in cultivating strong culture, innovativeness, organizational commitment as well as performance of an organization. Leadership influences teachers' way of thinking and behaviour towards the school. This is supported by Borgelt and Fark (2007) who claimed that effective leadership creates innovative environment. It inspires and motivates other employee towards organizational development. The principal as a leader must has certain knowledge and skills on planning school performance.

Therefore, ministry established New Deal for School Principals (*Tawaran Baru Kepada Pengetua*) as one of the National Key Results Area (NKRA) education in 2011 (Malaysian Education Blueprint 2013-2025). The school principals are given rewards based on their performance to achieve school's target. Through this effort, the school principals are being recognised for their involvement in teachers' development and school performance. This reward motivates school principals to perform better which lead to better school performance indirectly.

By considering the importance of leadership in managing a school, the ministry also has tightened the leadership selection criteria in 2014. The important criteria to become a principal in Malaysian schools are to have Certificate in National Professional Qualification for Educational Leaders (NPQEL) for high potential candidates to prepare them for their roles and responsibilities as school leaders. Around 2000 principals were given training in the National Professional Qualification for Educational Leaders (NPQEL) programme and around 63% of principals who were participated have attained a Cumulative Grade Point Average (CGPA) of 3.75 and above (Annual Report, 2014).

The leadership element also has been highlighted in Education Quality Standard 2010 (Standard Kualiti Pendidikan Malaysia, SKPM 2010) as shown in figure 1.

Figure 1: Elements in SKPM 2010



The first element in Figure 1 proves that the ministry emphasises leadership in cultivating excellence in schools. Moreover, the score description stated in SKPM 2010 indicates that entrepreneurial leadership is encouraged in Malaysian schools (Standard Kualiti Pendidikan Malaysia, 2010)

Entrepreneurial leadership is improvised innovativeness as innovativeness is one of the important components in entrepreneurial leadership other than pro-activeness and risk taking (Chen, 2007; Gupta et al., 2004; Kuratko, 2007; Surie & Ashley, 2008). School principal as a leader needs to take risks by implementing new instructional approaches in order to promote student learning. Risk taking is not only promote student learning but it is also provides an opportunity for teachers to grow internally. Beyond professional growth, entrepreneurship, innovation and risk taking are the important steps that need to be taken by school principals to pursue school success. Effective leaders are those who know to accept risks and manage risks according to the situation. Therefore, entrepreneurial leadership style is encouraged in Malaysian schools.

Besides, the school committee should have an open attitude towards change regardless of principal, teachers and other fellow staff in order to promote the school performance. The school should apply new approach to teaching and learning by using new digital tool or material which substitute the normal practice of teaching and learning. Innovativeness in school becomes high if teachers from all levels involved in implementing the innovation.

By considering all above, it cannot be denied that entrepreneurial leadership, school culture and school innovativeness can provide insights to policy makers to make some recommendations for its educational improvement.

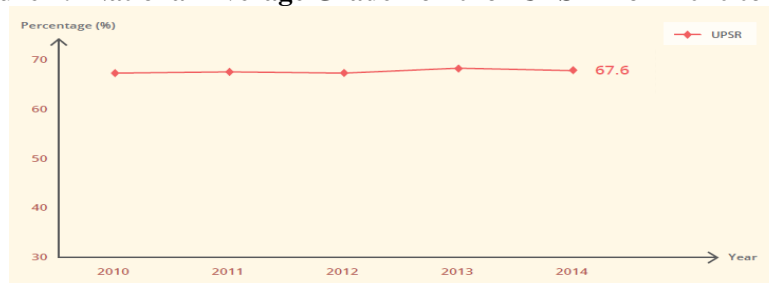
The aims of this study are :-

1. To identify the level of entrepreneurial leadership practised by primary school type.
2. To identify the type of school culture practiced by primary school type.
3. To examine the level of school innovativeness practiced by primary school type.
4. To assess the performance of schools by primary school type.
5. To identify the difference in entrepreneurial leadership practiced between these schools.
6. To identify the difference in type of school culture practiced between these schools.
7. To identify the difference in school innovativeness practiced between these schools.
8. To identify the difference in school performance between these schools.
9. To identify the relationship between entrepreneurial leadership and school performance among primary schools.
10. To identify the relationship between school culture and school performance among primary schools.
11. To identify the relationship between school innovativeness and school performance among primary schools.
12. To identify the predictors of primary schools performance

2.0 PROBLEM STATEMENT

In 2014, the performance of students in primary level national examination which is called as Ujian Pencapaian Sekolah Rendah (UPSR) has declined around 0.8% nationwide compared to previous years. The examination result is also quite stagnant from 2010 to 2013 (Figure 2). In addition, Annual Report 2015, MOE reported student performance in UPSR examination from 2013 to 2015 (Figure 3). During this period also, there is no any promising improvement in the performance level even though many efforts have been taken by ministry to improve the school performance.

Figure 2: National Average Grade Point for UPSR from 2010 to 2014.



(Source : Annual Report 2014, Ministry of Education Malaysia)

Figure 3: National Average Grade Point in UPSR from 2013 to 2016.

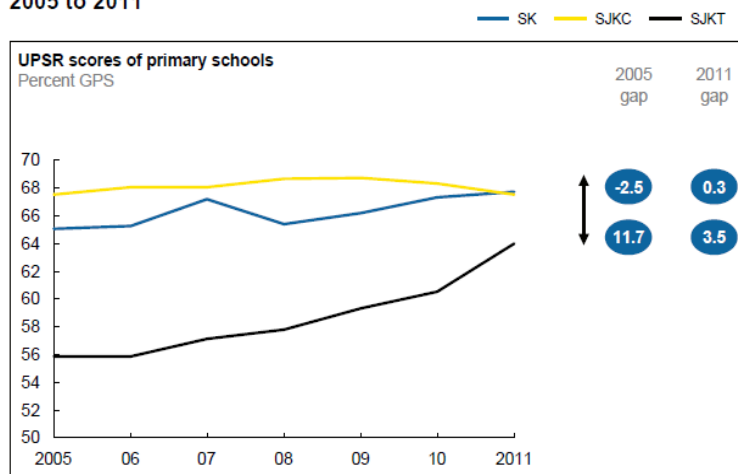
	2013	2014	2015
UPSR			
National Average Grade	2.27	2.29	2.27
% of candidates with minimum level	65.4%	66.9%	66.3%

(Source : Annual Report 2015, Ministry of Education Malaysia)

Apart from that, a significant gap has been recognised between the primary schools. National type Tamil primary schools (SJKTs) perform poorer compared to national schools (SKs) and national type Chinese primary schools (SJKTs). This gap has been highlighted in recent Malaysian Education Blueprint (2013-2025) Pre-school to Post-Secondary Education. Refer to Figure 4.

Figure 4: Primary schools' national examination (UPSR) scores from 2005 to 2011.

Comparison of National and National-type UPSR scores from 2005 to 2011



¹ Gaps are calculated as the difference in percentage points between SK scores less SJK(C) or SJK(T) scores
SOURCE: Examination Syndicate

(Source : Malaysian Education Blueprint, 2013-2025, Pre-school to Post-Secondary Education)

Although the gap between SJKTs and both SKs and SJKCs has been reduced past few years, but SJKTs are still lag behind compared to both SKs and SJKCs by roughly around 4 percentage points in 2011 (Malaysian Education Blueprint, 2013-2025, Pre-school to Post-Secondary Education). It seems no any action has been taken for this achievement gap after 2011. The recent annual report of MOE in 2015 does not captured anything on this achievement gap. Hence, it is presumed that the achievement gap is still exists.

Therefore, it becomes a need to identify the reason for its low performance even though the other primary schools adopt the same curriculum as Tamil primary schools. The only difference between these primary schools is medium of instruction. The medium of instruction in Tamil primary schools is Tamil while the medium of instruction in Chinese primary schools is Mandarin. The same goes National schools where the medium of instruction is Malay. Studying this problem will help ministry to address challenges faced to improve school performance as a country's success is depend on quality education which achieved through good performance of schools.

Since school performance becomes a critical issue, the related factors which affect the school performance need to be identified so that equitable performance can be achieved in all type of primary schools. Researches shown that effective principal is the most important factor to drive school performance followed by teachers and the school system.

2.1 Definition of Terms

In this study, the entrepreneurial leadership, school culture, school innovativeness and school performance are defined as follows:

Entrepreneurial Leadership

Entrepreneurial leadership style defines headmaster's leadership into 4 dimensions as follows:

- Miner refers to headmaster who does not wait for others and bring out changes internally to become more competitive to seek external networks.
- Explorer refers to headmaster who actively explores external networks and new opportunities for school improvement.
- Accelerator refers to headmaster who does not take actions directly. However, the headmaster stimulates the teachers to create supportive environment internally and encourage staff to be creative and innovative.
- Integrator refers to headmaster who assists teachers to pull resources from outside school and creates supportive environment (Thornberry, 2006).

School Culture

Culture is measured by school structure, processes, values, beliefs, the way teachers work, the school flexibility, the way teachers faces challenges, the relationship between teachers, the school atmosphere, how things are around school, whether it is internally focused or externally focused and so on (Cameroon and Quinn, 2006).

School Innovativeness

School innovativeness perceived as a combination of innovative dimension in terms of product, market, process, behavioural and strategic orientation. Each dimension of innovativeness defines as follows.

- Product innovativeness refers to the introduction of new, unusual and unique ideas in school system which has been brought at the right time.
- Market innovativeness refers to the identification and adaption of new approaches in order to emerge against other schools.

- Process innovativeness refers to the introduction of new teaching and learning methods, new technology as well as new management styles that can be used to improve the school processes.
- Behavioural innovativeness refers to willingness of teachers to encourage innovative culture and foster new ideas.
- Strategic innovativeness refers to new strategies created in school to achieve the objectives by leveraging limited resources creatively (Wang and Ahmed, 2004).

School Performance

School performance refers to the level of academic performance in UPSR examination where the performance assessed using Average School Grade or *Gred Purata Sekolah (GPS)* for 3 years, from 2014 to 2016.

3.0 METHODOLOGY

This study will be conducted in Peninsular Malaysia. Around 432 teachers with 5 years of experience and above will be selected to participate in this study. The instruments for this study are adapted from the literature world and modified a bit to suit the school context. The following are instruments that will be used to measure the variables in this study.

Variable	Instrument
Entrepreneurial Leadership	Entrepreneurial Leadership Questionnaire (ELQ) developed by Thornberry (2006)
School Culture	Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn (2006)
School Innovativeness	Organizational innovativeness construct developed by Wang and Ahmed (2004)
School Performance	Average School Grade or Gred Purata Sekolah (GPS) for 3 years will be obtained from Ministry of Education (MOE)

All the instruments that will be used are valid and reliable. The Cronbach alpha is reported the value above 0.60 for all the instruments in this study.

4.0 DATA ANALYSIS

Statistical analysis of the data will be conducted using SPSS version 23 descriptive statistics and multiple regressions. Descriptive analysis will be conducted to analyze the demographic data which consist of age, gender, years of experience and education level. The level of entrepreneurial leadership, school culture and school innovativeness practised by primary schools will be determined based on mean score obtained from descriptive analysis.

Pearson correlational analysis will be conducted to determine the correlation between these three variables (entrepreneurial leadership, school culture and school innovativeness). Pearson correlational analysis is the suitable analysis to best describe the significance relationship between two or more variables. Last and but not least, multiple regression will be used to predict the variable contribute most to school performance.

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A REVIEW ON THE IMPLEMENTATION OF PROBLEM-BASED LEARNING IN ENGLISH LANGUAGE LEARNING

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ABSTRACT

Problem-based learning (PBL) has been recognised as an effective method of teaching and learning. The possibility of integrating PBL in language learning is established in the discussions by Mardziah (1998), Larsson (2001), Mathews-Aydinli (2007) and Boothe, Vaughn, Hill and Hill (2011). Alongside the discussions, many researchers have also embarked on PBL research in English language learning. This conceptual paper aims to review the current empirical studies of PBL in the area of English language education in the literature. It attempts to provide readers with the current state of knowledge in the field by highlighting areas of PBL studies in English language learning, methodologies employed in the studies and significant findings by the previous researchers. In the last part of the paper, the researcher also identifies gaps in the studies in order to create space for further research in the field.

KEYWORDS: Problem-based learning, English language learning, PBL methodologies, PBL in ESL

1.0 INTRODUCTION

Problem-based learning (PBL) is a student-centred learning method which empowers research-based learning by solving real-world or ill-structured problems cooperatively (Savery, 2006). It was first implemented in a medical school, McMaster University by Howard Barrows and his colleagues in 1969, with the main objectives of acquiring knowledge of a subject matter, as well as developing problem solving skills among students (Barrows & Tamblyn, 1980). Remarkably, since the introduction of PBL in medical education, research on PBL has extended on many other disciplines of education, including English language.

The possibility of integrating PBL in language learning was fruitfully discussed by Mardziah (1998) from the constructivist perspective. Language is learnt by engaging learners in social activities that encourage interaction and communication. Negotiation of meaning in language learning is more meaningful if learners are exposed to real-life problems such as in actual situations that require interactions to happen. Using real-life problems is believed to bridge the gap between the theory learnt in schools and the use of language in real life situations. Boothe et al. (2011) shared the same view. As learners undergo the process of learning through PBL, they will eventually construct their own knowledge and begin to make connections which are meaningful and applicable to the real world, viz. the employment world.

2.0 LITERATURE REVIEW

The search for data of this review paper was conducted through free access research databases mainly through ERIC, ResearchGate, Mendeley and Google Scholar, using keywords such as problem-based learning in ESL, problem-based learning and English language, and problem-based learning and language. Data search was also made based on the list of references in exemplary studies. Articles included are selected based on their scholarly relevance, types and reliability of sources i.e., peer-reviewed scholarly journals or published by a university or scientific publisher (see Columbia College, 2000). In addition, since the purpose of this paper is to identify the current state of knowledge, only recently published work articles

which comprise journal articles, theses and proceedings, between the year 2011 and 2016 are included. Altogether, there are twelve selected empirical studies on PBL in English language learning which will be reviewed in this paper. The findings of the literature review will be presented according to these sections: (1) Areas of PBL research in English language education, (2) Methodologies in the PBL studies, and (3) Significant findings from the PBL studies.

3.0 AREAS OF PBL RESEARCH IN ENGLISH LANGUAGE EDUCATION

According to Gallagher and Gallagher (2013), the interest in conducting studies on PBL is growing, owing to the vast amount of previous literature on the efficacy of PBL in fostering student learning. Thus, this section will discuss the developing areas investigated by current researchers in the field of English language learning. Most of these studies which compare between the PBL method and the traditional method of teaching are conducted to investigate the effectiveness of PBL in developing language skills and to gather perceptions of PBL from students and teachers. Besides that, researchers have also attempted to determine PBL implications on the development of soft skills. Finally, another area of interest among the researchers is related to in-depth investigations of PBL implementation in English language learning.

It is common for English language educators to assess their students' performance in the four language skills, namely, listening, speaking, reading and writing. In this review paper, it is noticed that many researchers have shown considerable interest in measuring the effectiveness of PBL method in regard to learners' writing skill. Lin (2015) investigated learners' vocabulary learning and its use in writing. The findings showed that PBL group outperformed the non-PBL group in composition writing in terms of the length of their composition. In another study, Dastgeer and Afzal (2015) investigated the impact of an intervention on students' writing skills, with an encouraging result too. The findings of their study showed that PBL was a more effective pedagogy than the conventional lecture method for improving writing skills of learners. Finally, Watthanapattikitti and Sucaromana (2016) conducted a study on the use of PBL in enhancing writing ability of Thai ESL students and concluded that PBL was able to enhance the development of narrative writing ability among the participants. Besides writing skill, researchers have also conducted studies to measure the effects of PBL on the learners' speaking skill and the overall language skills. Jiriyasin (2014) investigated students' performance in Thailand in regard to their oral language skills after being exposed to a PBL treatment. It was found that the learners' English oral performance was more fluent and accurate after the exposure. In Malaysia, Norzaini and Ling (2012) and Normala and Mohamed Ismail (2013) investigated the effects of PBL on the development of language skills of students in local universities, with similar results. The findings of both studies showed an increase in the students' post-test scores, signifying positive effects of PBL to the students' development of language skills in general.

Studies on perceptions are commonly conducted to gather information related to participants' opinions, beliefs and knowledge in order to discover their awareness, readiness or understanding of an issue. Fazalur, Nabi, Ghulam, Saeed and Shaheen (2011), Radzuwan (2011) and Berhannudin, Hussain, Zulida, Mohammad Talha, Mohamed Idris, Anthony, Robijah, Ahmad Esa, Asri, Farhana, Abdullah and Soosay (2015) conducted studies on perceptions of PBL implementation to gather the participants' opinions based on their experiences undergoing PBL. Precisely, (Fazalur et al., 2011) intended to identify the level of awareness of PBL and its procedures and to find out readiness to use PBL in the classroom from teachers' point of view. It was found that the teachers were aware of PBL and its procedures for implementation but were not fully ready to use PBL. On the other hand, Radzuwan (2011) and Berhannudin et al. (2015) were interested to discover students' point of view regarding the incorporation of PBL in ESL classrooms and on the use of PBL in improving oral communication skills, respectively. The findings from both studies showed that students positively perceived PBL as an effective method of instruction. Students' perceptions towards PBL were also investigated in a study by Norzaini and Ling (2012) following the students' experiences undertaking a PBL lesson. It was revealed in the study that the students held positive perceptions about the strength of PBL in increasing their self-confidence to communicate using the English language.

PBL empowers student learning by fostering the development of soft skills among students especially through group work activities, which are common in a PBL classroom (Mathews-Aydinli, 2007; Boothe et al., 2011) Through these activities, students develop soft skills as they communicate, cooperate, tolerate, share ideas and think critically to solve a problem with their group members. The effectiveness of PBL in fostering soft skills was studied by Zulida (2013). She attempted to investigate the use of PBL as an instructional approach to enhance students' soft skills, particularly problem solving skills. Her study revealed that students who were taught using PBL showed significant improvement in terms of their accuracy and quality of work in solving problems. High cooperation among group members was also observed during the PBL activities. However, even though it is a common belief of the PBL proponents that PBL enhances the development of soft skills, no other PBL studies in this review paper have shown much interest in studying the variable directly.

Finally, researchers have also drawn much attention to gaining better understanding of PBL through in-depth investigations which are conducted to assess the implementation of PBL in English language classrooms. Anthony and Zulida (2012) who were concerned about English language development and its use in PBL classroom, investigated the process of PBL to learn about how students learn and construct knowledge. They also investigated factors that enabled or constrained the development of English language among learners. It was found in their studies that PBL facilitated language learning in several ways. As the students were involved in problem solving activities, they also engaged in independent self-directed learning, team working and shared knowledge construction through group work. All these events helped students to learn the English language. In much the same way, Sahril, Patak, and Naim (2013) who were concerned about how a PBL instruction package affected learners in a high school in Indonesia, initiated a study to explore the challenges faced by the learners during the PBL implementation. It was disclosed in their study that overall, the PBL instruction package had improved communication competence among the students. However, students with low-level ability needed assistance from those with higher level ability as they faced difficulties in comprehending certain topics due to limited vocabulary and schemata.

In conclusion, this section has revealed the common areas of PBL research in English language learning by local and foreign studies. It is clear that despite the differences in the study settings, many of the recent studies in the literature have shown an inclination to measure the actual effects of PBL approach on learners rather than to obtain only the learners' perceptions. This is believed to be a positive sign because by measuring the effects of PBL using an experimental method, more discoveries can be made leading to contribution of empirical evidence to the literature. Moreover, empirical evidence from experimental research which is commonly believed to be stronger, will consolidate understanding, help to integrate research and practice, and give a sound support for the use of PBL as an effective method, particularly in the field of English language learning.

4.0 RESEARCH METHODOLOGIES EMPLOYED IN THE PBL STUDIES

Choosing the most appropriate research method to answer research questions from diverse methods is undoubtedly a critical decision for researchers. The empirical studies reviewed in this paper employed a variety of methods in line with the objectives of each study. Thus, this section will take a closer look at the methods used in the studies by highlighting the similarities and differences between them. To accomplish the aim of the paper, the research design, participants and data collection techniques of each study will be examined. The review will first look into the quantitative studies and followed by the qualitative studies.

Fazalur et al., (2011) and Radzuwan (2011) used a survey technique in their study and distributed questionnaires to obtain perceptions from their samples on their experiences and anticipation regarding PBL implementation in the studied settings. Despite the same technique, both researchers had different type of target samples in which the former were interested to investigate students' perceptions while the latter was keen on finding out the perceptions from teachers' point of view. The selection process of samples also differs between both researchers. While stratified and random sampling techniques were employed by Fazalur et al., purposive sampling was employed by Radzuwan based on the assumption that the chosen samples were able to provide the best responses considering their experiences. Furthermore, unlike in

Fazalur and colleagues' study, the questionnaires used by Radzuwan were self-administered as they ranged from end of session evaluation, student-peer collaboration evaluation and student-facilitator collaboration evaluation.

According to Gribbons and Herman (1997), an experimental design is most appropriate if a study aims to determine whether a programme or intervention has the intended effect on a study's participants. Similarly, Brown and Rodgers (2002) and Dornyei (2007) agree that conducting an experiment is most appropriate in evaluating educational innovations and resolving questions in related to language learning and teaching. In accordance with the proposition, experimental design has been employed by most of these researchers in the attempt to evaluate the effectiveness of problem-based learning on learners' achievement in English language learning (Norzaini & Ling, 2012; Normala & Mohamed Ismail, 2013; Zulida, 2013; Lin, 2015; Dastgeer & Afzal, 2015; Watthanapatkitti & Sucaromana, 2016). Detailed methods used in each of the experimental studies are further discussed.

Local researchers, Norzaini and Ling (2012) conducted a quasi-experimental study among 57 students from the Foundation English Language course in UKM to find out the impact of PBL using two instruments i.e. Self-Assessment Test and Programme Evaluation Questionnaire. Data for the study were collected after a six-week intervention. However, the experimental data were rather debatable because the instruments which were used in the study elicited views rather than measuring the actual performance of students in the course. In contrast, the study by Normala and Mohamed Ismail (2013) is perhaps more reliable in terms of the data collection methods used. To investigate the effects of problem-based learning, the study participants, who consisted of 128 undergraduate students in IIUM were tested in the areas using three methods, which are an English Proficiency Test, an essay writing test and the overall course grade derived from all assessments in the course. Two instruments which were the English Proficiency Test and Essay Writing test were given as pre-tests prior to treatment and post-tests after a 14-week treatment. Their final examination scores were then analysed and compared between the experiment and control groups to measure the changes. The procedures employed by Normala and Mohamed Ismail were similar to those employed in another local study by Zulida (2013). In the study by Zulida, 50 undergraduate students from two classes of Effective Communication in UTHM were recruited. Picture tests were given as pre-test prior to treatment and post-test to measure students' problem solving skills after receiving the treatment for one semester. Besides the picture test, a questionnaire was also administered to gather perceptions related to students' intrinsic motivation towards learning the course. Unlike in Norzaini and Ling's study, the use of questionnaire in this study appears undisputable as the decision was supported by ample amount of literature. Apart from that, Zulida's study is exemplary in its own way. The integration of qualitative data from several qualitative data collection methods such as observation field notes and reflection writing by the students have undoubtedly given an added value to the study leading to deep, rich and thorough understanding of the studied phenomenon (Seidman, 2006; Schutt & Chambliss, 2013).

In a study conducted in an elementary school in Taiwan, Lin (2015) compared the performance of 56 participants using instruments namely Vocabulary Knowledge Test as pre-test and post-test, topic writing composition and self-report. The integration of qualitative data in the quasi-experimental study was also done through self-report, along with the quantitative data, after 12 weeks of intervention. Meanwhile, in Pakistan, Dastgeer and Afzal (2015) conducted a study on secondary level students to determine the changes in their writing skills after an intervention. 40 students were randomly divided into experiment and control groups which entitled the study to be a true experiment. Students' achievement was measured based on the scores in an English writing test. One weakness of this study as compared to other studies is probably in the data collection since only one test was used, which was the Essay writing test, to measure the achievement of students in writing skills. In Thailand, Watthanapatkitti and Sucaromana (2016) examined the effects of PBL on students' narrative writing ability and progression using a semi-experimental design non-randomized single group pre-test and post-test with time series. Instruments used were pre-test and post-test, and narrative writing tests along with PBL lessons and rubrics. The study involved 22 students, purposely selected in a secondary school in Thailand who enrolled in the English subject. Prior to the experiment, an English Writing Placement test was administered to all students in the school to survey the range of their writing ability for the purpose of moderating the study instruments. The study by Jiriyasin

(2014) has some resemblance with Watthanapatkitti and Sucaromana's study. Both studies were conducted in Thailand and employed single group pre-test and post-test design. The use of single group pre-test and post-test design in both studies is advantageous since experiments are more manageable when fewer people are involved. However, it should be noted that the results of an experiment using this design may be influenced by order effects (practice or fatigue), that control over the effects has to be carefully taken into considerations (McLeod, 2007).

The next two studies reviewed employed a different research design from other study designs in the mainstream. These studies are qualitative in nature which are aimed to have better understanding of PBL issues such as challenges of implementation. The first study is an ethnographic study using a case study approach conducted by Anthony and Zulida (2012). Participants for the study were seven lecturers and 25 undergraduates in UTHM who enrolled in an ESP course known as Effective Communication. The study lasted 14 weeks. Data were collected from interviews, observation field notes, and reflective journal entries from learners and also from researchers' reflective diaries. The second study is conducted by Sahril et al. (2013) on ninety-nine 11 year students of Makassar Vocational High School 4 in Makassar, Indonesia.. Interviews and observations were conducted to gather data for the study. The data were then analysed using the interactive technique of data analysis. These two studies are exceptional because the nature of qualitative research which seeks explanations of a phenomenon is believed to produce more in-depth results.

From the review, it is concluded that quantitative approach is a more popular approach than qualitative among the recent researchers as a majority of them have employed the quantitative approach in their studies. It also appears that the experimental design is mostly used in these quantitative studies. One noted commonality of all the experimental studies reviewed in this paper is that pre-test and post-test design is preferred to measure effects of a treatment in an experiment. On the other hand, the dissimilarities are numerous such as in terms of the instruments used, participants and also the duration of intervention as these factors are largely influenced by the specific objectives of each study. Concisely, it is learned that the preference or decision to employ certain methods in research is most likely to be strongly determined by the objectives of the study. For instance, a study to gather perceptions may employ a quantitative approach using a survey design while a study to understand a phenomenon may require a qualitative approach which is more in-depth in nature. Thus, a variation of methodologies discussed in this section offers insights in choosing the appropriate method for a study.

5.0 SIGNIFICANT FINDINGS OF PBL STUDIES IN ENGLISH LANGUAGE EDUCATION

A great concern shared by researchers regarding PBL in ESL is the lack of empirical evidence on the implementation and effectiveness of this method in the literature that has led them to initiate studies in order to fill the gaps in the literature (Norzaini & Ling, 2012; Normala & Mohamed Ismail, 2013; Zulida, 2013; Pagander & Read, 2014; Lin, 2015). Thus, this section will further review the contributions of the researchers to the literature based on their research findings.

The findings of the studies can be divided into positive and negative or neutral findings with the majority of them showing positive results. The most significant contribution on students' achievement is perhaps in improving their writing skills. For example, Dastgeer and Afzal (2015) who employed flexible implementation of PBL using Shoestring approach suggested by Savin-Baden and Major (2004) in their study, reported significant improvements of students' writing after the implementation. Likewise, significant improvements in narrative writing were also reported by Watthanapatkitti and Sucaromana (2016). By applying a PBL technique of writing that uses life-related scenarios as prompts, the students in their study were able to write better because their prior knowledge was activated for writing. Meanwhile, Normala and Mohamed Ismail (2013) and Lin (2015) also found promising use of PBL as an effective pedagogy to teach writing in English language learning with greater development of students in their writing ability. According to Normala and Mohamed Ismail (2013), students who experienced PBL were accustomed to critical thinking tasks that they eventually became critical thinkers and were able to present their arguments in a more critical manner in their writing. However, Lin (2015) perceived the role of PBL

differently. It was found that learning vocabulary using PBL managed to help retain the vocabulary, which resulted in the ability to write longer compositions since students were able to remember more words.

Strong evidence of PBL efficacy was also found from students' perceptions of PBL use. Radzuwan (2011) reported that the overall response to the questionnaire as very positive in which students found PBL lessons effective, enjoyable and fascinating. The study, however, did not explore in-depth the reasons as it was limited by its research design, which was a survey. Similarly, Norzaini and Ling (2012) found that students gave positive comments about their PBL experience as they were motivated and satisfied. In their study, students agreed that the authentic use of materials in PBL made them to feel motivated to learn as the knowledge learnt was about real life situations. They also felt satisfied with the opportunities given to share ideas in groups and during presentations. Contrarily, Zulida (2013) discovered that PBL had no impact on students' intrinsic motivation even though they held positive perceptions of PBL implementation in class. It was later revealed in the self-report that difficulties faced during group work were demotivating and, thus, could be a contributing factor.

In addition, the evidence from the studies supported the use of PBL in developing soft skills through collaboration and cooperation during group work (Norzaini & Ling, 2012; Anthony & Zulida, 2012). According to Anthony and Zulida (2012), evidence of learning process during PBL implementation was apparent, in which the PBL process resulted in students' engagement that promoted independent and self-directed learning skills. Meanwhile, group discussions enhanced problem solving skills and higher order thinking skills which would lead to shared knowledge construction. Zulida (2013) shared the same findings too concerning the development of problem solving skills. A significant difference was found in the accuracy and quality of solutions in the picture test between PBL and non-PBL groups, indicating improvements in problem solving skills after the treatment. A positive correlation between PBL approach and increased thinking skills was also observed by Sahril et al. (2013) in their study. Thus, they concluded that the PBL approach was helpful in developing the students' critical thinking.

PBL is intended to foster knowledge acquisition when it is first implemented in the medical education. However, in the field of English language learning, the effectiveness of PBL over the traditional method in acquisition of content knowledge has yet to be significantly observed. Nevertheless, Normala and Mohamed Ismail (2012) found sufficient evidence suggesting that there was no doubt those who learned through PBL acquired the same content knowledge as those who learned using the conventional method, despite the minimal instructions received. Interestingly, a striking result in their study suggest that weaker students may have improved more than the better students in the PBL class. Striking findings were also reported by Fazalur et al. (2011) who highlighted on the reality of PBL implementation from the teachers' perspectives. Even though teachers' were aware and knowledgeable of the PBL procedure, surprisingly it was rarely applied in the ESL classrooms.

In summary, despite the claim that there is limited evidence in the literature, these studies have certainly made major contributions of knowledge to the current literature related to PBL in English language learning from their findings regardless of their positive or negative results.

6.0 CONCLUSION

The paper is aimed to review the literature to provide insights on the current state of knowledge of PBL research in the field of English language learning. It is also aimed at locating gaps in the literature to create space for further research of PBL in the field of English language learning. It is discovered in this paper that studies on the effectiveness of PBL on students' achievement have drawn the attention of many researchers. It has become a trend for current researchers to investigate on PBL effectiveness as more researchers embarked on this research area year by year. It is also seen from the literature that great emphasis is put on the achievement in writing and speaking skills. Contrariwise, this implicitly indicates that studies on students' achievement in listening and reading skills have not been extensively investigated. Besides that, another notable gap in the literature from the discussions is that research investigating the effects of PBL on soft skills is lacking, thus, leading to another opportunity for further research.

It can also be concluded that there is plenty of space for new research to fit in as there are several gaps identified in terms of the research methodology too. Discussions on the methodologies of research have shown that studies employing a quantitative design have dominated the literature, compared to qualitative studies, with quasi-experimental as the mainly adopted approach in those studies. However, these quasi-experimental studies are with their own limitations that can be explored in further studies. It is perhaps, also wise to suggest that more studies be done at different settings with different participants considering that there are different types and levels of English language learners all over the world. Besides the methodology gaps, an interesting point worth mentioning from the findings by Normala and Mohamed Ismail (2012) is the notion that weaker students may benefit more than better students in PBL classroom. Based on this ground, further studies may be initiated as an attempt to provide evidence and add knowledge to the literature.

To sum up, the gaps in the area and methodology of the studies in the existing literature have created possible space for future research. However, with the limitations in the literature review process of this paper, caution must be applied when interpreting the findings to make inferences as they are bound within the aims of this conceptual paper.

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EFFECTIVENESS OF PROBLEM-BASED LEARNING ON LOW ACHIEVERS' ACADEMIC ACHIEVEMENT IN THE ESL CLASSROOM

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ABSTRACT

This paper proposes a study on the implementation of Problem-based learning (PBL), using Cooperative Problem-Based Learning model, to determine its effectiveness on academic achievement of the low-achieving English language learners at tertiary level in a technical institution in Malaysia. The study will primarily employ a quasi-experimental design with non-randomised (pre-test and post-test) control group. It will involve thirty-two students purposely selected from certificate programmes in the studied setting. Instruments which will be used in this study are a comprehensive achievement test, a retention test and a questionnaire. Besides that, an inclusion of qualitative data in the study from self-reports and field notes attempts to seek better understanding of the factors facilitating or impeding students' learning during the implementation of PBL.

KEYWORDS: Problem-based learning, English as a second language, low achievers, academic achievement, quasi-experimental study

1.0 INTRODUCTION

Education in the 21st century is experiencing a transformation in response to the rapid changes in technology and effortless accessibility of information, that educators and learners are demanded to keep abreast of the transformation. It is believed that the current education system is irrelevant unless there is a link between knowledge learnt in schools and its application in the real world of employment. Language learning is also inevitably affected by the transformation towards a meaningful and realistic education. According to the Partnership for 21st Century Skills (2002), the underlying percept of the contemporary language learning is that through communicative competence and language education, learners will be able to understand the view of speakers from other parts of the world, making conversations more fruitful and meaningful. Thus, it is a primary aim of the 21st century language learning to ensure that learners are able to interact effectively with speakers of other languages in real life communication.

In Malaysia, to cater to the global demands in education, the Ministry of Education (MOE) has recently launched the Malaysia Education Blueprint 2015-2025 for schools and higher education institutions in order to set direction of its education institutions (MOE, 2015). According to the document, to produce balanced graduates, the aspect of language learning is recognized to be crucial, whereby language proficiency in both the national language and English as a second language is regarded as a vital attribute of a Malaysian graduate. Besides the need to fulfil the demands of the 21st century education, the changes in the Malaysian education system are also believed to have been triggered by the recent results in the Program for International Student Assessment (PISA). The low achievement of Malaysian students in the assessed areas, reflected from Malaysia's overall ranking, which is 52nd place out of 65 participating countries, as reported in the PISA 2012 report is rather perturbing even though the results do not truly reflect the whole education system (Amnah & Francis Peters, 2015). The results somehow indicate that something in the current education system is lacking that corrective measures need to be taken.

The concern for low performers has been further discussed in an in-depth report based on the PISA results by OECD, the organiser of PISA (OECD, 2016). A notion put forward in the report in regard to the

development of low-performing students is worth-mentioning, for it is optimistic and aspiring. It is believed that intelligence, character and creativity are not given traits, but qualities that can be learned and trained. Thus, with careful guidance and ample learning opportunities given, low performers could also benefit from developing a growth mind set, which will help them to be more successful learners. Providing learning opportunities to the low performers includes allowing them to take control of their own learning. Similar to the principle of student-centred learning (SCL) which recognizes individual differences in learning and encourages learner autonomy, there seems to be a strong ground rule supporting the strength of SCL in facilitating the learning of the low performers in general. The role of SCL has also been emphasized in the English language education. Eaton (2010) summarizes the emerging trends in language learning based on her meta-analysis of current research in a report entitled “Global Trends in Language Learning in the 21st Century” and concludes that the nature of today’s language learning is indeed, student-centred.

Student-centred learning (SCL) encompasses many active learning approaches of teaching and learning, including Problem-based Learning (PBL), which is flaunted as an effective teaching and learning methodology in the 21st century education (Khairiyah, Syed Ahmad Helmi, Mohammad Zamry & Nor Farida, 2012). There has been a consensus in the current literature that not only does PBL foster student learning in academic, but it also develops soft skills such as problem solving, critical thinking, teamwork and communication which are regarded as the learning skills of the 21st century (Watthanapattikitti & Sucaromana, 2016; Min Swe, Bhardwaj, Nagandla, Adinegara, & Sinha, 2015; Dastgeer & Afzal, 2015; Anthony & Zulida, 2012; Syed Ahmad Helmi, Khairiyah, Shahrin, Mohd Salleh, & Zaidatun, 2012). Although the profuse discussion over PBL seems to occur only recently, PBL is however, not new. Started in the late 1960s at McMaster University, a medical school in Canada, it has been remarkably extended on many other disciplines of education since then (Barrows & Tamblyn, 1980). In the field of English language education, the possibility of integrating PBL in language learning was fruitfully discussed by Mardziah (1998) from the constructivist perspective. Using real-life problems is believed to bridge the gap between the theory learnt in schools and the use of language in real life situations. Negotiation of meaning in language learning is more meaningful if learners are exposed to real-life problems. Her discussion has significant impact particularly on the researchers to embark on further studies in the field of English language education.

1.1 Research Background and Problem Statement

There is a rising concern that PBL is not an effective method in language learning. This is due to the claim that evidence from the existing studies in the literature investigating the effectiveness of PBL in English language learning seems insufficient. The issue was initially highlighted in a local study by Norzaini and Ling (2012), who claimed that there was a lack of empirical evidence showing impact of PBL implementation in the field. This claim is consistent with the claim made by Lin (2015) as she found that little attention had been given to PBL approach in the English language education resulting in the information gap. Similarly, Zulida (2013) pointed out the difficulties encountered in conducting her research since not much was found about PBL implementation in English language communication in the literature. The concern is universal and unending. In the following year in Sweden, Pagander and Read (2014), who studied the existing PBL research in the literature, questioned whether PBL was really effective. This was due to the inconsistent evidence found in their study concerning the strengths of PBL in all fields of education as the majority of supports in the literature were from the medical education field.

The deficiency in evidence is perhaps true since PBL studies in English language learning have not been extensively done in all areas. Most studies have been focusing on investigating PBL effects in particular language skills (Watthanapattikitti & Sucaromana, 2016; Dastgeer & Afzal, 2015; Berhannudin, Hussain, Zulida, Zainal Abidin, Mohammad Talha, Anthony, Robijah, Ahmad Esa, Asri, Farhana & Abdullah., 2015; Anthony & Zulida, 2012; Norzaini & Ling, 2012). Not many studies have actually been conducted to investigate the effectiveness of PBL on the acquisition of content knowledge in English language learning despite the flaunted strength of PBL in acquiring content knowledge, which was the main aim, when it was first implemented in the medical education (Barrows & Tamblyn, 1980). An attempt by

Normala and Mohamed Ismail (2013) to investigate the effects of PBL on course content, however, failed to show much difference in improvement of the PBL group compared to the control group.

Besides the deficiency in research area, another deficiency worth debating is related to the selection of study participants. It is observed from the literature that local studies of PBL at tertiary level have been revolving around a narrow selection of participants. Most PBL studies were carried out among undergraduates from bachelor programmes at the university (Zulida, 2013; Normala & Mohamed Ismail, 2013; Norzaini & Ling, 2012; Khairiyah et al., 2012; Syed Ahmad Helmi et al., 2012). However, no research of PBL implementation among certificate programme students at other local higher education institutions such as vocational colleges and technical institutions have been studied to date. It should be learned that the general difference in academic level between both groups of students may affect their acceptance, that their responses towards PBL could also be distinctive; thus, meaningful to study. The absence of research on the particular subjects, identified as low achievers, also leaves a question whether learners who have lower capability and motivation in learning will be affected by PBL in the same way as the learners at the universities who are generally more capable and motivated in learning.

Realising the gaps in the current literature with regard to the limited selection of research area and participants, it is practical to embark on another study of PBL implementation, with the purpose of providing more evidence, as an attempt to fill the gaps. Therefore, this study will be undertaken to investigate the effectiveness of PBL on the academic achievement of low achievers of English language at tertiary level, using a quasi-experimental method. The study will employ a PBL teaching approach which is adapted from the Cooperative Problem-Based Learning model (CPBL model) introduced by Khairiyah, Syed Ahmad Helmi, Mohammad Zamry and Nor Farida (2011). The CPBL model combines cooperative learning activities and problem-based learning and is intended to foster group work skills among students particularly in large classes where control is much needed. The CPBL model is chosen in this study based on the assumption that it is also appropriate for low achievers of English language learners who need to be guided closely and taught group work skills so that they can work effectively in their PBL group.

1.2 Research Objectives

The main objective of the study is to determine the effectiveness of PBL implementation using a PBL approach that combines cooperative learning activities and problem-based learning in fostering English language academic achievement of the low-achieving learners in the studied setting. The PBL approach is adapted from the CPBL model (Khairiyah et al., 2011) and is known as CPBL intervention in this study. Specifically, the objectives of the study are firstly, (1) to determine the effects of the CPBL intervention on the low achievers of English language learners' academic achievement in regard to their (i) content knowledge, (ii) knowledge retention, and (iii) lifelong learning skills, and secondly, (2) to investigate the low achievers of English language learners' perceptions of the factors facilitating or impeding English language learning using PBL during the study.

1.3 Research Questions

- 1) Is there any change in comprehensive achievement test scores of the low achievers of English language learners in the experimental group after the experiment? (content knowledge)
- 2) Is there a difference in comprehensive achievement test scores between the experimental groups and the control group?
- 3) Is there any change in retention test scores of the low achievers of English language learners in the experimental group compared to the pre-test scores? (knowledge retention)
- 4) Is there a difference in retention test scores between the experimental group and the control group?
- 5) Is there any change in perceptions on lifelong learning of the low achievers of English language learners in the experimental group after the experiment? (lifelong learning skills)
- 6) Is there a difference in perceptions of lifelong learning between the experimental group and the control group?

- 7) How does the intervention affect the low achievers of English language learners of the experimental group in learning the English language course?

1.4 Significance of Study

The study explores for the first time, the effects of a PBL approach on the academic achievement of the low achievers of English language learners in Malaysia. It will offer important insights into the implementation of problem-based learning among English as a second language learners. Significant results from the study will offer workable solutions to the educators of English language. Educators will be guided on how PBL lessons can be implemented in their classrooms based on the research findings and the lessons may be attempted in different settings. Learners will also be exposed to a learning experience that might be apt with their learning styles. On the other hand, unlikely results of the research may also lead to further opportunities for researchers to extend the research in PBL, in order to verify the current findings or discover the solutions to the problems. This study will also address the issues concerning the implementation of PBL in English language learning from both the researcher's and participants' point of view.

Theoretically, the research attempts to make a contribution of knowledge to the existing Cooperative Problem-Based Learning (CPBL) model developed by Khairiyah et al. (2011) by expanding its usage to a new context. The CPBL model which is initially developed for the use of typical engineering courses in large classes which require additional control, is possibly applicable to English language classrooms with low achievers whereby control is also much needed. The present study also aims to add to the discussion in the literature on the relationship between the constructivist theory, which is the foundation of PBL, and the academic achievement of low achievers of English language.

2.0 LITERATURE REVIEW

2.1 Problem-Based Learning for Low Achievers of English Language

The term 'low achievers of English language' has been operationally defined in various ways by researchers in their studies. According to Chakrabarty and Saha (2014), low achievers are those whose productive skills (speaking and writing) in the domain of target language are below the level of expectancy, such as, having difficulty to pronounce an English word accurately. On the other hand, Cheng (2014) describes low achievers of English language as those who failed to fulfil the 650-point or higher graduation requirement at the beginning of their senior year. Meanwhile, Rosidawati and Parilah (2016) distinguish low achievers from high achievers based on the grades obtained in their most recent examination. Nevertheless, the core of the definition is that learners of English as a second language (ESL) or English as a foreign language (EFL) are categorised as the Limited English Proficiency (LEP) learners because they do not speak English as their primary language which have caused them to have limited ability to read, speak, write or understand the English language (Virginia Division of Instruction, 2006).

The fact that Malaysian English language learners fall under the category of LEP learners, could be one of the reasons why many of us are still unable to acquire the language despite spending on average, 11 years of learning the language in schools. There are undeniably many cases of successful English language learners in Malaysia whose success may be attributed to many other factors. However, the cases of unsuccessful English language learners or the low achievers of English language have undoubtedly been a great concern among many researchers too. Previous studies have shown the considerable emphasis put towards facilitating the low achieving learners such as through implementations of various learning strategies (Rajak, 2004; Hussain, Nisar, Hamdani, Quraishi & Zeeshan, 2010; Puteh, Rahamat, & Karim, 2010), remedial programmes (Armana, 2011; Cheng, 2014; Wey, Lin, & Chen, 2014) and motivational incentives (Jain & Sidhu, 2013).

Mvududu and Thiel-Burgess (2012) reviewed the literature in an attempt to justify how the theory of constructivism might benefit English language learners whose English was not a primary language and their

findings were enlightening. Constructivist learning helps the learners to be more successful because of its principle which is centred on the learners. Learners build up knowledge by relating their pre-conceived ideas or prior knowledge with new knowledge at their own pace. The opportunity to learn at one's own pace is believed to be important to the low achievers who might need a little more time to learn than the high achievers. In addition, self-constructed knowledge is more meaningful as it gives deeper understanding and, thus, retains longer in the memory.

The connection between the constructivism theory of social development by Vygotsky and problem-based learning has been discussed by several scholars (Hall, 2007; Teemant, Moen, & Harris, 2011). Similar to the principle of other constructivism theories of learning such as by Piaget and Dewey, Vygotsky's theory of social development strongly relies on the notion that learning is meaningful when learners actively construct their own knowledge. The theory also emphasises on constructing knowledge through negotiation of meaning during social interactions, which is essential in language learning. Internalization of language then leads to the cognitive development of learners (McCleod, 2007). Another valuable contribution by Vygotsky which is established in his theory is the concept of Zone of Proximal Development (ZPD) (Vygotsky, 1997). According to the ZPD, scaffolding is an important element that facilitates learning. Within the zone, learners who receive supports from more knowledgeable people such as peers and teachers will be able to master skills which may be difficult when learning individually. In PBL, there is a large opportunity for interactions to occur because PBL requires learners to work in group. In a group, learners also have the opportunity to learn from their peers who are more knowledgeable. Furthermore, with proper guidance from the teacher, it is anticipated that learners will be able to utilise their capability in learning to achieve learning outcomes.

Concisely, the above discussion from the literature concerning the theory of constructivism and its relationship with PBL and the low achievers of English language reveals that the constructivist learning particularly PBL, is able to cater for the low achievers. Thus, it is reasonable to suggest that PBL is potentially the right instructional method for the low achievers of English language.

2.2 Unleashing the Power of PBL Using Cooperative Problem-Based Learning (CPBL)

Among the greatest challenges in implementing PBL is believed to be preparing learners to work effectively in groups (Dolmans, Wolfhagen, Vleutem, & Wijnan, 2001). Similarly, De Graff and Kolmos (2003) agreed that group cooperation during PBL can be difficult especially for novice PBL learners that a number of skills are needed to be able to work co-operatively. According to Azer (2001) the responsibility to ensure group work success in a PBL classroom lies on the teacher. He justified that a teacher must be familiar with the techniques to facilitate small groups in PBL for PBL to function effectively. Differently, Fazalur, Nabi, Ghulam, Saeed and Shaheen (2011) found that the failure of group work in PBL classrooms may also be caused by the students. It was claimed in their study that students refused to communicate during group discussions. The claim was supported by Khairiyah et al., (2011), who believed that students typically resist working in groups; and without team working skills, PBL might not be successful. Similarly, Turan, Konan, Kilic, Ozvaris & Sayek, (2012) reported receiving students' complaints about difficulties of group work. Difficulties in group work were also highlighted by Azlin Norhaini, Nabilah, Jamalullail, Mohamad Sattar, Mohamed Yusoff, Norhayati and Rose Amnah (2015). It was found that creating group dynamics during group work was challenging; therefore, students needed to be taught group skills for PBL. In brief, despite the capability of PBL to enhance cooperation and teamwork skills, there are certain challenges that need to be overcome before it is possible to make the most of the PBL benefits.

Owing to the challenge, one of the tempting moves to resolve the problem with group work among students in PBL classrooms was a move initiated by Khairiyah and her colleagues in 2011 (Khairiyah et al., 2011). Their initiative was represented through a learning model known as the Cooperative Problem-Based Learning model (CPBL). The model is aimed to support the implementation of PBL particularly in large class sizes where control is much needed. Different from typical PBL, the CPBL model adds an important element to its PBL phases, which is the cooperative learning (CL). It is generally known that CL has been recognised as a successful approach of group work that maximizes the learning of each member in the

group through its five principles, namely, positive interdependence, face-to-face interaction, individual accountability, appropriate interpersonal skills and regular group function assessment (Johnson & Johnson, 1999). Making the most of the strength from cooperative learning (CL) in fostering group work skills, combined with the potency in PBL, the model is anticipated to give a double-boost to unleash the power of PBL. The integration of CL techniques and PBL in the model encourages cooperation and peer-based learning among learners. Besides that, it also offers monitoring and support from the teacher. The diagram of the CPBL model developed by Khairiyah et al. (2011) is presented in Figure 1:

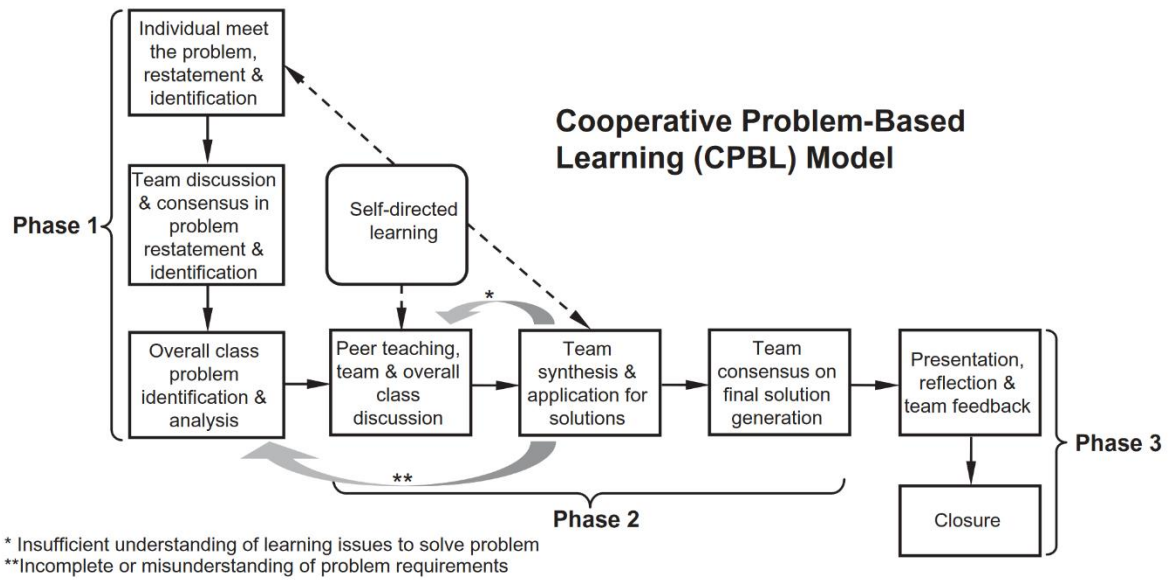


Figure 1: Cooperative Problem Based Learning Model (Khairiyah et al., 2011)

The CPBL model, which is initially developed for implementation in an engineering course, has also been adopted in other studies since its introduction. In 2012, (Umi Soleha et al., 2012) conducted a study to discover participants' perspectives of CPBL and the findings were uplifting. In the same year, the CPBL model was successfully adopted in a study by Syed Ahmad Helmi and colleagues (Syed Ahmad Helmi et al., 2012) to enhance problem solving skills among engineering students in the studied setting. In 2014, Khairiyah and colleagues (Khairiyah, Fatin & Helmi, 2014) presented their findings of a CPBL study to explain how it could enhance problem solving skills. In the following year, Panlumlers and Wannapiroon (2015), adapted the CPBL model by Khairiyah et al., (2011) and added the element of online environment to enhance cooperation skills. The improvised CPBL model has been approved by experts to be appropriate and suitable to be applied by any education institution provided that the institution has well-prepared instructors, learners and online learning environment.

In summary, PBL implementation has its challenges. As PBL is group-based, group work skills are indeed essential for without the skills, a group may not function effectively, resulting in problems which will become barriers to the success of a PBL lesson. It is also learned that the CPBL model which is developed by Khairiyah and her team, could provide the solution to PBL practitioners who face similar difficulties in implementing PBL at their setting. In this study, the CPBL model is believed to be an appropriate method for teaching the low achievers of English language learners at the setting based on the assumption that these learners who will be introduced to PBL for the first time, may need to be taught group work skills too. Furthermore, based on the fact that this study will address the low achievers who are generally less motivated in learning, it is anticipated that control is much needed to handle the students

during the PBL lesson. Thus, incorporation of CL activities in a systematic way according to the CPBL model is hoped to facilitate the implementation of PBL by making the class more manageable.

3.0 METHODOLOGY

3.1 Research Design

The study will mainly employ a quasi-experimental design with non-randomised (pre-test and post-test) control groups. The quantitative approach will also be supplemented by a qualitative approach. Specifically, the data from the quasi-experimental study will be embedded with a smaller amount of qualitative data from self-reports and field notes. The integration of qualitative data in the study is mainly based on the concept and idea of a mixed methodology, which is also referred as embedded mixed methods design (Plano & Creswell, 2007; 2011; and Creswell (2009; 2013; 2014). This concept can also be found in the discussions of several researchers including Onwuegbuzie & Leech (2006), Plano & Creswell (2007) and Lee (2012).

3.2 Subjects and Sampling

The subjects will be the semester 1 students of a public technical institute located in one of the states in the Southern Malaysia, who enrol in English and Communications 1 course in the particular academic session, in which the study will commence. They are identified as low achievers of English language based on their previous achievement in a major examination in school.

The subjects will be purposely chosen from two different programmes. The decision to employ two different programmes is a strategy to increase internal validity based on the assumption that choosing subjects who do not share similar social groups might be effective to separate them, thus, avoiding them from diffusing the treatment. Meanwhile, assigning the subjects into the experimental group and the control group will be conveniently done based on their intact groups. It should be noted that random assignment into experimental and control groups will not be practical in this study due to anticipated administrative restrictions in the studied setting; thus, naturally formed groups or intact groups of the classroom will be employed (Creswell, 2014; Lee, 2012). Each group will consist of 16 subjects with the total of 32 subjects who will be involved in this study.

3.3 Research Instruments and Measurements

Three main measurement instruments will be used in the research. The instruments consist of a comprehensive achievement test (CAT) which will be retrieved from the question bank for English and Communications 1 course, a retention test (RT), which is the same comprehensive achievement test and a questionnaire to measure lifelong learning (LLQ) developed by (Kirby et al., 2010) which has also been adopted in studies by Barros et al., (2013); Chen, Lord, and McGaughey, (2013) and Meerah et al., (2011). Besides the three main instruments, a self-report adapted from Quick and Davis (1979) will also be used to gather qualitative data.

The comprehensive achievement test given as pre-test and post-test is intended to measure subjects' acquisition of content knowledge. It should be noted that the same comprehensive achievement test will also be used as the retention test (RT) instrument in the study. Hence, as a retention test, it is intended to measure subjects' level of retention of the content taught. Besides that, the questionnaire on lifelong learning will also be given as pre-test and post-test to both groups with the aim to gather their perceptions about lifelong learning skills before and after the intervention. Finally, the self-report is intended to gather qualitative data concerning the subjects' experiences during the intervention. Self-report gives in-depth information and is appropriate for obtaining information about participants' feelings, attitudes and beliefs without interference from the researcher (Paulhus, Delroy & Vazire, 2009). In this study, the self-report

will contain open-ended questions related to experiences in undergoing the intervention. Thus, only the participants in the experimental group will be required to complete the self-report.

3.4 Data Collection

The duration of the experiment is 16 weeks. During the experiment, the experimental group will receive a treatment called the CPBL intervention, which is developed based on the CPBL model by Khairiyah et al. (2011).

The CPBL intervention that combines CL and PBL, will systematically integrate cooperative learning techniques (Brainstorming, Think-Pair-Share, Team Jigsaw, One-Minute Paper, etc.) into the typical PBL phases, with the aim to improve group work skills during PBL sessions and enhance student learning. In contrast, the control group will receive no such a treatment but will be taught using any regular method practised by the teachers in the setting. It is restated here that the CPBL method will not be exposed nor introduced to this control group.

Pre-tests and post-tests will be given to both groups prior to and after the treatment respectively. Meanwhile, students in the experimental group will be required to complete a self-report after the treatment. Field notes will be taken during the implementation of the experiment.

3.5 Data Analysis

Data analysis will involve quantitative and qualitative data. The quantitative data will be computed using SPSS and parametric and non-parametric statistical tests will be employed. Specifically, dependent sample t-test will be conducted to answer Research Question 1 & 3 while independent sample t-test will answer Research Question 2 & 4. On the other hand, non-parametric test i.e. Wilcoxon Signed-Rank Test will be performed to answer Research Question 5 while Mann-Whitney U Test will answer Research Question 6 (Laerd Statistics, 2015).

Meanwhile the qualitative data analysis offers answers to Research Question 7 posed in the study. The qualitative data from the self-reports' responses will be compared and coded. To reach findings, data are given meaning by identifying any similarities and differences between the subjects' answers or by discovering relationships or patterns in their answers. Strategies such as iterative analysis and member checking will be employed to ensure validity, accuracy and reliability of data. In addition, to ensure that the written account of the findings accurately represents the data, triangulation of data sources from the self-report and observation field notes will also be employed to enhance the integrity of qualitative data. (Holtzhausen, 2001).

4.0 CONCLUSION

The underlying assumptions of this study are reinforced to justify the importance of the study to be made. First, language is a communication tool and English as a lingua franca, helps people to communicate with others from different parts of the world. The need to have world communication is inevitable in this technology age, yet the general fact that many Malaysian students have not grasped the language is distressing. In regard to the issue of low achievers, the concern highlighted in the PISA report on low performers should also be a concern to all the participating countries of PISA including Malaysia, thus, suggesting the problem to be immediately tackled. Consistently, this study also proposes that the issue of low achievers, particularly in English language should be looked into and is important to study.

Next, PBL is claimed to be a method of instruction which is strongly associated with the 21st century learning skills. However, PBL implementation is undoubtedly not without problems. For novice PBL learners, group work skills which are essential in PBL, need to be fostered. The situation is similar to the situation in this study, in which the subjects who are low achievers of English language learners, need to be guided and taught group work skills. The CPBL model is identified as an ideal solution to the problem, hence, is strongly recommended as a framework for the intervention.

Besides that, the paradigm of learning has changed that learning the learning skills has become the key to succeed. The notion that in this information and technology age, every learner can be successful if given opportunities to experience learning and develop their own knowledge, has given much hope to tackle the issue of low achievers. Therefore, low achievers of English language learners should also take advantage of the change in the learning paradigm so that they can be more successful in life. Based on the constructivist theory in which PBL is founded, it is believed that social interaction that occurs during PBL lessons in the ESL classroom offers ample opportunities for learners to negotiate meaning in English language. Learners can be assisted but knowledge which is self-constructed is believed to be more meaningful that it will retain longer in the memory.

Finally, in today's education too, soft skills are considered to be as important as hard skills, i.e. core skills and knowledge. This is because soft skills are commonly agreed to be the survival skills of the learners in the 21st century. In consequence, achievement of learners should no longer be measured based on only their content knowledge, but should also include the attainment of soft skills which are regarded as lifelong learning skills. Furthermore, even though lifelong learning skills are usually embedded in a subject matter, whether the current education is able to produce learners with inclination towards lifelong learning is important to be identified clearly, thus, needs to be measured.

To conclude, based on the above-mentioned assumptions, the research attempts to investigate the effectiveness of a PBL approach, using the CPBL model, on the academic achievement of low achievers of English language learners in the ESL classroom, in regard to learners' content knowledge, knowledge retention and lifelong learning skills. It is hoped that the findings will contribute significantly to the discussion in the existing literature, mainly in the field of English language learning.

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THE RELATIONSHIP BETWEEN PHYSICAL ACTIVITY, BODY MASS INDEX AND ACADEMIC PERFORMANCE OF IRAQI GRADUATE STUDENTS IN MALAYSIA

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Abstract

This study examined the relationship between physical activity (PA), body mass index (BMI) and academic performance of Iraqi graduate students in Universiti Putra Malaysia. Participants of this study were 200 graduate students (male= 125, female= 75) in UPM. Data were collected using the International Physical Activity Questionnaire (IPAQ) short version to measure the level of physical activity of participants. Body mass index (BMI) was measured by the equation of BMI, which depends on weight and the square of height for the participants. Grade point average (GPA) was used as a measure for academic performance. There was a positive and significant relationship between physical activity and academic performance ($r=0.235$, $p<0.01$). However, a negative relationship was found for body fat and weight (BMI scores) and academic performance ($r=-0.202$, $p<0.01$). It was concluded that there is a strong positive association between (PA) and academic performance, and a significant relationship between (BMI) score and academic performance among Iraqi graduate students at UPM.

Keywords: Physical Activity, Obesity, Body Fat, Weight, Academic Performance,

INTRODUCTION

With the increasing obesity in the world, research on physical activity is becoming more important. Previous literature has demonstrated that all individuals benefit from regular physical activity regardless of age, ethnicity, or health state (Control & Prevention, 2014) in terms of physical and mental health. Therefore, it is necessary to highlight the important role of physical education in improving physical health, cognitive functioning, and academic achievement (Hallal, Andersen, Bull, Guthold, Haskell & Ekelund 2012). Health related problems such as overweight, obesity and underweight can cause various diseases and disorders. People with obesity or underweight face early death compared to those with normal (ideal) body weight (Atare & Nkangude, 2014).

Previous studies on the academic performance of international students have failed to differentiate academic achievement between undergraduate and graduate students. Although several researchers indicated various factors associated with students' academic achievement for international graduate students, factors such as command of the English language, learning styles and study strategies are less emphasized (Jia Ren, 2012). Fitness is one of the factors which is significantly related to academic performance. For example, an association was found between cardiovascular fitness and academic performance (Van Dusen, Kelder, Kohl, Ranjit, & Perry, 2011). Booth, Leary, Joinson, Ness,, Tomporowski, Boyle, & Reilly (2014) on a study of adolescents found physical activity to have a long-term positive impact on cognitive achievement. Those with high academic performance were those with low BMI scores, active physically and practice good dietary habits. Additionally, another study also found that those who practice positive health behavior tend to possess better self-esteem compared with adolescents with poor dietary (Kristjánsson, Sigfúsdóttir, & Allegrante, 2010)

One of the strategic plans of the Malaysian national higher education is to establish Malaysia as an international hub for higher education excellence (Noraseela, Yusof & Shah, 2016). To achieve this objective, Malaysia is not only accepting international students at the undergraduate level, but also a large

number of international graduate students. It has been suggested that most international students in Malaysia pay less attention to doing physical activity during their undergraduate years because most of them come from inactive background due to terrorist attacks, which directly affects most aspects of their life (Habib, 2007). It is possible that lack of participation in physical activity in the early stage of life can cause a decline in physical activity in adults, especially with graduate students who get older (Koeneman, Verheijden, Chinapaw, & Hopman-Rock, 2011). Furthermore, international graduate students must spend their whole time teaching and work as research assistants. In addition to teaching courses, students must provide office hours to assist students in labs and assist students outside the class (Jia Ren, 2012) and very few students follow the recommended guidelines for physical activity. Thus, the current study seeks to determine the relationship between participation in physical activity (PA), weight and body fat in terms of body mass index (BMI) and academic achievement of international graduate students studying in Universiti Putra Malaysia.

METHODS AND INSTRUMENTS

Data for this study were collected from 200 Iraqi graduate student studying in UPM. The short version of the International Physical Activity Questionnaire (IPAQ) was used as the main instrument for the study. In addition, subjects were asked to provide demographic data. The questionnaire questions are related to frequency and duration of physical activities undertaken in the last 7 days prior to application. Body mass index was measured by the equation of BMI, which depends on weight and the square of height (Lakoski et al., 2011). Subjects were also asked to provide information on their academic performance in the form of their grade point average. Majority of the subjects were male students (62.5%), aged between 31 to 40 years (53%) and married (67.5%).

RESULTS

Based on the results presented in table 1, was a positive and significant relationship between physical activity and academic performance ($r=0.235$, $p < .001$). Table 1 shows subjects who are in the high levels of physical activity groups have performed better academically performance than those who are less active.

Table 1 : CGPA mean scores of different Physical Activity Groups.

Level of Physical Activity	N	Mean CGPA	SD
Low (<600 MET-min/wk)	82	3.23	0.50
Moderate (≥ 600 to <3000 MET-min/week)	83	3.40	0.44
High (≥ 3000 MET-min/week)	35	3.57	0.31

To evaluate the difference of CGPA score among three groups of physical activity one-way ANOVA was performed. The results of the Tukey post-hoc analysis (table 2) showed significant differences between those who are less active with the subjects who are more active. This suggests those who are less active have lower academic performance than those who are more active. In other words, participation in sports and physical activity have a positive impact on a student's academic performance; students who are physically active are more likely to have better cognitive functions related to

academic performance such as paying attention, better memory and the ability to focus better while studying which resulted in them performing better in examinations.

Table 2: Comparison of Physical Activity Groups based on CGPA mean scores

(I) Total.L.PA	(J) Total.L.PA	Mean Difference (I- J)	SE	P value.
Low	Moderate	-.17325*	0.070	0.036*
Low	High	-.34118*	0.090	0.001*
Moderate	High	-0.16793	0.090	0.153

A Pearson correlation was conducted to examine the relationship between body fat and weight in the form of BMI scores and academic performance. Table 3 shows a negative and significant relationship ($r=-0.202$, $p < .05$) suggesting those with higher BMI having lower academic performance than those with lower BMI. The results suggest fatness may also be associated with cognitive function and academic achievement As pointed out by Booth et al. (2012) there is an association between body fat, weight, obesity and physical activity. This study found that those who are obese (high BMI scores) are those who are less active physically and as was suggested earlier, students who are physically active (low BMI scores) are more likely to have cognitive functions related to academic performance.

Table 3: CGPA mean scores of different BMI groups

BMI groups	N	Mean CGPA	SD
Underweight	21	3.438	0.456
Normal weight	119	3.405	0.440
Overweight	49	3.300	0.464
Obese	11	3.028	0.589

A one-way ANOVA was performed to evaluate the significant difference in terms of CGPA scores among the four BMI groups of subjects. The results of the post-hoc analysis (table 4) indicated subjects in the normal weight group differed significantly in terms of academic performance than those in the a significant obese group ($p < .05$) with students having normal weight performing better academically than those who are obese. The result confirmed the association between body fat, physical activity and cognitive function with those who are physically active (low BMI scores) are likely to perform better academically than those who are not active with high BMI scores.

Table 4: Comparison of BMI Groups based on CGPA mean scores

(I) BMICAT	(J) BMICAT	Mean Difference (I-J)	SE	p value
Underweight	Normal weight	0.033	0.108	0.99
Underweight	Overweight	0.138	0.119	0.653
Underweight	Obese	0.409	0.170	0.078
Normal weight	Overweight	0.105	0.077	0.526
Normal weight	Obese	.37678*	0.144	0.046*
Overweight	Obese	0.271	0.152	0.285

DISCUSSION

In this study, physical activity was found to be significantly related with academic performance of Iraqi graduate students. Specifically, students at the high and moderate physical activity levels performed better academically than those at the low levels of physical activity. This finding is similar to Alahmed, M., Yusof, A., & Shah, P.M. (2016), Singh, Uijtdewilligen, Twisk, Van Mechelen, and Chinapaw (2012) and Fox, Barr-Anderson, Neumark-Sztainer, & Wall (2010) which showed participation in sports and physical activity have a positive impact on a student's academic performance.

As been pointed out by Van Dusen et al. (2011), active participation in physical activity leads to improvement in cardiovascular fitness which in turns affect cognitive performance of a student, independent of other variables such as demographic and social factors. For male students, it was found that vigorous participation in physical activity to be positively related with their academic performance. However, results for females was not significant. On the other hand, moderate physical activity affected both genders positively in terms of improving their academic performance.

As for the relationship between body fat and weight (BMI scores) and academic performance, the results showed that a significant but negative relationship between BMI score and academic performance. The present finding suggests there is an association body fat, weight and obesity with cognitive function of students. In other words, the study showed students who are actively involved with physical activity tend to have lower body fat and weight and to be less obese. This in turn leads to better academic performance for these students. This finding is consistent with Wingfield, Graziano, McNamara, and Janicke (2011) who found a link between those who are obese and less active with poorer academic performance among 5th-grade females.

CONCLUSION

It can be concluded from the findings that participation in physical activity not only lowers the body fat and weight but it is also important to the cognitive functions of Iraqi graduate students studying in UPM. Since the finding indicates that physical inactivity and obesity may have adverse academic consequences, universities need to embark on programs to reduce inactivity and obesity levels among students through intervention programs design to make students more active. The university needs to provide enough information to students regarding the types of activities available on campus, the location of facilities where sport activities are being organised, and the operating hours of these facilities. Various tools could be used to promote, publicise and communicate these information to students and these include : (1) using the internet through the university's and sports unit's web pages, (2) display media such as bulletin boards,

exhibits, posters and signs, (3) printed media such as campus newspapers, student newsletters, brochures and fliers, and (4) presentation of information concerning a specific program or activity to groups of students. Many universities and sport sponsoring agency in Malaysia developed sport programs without ever having gathered a needs assessment. Most programs were offered out of convenience rather than based on the real needs, interests and wants of the constituents. Thus, one strategy to overcome some of the lack of participation in physical activity is to conduct an assessment of the needs and wants of the students. The benefits of conducting a needs assessments include (1) identification of students interests, habits, desires and wants, (2) facility usage patterns, (3) generating new program ideas, (4) need for new facilities and equipment, (5) staffing requirements and (6) support services such as transportation, parking, and security services. Programs to reduce inactivity and obesity not only will make student more active and improve health outcomes but it can also improve their academic performance.

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TEACHERS PERCEPTION ON THE LEVEL OF SCHOOL CULTURE AMONG SECONDARY SCHOOLS

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ABSTRACT

The purpose of this study was to determine the level of school culture among secondary schools in Zamfara State, Nigeria. 358 teachers participated in the study. Survey method was employed in collecting the data, and the data were analyzed using descriptive statistics. The findings show that the level of school culture was at a moderate level, in addition market culture type recorded highest mean score, however adhocracy culture was found to have, and lowest mean score. Furthermore, market culture was found to be the culture type with the highest mean score, while adhocracy culture was found to have the lowest mean score. The implication of findings is that, there is the need for the policy makers and school leaders to evolve ways of improving school culture to the highest level for the attainment of an effective teaching and learning process.

KEYWORDS: School Culture, Secondary Schools, Teachers

1. INTRODUCTION

Schools are social organizations that are affected by their atmospheres. The schools and individuals that operate within are surrounded by the culture of the school (Harrison, 2000). In a school setting there exist a system of social interface amongst individuals, the system of relationship, views, and norms that provide the school with a unique identification known as school culture. According to Leong et al. (1990), school culture comprises of values, beliefs, understanding and behaviors, which are different from that of other social institutions. Even though schools are provided with the same facilities and man power, the accomplishments of the schools still vary (Ying). This is an indication that school leaders play a significant part in shaping the school culture (MacNeil, Prater, & Busch, 2009). Effective process for improving the culture of a school includes empowering various school members to establish and maintain relationships that will inculcate a sense of commitment among the school members in order to support student success in very much challenged school settings.

The Nigerian system of education is undergoing various reforms among which is the introduction of universal basic education that provides free education for a period of 9 years comprising of 6 years at the primary school level and 3 years at the junior secondary level (FRN, 2007). The reforms are geared towards the provision of a free and compulsory education for all the Nigerian children and if the target of reforms are to be effectively achieved, the important role of school principal in providing and maintain a positive school culture cannot be over looked (Oluremi, 2008). In Nigeria, there had been a lot of serious complains by both parents and other stakeholders on the falling standard of education due to low performance of students in public examinations such as the West African Examinations Council (WAEC) and National Examinations Council (NECO). While the attempt by so many researchers to offer way out to the problem have not produced any positive result. Numerous researches had been conducted on other variables associated to the problem while the impact school culture in solving the problems had been neglected (Emunemu, Adu, & Yusufu, 2014).

It is in view of the above mentioned problems the main objective of this study is to examine the level of school culture among secondary schools in Zamfara State being it as a neglected area that can proffer useful solutions to the falling standard of education in Zamfara state and Nigeria in general.

2. LITERATURE REVIEW

2.1 The Concept of School Culture

Before conceptualizing school culture, it is imperative to conceptualize culture in general. According to DuPont (2009) culture is a conception of shared goals, shared history, conflicts, festivity, customs and behaviors among individuals culture is. Furthermore, it refers to an array of mutual basic assumptions employed by a group in solving its external challenges and internal unity (Niaz, 2016). There is no single unified definition of school culture as various researchers have conceptualized the term school according to their own opinion, but the central issue is that school culture is created and shaped by the school leaders (Ali, 2016).

School culture is defined as a collection of norms, beliefs and programs, within a school that can be moulded, developed and maintained through the activities of the school (Rinehart, Short, Short, & Eckley, 1998). Deal and Peterson (1999) viewed school culture as a structure that shape how the school members think, consider and behave, with a better role in school effectiveness. Culture is formed and developed by the school leaders (Ali, 2016).

2.2 Types of Culture

This present study adopted the Competing Values Framework (CVF) by (Cameron, Dutton, Quinn, & Wrzesniewski, 2003) to measure school culture. The CVF is founded upon based on two major dimensions. The first dimension highlights the focus of an organization (Internal versus external), while the second dimension differentiates between the stability and control and the flexibility and decision. These two dimensions lead to the creation of four quadrants, each representing a major type of organizational culture. However, it is of paramount importance to note that the cultural types are not mutually exclusive, instead they exist mutually (Gifford, Zammuto, Goodman, & Hill, 2002). According to Gifford et al. (2002) the framework clearly defined that an organization must combine features of each of the four cultures for it to succeed.

The four types of culture are: (1) Clan Culture: This is a culture of shared values and mutual objectives characterized by an atmosphere of cooperation and mutual help among members (Yu & Wu, 2009). (2) Adhocracy Culture: This is an organization that emphasizes much on external setting characterized by a high level of independence and flexibility (Cameron, Quinn, DeGraff, & Thakor, 2014). (3) Hierarchy Culture: This is a beurecracy organization with clearly defined organizational conducts, rules and regulations and defined division of labor (Yu & Wu, 2009). (4) Market Culture: This emphasizes on relations with the external environment with the aim of earning profits (Cameron et al., 2014). Hence the below figure depicts the cultural types highlighted in our preceding discussion.



Figure 1: The Competing Values Framework (Quinn and Cameron, 2006)

2.3 Culture and School Effectiveness

School culture as a system that helps in shaping the activities of school members plays a vital role in school effectiveness. According to Wagner (2006) School culture is known as a system that aids in attaining an effective school. Similarly, MacNeill, Cavanagh, and Silcox (2003) also identified cultural interference as an effective means of attaining school improvement. School culture plays a major influence on students by providing a conducive learning atmosphere, improvement in teaching and learning strategies, and on the overall improve the quality of academic accomplishments (Ross Thomas & Hoy, 2012). A healthy school culture, have a positive impact on the overall effectiveness of school (Suraya, 2013). In fact, results from different researches have shown that strong and positive school culture will lead to the attainment of high productivity and flexibility in schools (Cheng, 1993). This is due to the fact that improvement in the well-being of teachers and other school members, lead to an increase in students outcome and organizational commitment (Aelterman, Engels, Van Petegem, & Pierre Verhaeghe, 2007).

3. MATERIALS AND METHODS

A total of 358 secondary school teachers in Zamfara state, Nigeria participated in the research. The research adopted Organizational Culture assessment instrument by Cameron (2005) as an instrument for the data collection. The Cronbach's alpha value was 0.892, composite reliability was .827 and convergent validity was .519. Thus, this proved that the questionnaire is valid and reliable. The data was analysed using descriptive statistics of mean and standard deviation.

4. RESULTS AND DISCUSSIONS

4.1 Demography of the Respondents

The demographic data shows that out of 358 teachers that took part in the study, 211 (58%) are male while 147 (41.1%) are females. This shows that majority of the respondents are male. Furthermore, the demographic data shows that 41 (11.15%) of the respondents are holders of master degrees, 204 (57%) are holders of Bsc degree and 113 (31.6%) are having NCE. This shows that majority of the respondents are holders of Bsc degrees.

4.2 Levels of School Culture

The levels of school culture based on teachers perception is presented in Table 1 below:

Table 1: Level of School Culture

Construct/Item	Mean	SD	Level
Adhocracy Culture			
ADC1 My school is a very dynamic and entrepreneurial place where people are willing to stick their necks out and take risks	3.16	0.76	
ADC2 The management style in my school is characterized by individual risk-taking, innovation, freedom and uniqueness	3.17	0.78	
ADC3 The glue that holds the school together is commitment to innovation and development, There is an emphasis on being on the cutting edge	3.19	0.75	
ADC4 My school defines success on the basis of having the most unique products	3.13	0.73	
ADC5 The leadership in my school is generally considered to exemplify entrepreneurship, innovating and risk taking	3.16	0.72	
Average Mean Score of Adhocracy Culture	3.16	0.74	Moderate
Clan Culture			
CLC1 My school is a very personal place, it is like an extended family where people seem to share a lot of themselves	3.25	0.81	
CLC2 The leadership in my school is generally considered to exemplify mentoring, facilitating and nurturing	3.19	0.76	
CLC3 The glue that holds the school together is loyalty and mutual trust. and commitment to the school runs high	3.17	0.76	
CLC4 In my school the management style is characterized by teamwork, consensus and participation	3.2	0.75	

CLC5 In my school emphasis on human development, high trust, openness and participation persists	3.12	0.76	
CLC6 The management style in my school is characterized by security of employment, conformity, predictability and stability in relationships	3.13	0.74	
Average Mean Score of Clan Culture	3.22	0.76	Moderate
 Hierarchy Culture			
HIC1 My school is a very controlled and structured place where formal procedures generally govern what people do	3.23	0.77	
HIC2 The leadership in my school is generally considered to be exemplary, coordinating, organizing, smooth running and efficient	3.29	0.75	
HIC3 The glue that holds the school together is formal rules and policies. Maintaining a smooth running organization is important	3.29	0.71	
HIC4 My school emphasizes on permanence and stability. Efficiency, control and smooth operations are important	3.2	0.75	
HIC5 The leadership in my school is generally considered to exemplify an aggressive, results oriented and no-nonsense focus	3.19	0.79	
HIC6 My school defines success on the basis of efficiency. Dependable delivery, smooth scheduling and low output are critical	3.24	0.76	
Average Mean Score of Hierarchy Culture	3.24	0.75	Moderate
 Market Culture			
MAC1 My school is very result oriented where the major concern is getting the job done, people are very competitive and achievement oriented	3.35	0.72	
MAC2 The leadership in my school is generally considered to exemplify an aggressive, results oriented and no-nonsense focused	3.33	0.70	
MAC3 The glue that holds the school together is emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes	3.29	0.68	
MAC4 My school defines success on the basis of the development of human resources, teamwork, employee commitment and concern for people	3.37	0.72	
MAC5 The management style in my school is characterized by hard-driving competitiveness, high demands and achievement	3.32	0.67	

MAC6 My school emphasizes competitive actions and achievement. Hitting stretch targets and winning are dominant	3.3	0.67	
Average Mean Score of Market Culture	3.32	0.69	Moderate
Overall Mean Score of School Culture	3.23	0.73	Moderate

Note: Mean of Scores 1-2.33= Low, 2.34-3.66= Moderate, 3.67-5= High

The results in Table1 indicates that school culture is categorized in to 4 different culture types that include Adhocracy culture (ADC) with 5 items, Clan culture (CLC) with 6 items, Hierarchy culture (HIC) consisting of 6 items and Market culture (MAC) with 6 items. The results have shown that all the 4 culture types were at a moderate level. On items related to ADC, the item with highest mean score was ADC3 “The glue that holds the school together is commitment to innovation and development, there is an emphasis on being on the cutting edge (M= 3.19, SD= 0.75), while the item that recorded the lowest mean score was ADC4 “My school defines success on the basis of having the most unique products” (M= 3.13, SD= 0.73).

Among the items related to CLC, the item with highest mean score was CLC1 “My school is a very personal place, it is like an extended family where people seem to share a lot of themselves” (M= 3.25, SD= 0.81), while the item with the lowest mean score was CLC3 “The glue that holds the school together is loyalty and mutual trust, and commitment to the school runs high” (M= 3.17, SD= 0.76). Among the items related to HIC, 2 items recorded the highest mean score HIC2 “The leadership in my school is generally considered to be exemplary, coordinating, organizing, smooth running and efficient” (M= 3.29, SD= 0.75) and HIC3 “The glue that holds the school together is formal rules and policies. Maintaining a smooth running organization is important” (M= 3.29, SD= 0.71), and the item with the lowest mean score was HIC5 “The leadership in my school is generally considered to exemplify an aggressive, results oriented and no-nonsense focus” (M= 3.19, SD= 0.79). Among the items related to MAC, the item with the highest mean score was MAC4 “My school defines success on the basis of the development of human resources, teamwork, employee commitment and concern for people” (M= 3.37, SD= 0.72), and the item with least mean score was MAC3 “The glue that holds the school together is emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes” (M= 3.29, SD= 0.68).

On the overall, the above descriptive results indicates that the perception of the respondents on the level of School culture is having an overall mean score of (M= 3.32, SD= 0.69). This shows that the level of School culture among secondary schools in Zamfara state in at the moderate level which may be the cause for the falling standard of education in Zamfara. Therefore, there is the need for improvement of school culture from a moderate to a high level with the sole aim of improving the effectiveness of secondary schools in Zamfara as a positive school culture contributes to the enhancement of school effectiveness (Suraya, 2013).

4.3 DISCUSSION

From the Table4.1 above, it was found that adhocracy culture is at moderate level, this is an indication that the school is emphasizing innovation and development among teachers in realization of the cutting edge era driving by globalization. This simply shows the managerial procedure ought to be recognizing individuals risk taking aim at promoting innovation among teachers. This process would further make teachers feel the school encourages entrepreneurial practice which would serve as a motivating factor for them to participate and aspire towards efficient teaching and learning in the school. This is in concurrence with the findings of (Suraya, 2013).

It was also found that in the clan culture sub scale is at moderate model level. The interpretation is that the atmosphere is fairly focussing on mentoring where teachers feel they’re in an extended family setting which would further enhance teacher’s ability through sharing of knowledge and relevant information. Thus, this calls for the management to implement more strategies that are aimed at encouraging

teamwork and communal participation among teachers and the supervisors, thus, the atmosphere of mutual trust and commitment to the school activity would be more enhanced and upheld Wagner (2006).

Furthermore, the hierarchy culture depict moderate level, this is an indication that even though there exist control and coordination in the school, it however need to be strengthened for teachers to be efficient in smooth conduct of teaching and learning activities, however, formal rules and procedures should be more clarified, where successes are on the basis of efficiency and productiveness within allotted timeframe. In view of these, teachers need to be more enlightened to recognize efficiency, control and smooth operations as important in school settings, This was consistent with the finding from (Ross Thomas & Hoy, 2012).

In addition, the market culture type revealed moderate level as well; however it was found that despite the moderate level it was able to emphasize school success on the basis of the development of human resources, teamwork, employee commitment and concern for the teachers, further promotes getting results and competitiveness to achieved set goals. The managerial in the school set high standard characterized by high demand and achievement this standard. In view of this standard now winning target is the order of the day, thus the school is now focusing commonly on achievement and goal accomplishment (Suraya, 2013).

The result of the study illustrated that the perception of secondary school teachers in Zamfara state-Nigeria on the level of school culture is at a moderate level. This means that schools moderately manage their culture and strive to embrace a culture of change that accommodates collaboration, creativity, control and competitiveness. This means that there is a slight improvement in the level of culture for change that emphasizes on collaborative, innovative, controlled and competitive schools in Zamfara state when compared to what used to be obtainable previously where the level of culture for change in secondary schools was at a lower level (State, 2014). The findings of the current research are in harmony with the findings of Suraya (2013) who found that Level of school culture in Perak is at moderate level. On the other hand, the findings of this research are in contrast with the findings of (Rafiq, Aajiz, Rahman, Mand, & Khan, 2016) who found out that the level of school culture in Mardan district of Pakistan is at a lower level. The difference may be explained by the fact that, in Zamfara state Nigeria, the government had implemented some measures that are aimed at addressing the falling standard of education and the overall administrative structure of secondary schools and improvement which includes improving culture of schools (State, 2014). Therefore, this giant stride leads to secondary schools adopting so many strategies that are aimed at improving competitiveness.

5. CONCLUSION

The findings of this research indicated that market culture is the highest culture being practiced in schools while adhocracy culture is the least practiced, and on the overall, the level of school culture in Zamfara state is at a moderate level. Thus, the implication of the findings of this research is that competitiveness in schools is given priority while the culture of innovativeness and risk taking which are of great importance in the enhancement and improvement the standard of education are being neglected. Therefore there is still need for the policy makers to formulate more policies that would improve the level of adhocracy culture in particular and other culture types in general and on the other hand, the school principals should also employ new strategies that would lead to a high and positive school culture. Finally, since this research is only limited to the perception of teachers, there is the need for future researches to concentrate on the perception of other stakeholders such as the principals and parents.

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PERKEMBANGAN KEPEMIMPINAN DISTRIBUTIF DAN KAJIAN TERHADAP KEPEMIMPINAN DISTRIBUTIF

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Abstrak

Kertas konsep ini membincangkan perkembangan kepemimpinan distributif mengikut peringkat idea atau gagasan, konsep, model dan teori yang dikemukakan oleh para skolar. Di samping itu, kertas ini juga merumuskan kajian-kajian yang telah dilakukan oleh para skolar atau pengkaji di luar dan dalam negara. Kepemimpinan distributif telah dibincangkan dalam Seminar Kepemimpinan Pendidikan di IAB (Institut Aminudin Baki) sejak tahun 2009. Sejak dari itu, kepemimpinan distributif telah menjadi salah satu jenis kepemimpinan yang disarankan oleh KPM. Ini membuktikan KPM telah mengetahui keperluan mengadakan perubahan dalam kepemimpinan pendidikan untuk memperkasakan dan melestarikan kepemimpinan instruksional pengetua atau guru besar. Pelbagai kajian eksploratori, komtemporari, longitudinal dan empirikal telah dijalankan di luar dan dalam negara. Kajian-kajian ini telah dijalankan dengan kaedah kuantitatif, kualitatif atau gabungan kedua-dua kaedah kajian. Kebanyakan hasil kajian menunjukkan bahawa kepemimpinan distributif mempunyai hubungan dan memberi kesan positif terhadap pencapaian pelajar, budaya sekolah, pembangunan profesionalisme, amalan kepemimpinan serta mewujudkan keadaan saling mempercayai dan kondusif dalam kalangan warga sekolah. Perbincangan dan penyelidikan di Malaysia semakin diberi tumpuan oleh pengkaji apabila KPM melancarkan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025. Ini kerana gaya kepemimpinan distributif telah ditekankan khasnya dalam anjakan kelima yang menyatakan keperluan kepemimpinan distributif diamalkan oleh semua pemimpin di sekolah agar dapat membawa kecemerlangan kepada organisasi sekolah.

Kata Kunci: Kepemimpinan distributif, Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025

1.0 PENDAHULUAN

Pendidikan di Malaysia sedang mengalami proses transformasi yang dinamik. Pelan Pembangunan Pendidikan Malaysia 2013-2025 (PPPM 2013-2025) telah menjadi panduan utama dalam transformasi pendidikan. PPPM 2013-2025 menekankan kemenjadian dan keberhasilan pelajar. Ini adalah untuk memastikan mereka mempunyai pelbagai kemahiran dan kebolehan untuk bersaing dan menghadapi cabaran (Elmore, 2000; Kementerian Pendidikan Malaysia, 2013).

Pengetua merupakan pemimpin yang berpengaruh dan berkuasa dalam sesebuah organisasi sekolah. Menurut Mumtaz Begum, Norzaini dan Mohamad Sani (2010), pemimpin bertanggungjawab dalam memimpin organisasi untuk mencapai matlamat yang ditetapkan. Pemimpin juga diibaratkan sebagai tonggak dan pemacu dalam proses pelaksanaan segala kerja dan amanah dalam sesebuah organisasi sekolah. Mareena, Norhasni, Ismi & Azizan (2011) pula mengesyorkan kepemimpinan yang sesuai dapat menemui keadaan, kehendak, keperluan dan juga pekerja dalam sesebuah organisasi. Ini kerana bidang kepemimpinan sekolah kini semakin mencabar dan tidak lagi seperti dahulu (Coates, 2012).

Bidang kepemimpinan sering berdepan dengan pelbagai cabaran dan perubahan. Amalan kepemimpinan tradisional yang bersifat autokratik dan hierarki tidak sesuai dengan tuntutan dan keperluan semasa (Coulson-Thomas, 2013). Corak kepemimpinan autokratik hanya memberikan kuasa dan autoriti kepada seorang individu sahaja. Keadaan ini tidak lagi sesuai dengan tuntutan masa kini yang mementingkan keberkesanan, kecemerlangan dan perkongsian kuasa dalam kepemimpinan. Ini kerana kepemimpinan efektif dan mampu menghadapi keadaan yang membolehkan sekolah mengalami penambahbaikan sekolah yang berterusan (Malone, 2004).

Mengikuti peruntukan Pekeliling KPM KP(PP)SULIT0056/4/16 JILID 5(2014), bakal pengetua/guru besar diwajibkan lulus dalam proses penilaian tahap kepemimpinan yang dianjurkan oleh Institut Aminuddin Baki (IAB). Proses ini dilaksanakan melalui kursus Kelayakan Profesional Kepimpinan Pendidikan (NPQEL) atau Program Kelayakan Profesional Kepengetuaan (NPQH). Mereka juga dikehendaki mencapai minimum 85% dalam Laporan Nilai Prestasi Tahunan atau LNPT untuk tiga tahun terkini. Bakal pengetua/guru besar juga dikehendaki menjalani latihan dan bimbingan yang komprehensif dan mempunyai pengalaman dalam bidang kepemimpinan. Contohnya pernah memegang jawatan Ketua Bidang dan Penolong Kanan seperti PK Akademik, PK Kokurikulum dan PK Tingkatan Enam. Langkah ini pula adalah untuk memastikan mereka memahami dan memperolehi pengalaman dalam selok-belok pentadbiran dan kepemimpinan.

Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 telah menggariskan matlamat-matlamat penting melalui tiga tahap gelombang pendidikan (KPM, 2013). Matlamat utama dalam Gelombang Pertama (2013–2015) ialah melahirkan pemimpin sekolah yang kompeten. Matlamat ini diagarkan dapat dicapai dengan meningkatkan peningkatan standard penyediaan dan pemilihan pengetua baru. Matlamat utama dalam Gelombang Kedua (2016-2020) ialah memastikan pengetua sebagai pemimpin utama sekolah mengamalkan amalan kepemimpinan distributif. Manakala, matlamat Gelombang ketiga (2021-2025) pula menekankan pengurusan berasaskan sekolah melalui pengupayaan kuasa kepada pengetua selaku pemimpin utama sekolah.

Kerajaan Malaysia mempunyai hala tuju pendidikan yang jelas. Pendidikan Malaysia menghala ke arah meningkatkan sistem pendidikan dengan memastikan generasi muda mendapat pendidikan berkualiti mengikut acuan sendiri. Malaysia juga sanggup berkongsi bersama pengalaman dengan negara lain dalam melaksanakan transformasi pendidikan. Bagi meningkatkan kepemimpinan berkualiti dalam sekolah, Kementerian Pendidikan Malaysia (KPM) telah berusaha untuk memupuk dan membudayakan model kepemimpinan distributif di sekolah (PPPM, 2012).

2.0 OBJEKTIF KERTAS KONSEP

1. Menjelaskan perkembangan teori kepemimpinan distributif mengikut peringkat idea, konsep, model dan teori.
2. Merumuskan kajian-kajian yang telah dilakukan oleh para skolar atau pengkaji di luar dan dalam negara

3.0 PERKEMBANGAN TEORI KEPEMIMPINAN DISTRIBUTIF

3.1 Idea Kepemimpinan Distributif

Idea kepemimpinan distributif sudah lama wujud (Gronn 2008; Harris, 2012) Menurut Gibb, kepemimpinan diamalkan dalam corak distributif telah muncul sejak tahun 1954 (Gronn, 2000). Oduro (2004) pula dalam jurnalnya yang bertajuk *Distributed leadership in schools : what headteachers say about the pull and push factors* menyatakan bahawa idea kepemimpinan distributif mula diamalkan sejak tahun 1250 sebelum masihi sebagai salah satu alternatif kepemimpinan tradisional untuk mencapai matlamat pentadbiran organisasi. Harris (2012) juga menyatakan bahawa idea kepemimpinan distributif dapat dikesan sejak pertengahan abad ke-20 dan mungkin awal lagi.

Menurut Gronn (2002) dalam *Journal Distributed leadership: A Case of An Australian Voluntary Nonprofit Organization* oleh Loretta M Inglis & James C Sarros (P:2) mendefinisikan distributif sebagai satu kepemimpinan yang membenarkan pentaksiran berbeza tentang kepemimpinan tradisional, perseorangan dan ketua yang berani. Kepemimpinan distributif ialah satu status yang menunjukkan peranan solo seseorang individu bertukar kepada sekumpulan orang. Menurut Spillane, Halberson & Diamond (2001), idea kepemimpinan distributif merujuk kepada kemampuan pemimpin memberi kuasa

kepada orang bawahan untuk menjalankan tugas. Tindakan sedemikian boleh membawa perubahan dan perkembangan baru dalam kebanyakan fenomena yang berlaku di sekeliling masyarakat.

Di sini jelas menunjukkan bahawa idea kepemimpinan distributif wujud sejak manusia mula hidup berorganisasi. Ini membolehkan masyarakat membuat penilaian ke atas kepemimpinan tradisional yang memberi fokus kepada seorang pemimpin sahaja. Idea kepemimpinan distributif juga merujuk kepada kemampuan pemimpin memberi kuasa kepada orang bawahan dan menekankan kepemimpinan secara kolektif.

3.2 Konsep Kepemimpinan Distributif

Hulpia, Devos & Keer (2010) menjelaskan konsep kepemimpinan distributif ialah pengagihan kuasa dalam pasukan pemimpin formal. Ini adalah untuk memastikan potensi dan hak penglibatan mereka dalam membuat keputusan boleh membawa penambahbaikan pelaksanaan tugas masing-masing (Williams, 2011; Spilance, 2006).

Konsep asas dalam dalam perkembangan kepemimpinan distributif ialah wujudnya kerjasama pelbagai individu yang boleh memberikan sumbangan kepada kepemimpinan (Harris, 2012). Akan tetapi, menurut Bolden (2011), kepemimpinan distributif tidak melibatkan pertambahan pemimpin tetapi lebih kepada penyebaran dan pembahagian kepemimpinan.

Elmore (2002) pula mengaitkan kepemimpinan distributif dengan prestasi sekolah dan guru. Ini bermakna prestasi tersebut boleh dikenalpasti melalui lima dimensi yang dijadikan panduan tahap dan sejauh manakah pencapaian itu. Ini termasuk perkongsian halatuju, amalan kepemimpinan, perkongsian tanggungjawab, budaya sekolah dan pembangunan profesionalisme.

Ishak (2009) menyatakan bahawa secara konsepnya kepemimpinan distributif adalah membawa maksud kesediaan pemimpin untuk berkongsi bersama pucuk kepemimpinan dengan subordinat dalam sesebuah organisasi secara sukarela. Tujuannya ialah untuk membangunkan kebolehan dan potensi setiap individu di dalam organisasi tersebut. Ini bererti kepemimpinan distributif merangkumi amalan pemimpin yang bersedia menyebarkan dan mengagihkan tanggungjawab, tugas, akauntabiliti dan peluang membuat keputusan bersama kepada subordinatnya.

Jackie Burniskie dan Tom Barlow (2007) dalam Seminar *Communicating Knowledge for a Change 7th Annual Knowledge Alliance Communicators Institute* telah memberi rumusan tentang konsep kepemimpinan distributif. Konsep-konsep yang dirumuskan termasuk kepemimpinan distributif berbentuk perkongsian kepemimpinan, dan pengagihan bidang kuasa dengan subordinat melalui amalan *empowerment* (penurunan kuasa). Kepemimpinan distributif sering mencari cara dengan menggunakan kepakaran, idea dan penglibatan semua orang dalam aktiviti perancangan dan pelaksanaan dalam sesebuah organisasi.

Bukan itu sahaja Jackie Burniskie dan Tom Barlow (2007) juga menegaskan konsep kepemimpinan distributif amat diperlukan untuk seseorang pemimpin memahami masalah, ancaman yang dihadapi dan perubahan yang perlu diadakan dalam sesebuah organisasi. Pemahaman situasi sebenar ini membolehkan pemimpin melihat dari pelbagai sudut, menguji, mengawal dan berani mengambil risiko. Dalam suasana kepemimpinan ini sebarang kesalahan atau kesilapan akan dapat menghasilkan satu penemuan baru kepada pendekatan baharu. Kepemimpinan ini memberi kuasa kepada subordinat supaya bekerja dengan lebih efisien, bermakna dan lebih efektif. Namun begitu, ini bukan bermakna semua orang perlu berperanan sebagai pembuat keputusan, tetapi lebih kepada mengambil kira kepakaran dan kemahiran individu semasa membuat sesuatu keputusan.

Konsep kepemimpinan distributif semakin mantap dan bersesuaian dengan tuntutan semasa, perkembangannya semakin pesat sejak tahun 2000. Menurut Bolden (2011), konsep tersebut semakin teguh dalam perkembangan teori dan penerapannya dalam pelbagai bidang kepemimpinan. Kepemimpinan distributif adalah kerangka analitikal dalam amalan kepemimpinan. Kerangka ini ialah amalan kepemimpinan berbanding peranan kepemimpinan iaitu interaksi dan tindakan dalam kepemimpinan (Harris dan Spillane, 2008).

Sebagai kesimpulannya boleh membuat rumusan bahawa konsep kepemimpinan distributif merangkumi perkongsian kuasa, halatuju dan tanggungjawab, amalan kepemimpinan, budaya sekolah, pembangunan profesionalisme, kerjasama dan sumbangan pelbagai individu, membangunkan kebolehan dan potensi setiap individu, penurunan kuasa, memahami SWOT organisasi sekolah dan menangani perubahan dalam dunia pendidikan.

3.3 Model Kepemimpinan Distributif

Harris (2012) pula menegaskan model kepemimpinan distributif perlu memfokuskan kepada aspek-aspek situasi, tindakan pemimpin dan interaksi di antara pemimpin dengan surbodinat dalam sesebuah organisasi sekolah. Ini disokong oleh Hulpia, Devos & Keer (2010) dan Spilance (2006) bahawa kepemimpinan distributif bukan bidang tugas seorang pemimpin sahaja tetapi merangkumi kerja berpasukan di antara pemimpin dengan surbodinat. Justeru itu, Hester Hulpia (2009) telah membina instrumen *DLI (Distributed Leadership Inventory)* untuk menjadi panduan kajian pada penyelidik. Tiga dimensi yang diukur dalam soal selidik ini ialah kerjasama daripada pasukan kepemimpinan, turut serta dalam membuat keputusan dan penyeliaan kepemimpinan. *DLI* sering digunakan untuk mengukur pengaruh kepemimpinan distributif khususnya dalam bidang pendidikan. Model *DLRS* Haris sering digunakan dalam kajian kuantitati kajian. Ini kerana model ni menekankan kerjasama dalam pasukan kepemimpinan.

Harris (2012) juga menjelaskan seseorang pemimpin sentiasa bekerja dalam situasi yang berubah-ubah, dinamik dan tidak menentu. Dengan ini, perspektif distributif perlu diterapkan untuk mencapai matlamat keberkesanan organisasi. Langkah seperti ini memberi peluang kepada semua warga pendidik bersama-sama untuk melaksanakan dan menghadapi sesuatu perubahan.

Jackie Burniskie dan Tom Barlow (2007) telah menggariskan tiga model dalam kepemimpinan distributif. Model pertama ialah *Shared Leadership Through Co-Principalship*. Model ini menyarankan Penolong Kanan berfungsi seperti pemimpin serta bekerjasama dengan guru lain, ibu bapa dan pelajar. Model yang kedua ialah *Shared Leadership Involve Small Group*. Model ini mencadangkan perkongsian kepemimpinan dalam sekumpulan kecil orang yang melibatkan ibu bapa dan guru. Contohnya dalam perancangan mewujudkan pelan peningkatan pencapaian sekolah. Model yang ketiga ialah *Organize School Like A Company*. Model ini pula menyarankan pengetua atau guru besar berfungsi sebagai Pengarah Urusan (CEO), manakala guru penolong kanan, ketua panitia akan bertindak dan berperanan dalam fungsi yang spesifik.

Profesor Deborah Ancona, Tom Malone dan Wanda Orlikowski dengan Pensyarah Kanan Peter Senge telah membentuk *Distributif Leadership Model (DLM)* selepas penyelidikan selama empat tahun di *MIT Leadership Centre.*, Melalui model ini, mereka membuat keputusan bahawa kepemimpinan distributif boleh bertindak sebagai alat yang berkesan dan perlu diintegrasikan dalam kepemimpinan. Ini kerana kepemimpinan DLM sebenarnya mampu menyediakan satu rangka kerja untuk kepemimpinan dalam situasi kerja yang sebenar (Deborah Ancona, Tom Malone, Wanda Orlikowski dan Peter Senge, 2005). Terdapat empat komponen utama dalam *Distributif Leadership Model (DLM)*. Empat komponen ini ialah *sense-making, relating, inventing and visioning*). Ini bermaksud pemimpin perlu memahami situasi tempat kerja, membina hubungan yang erat di antara dan di dalam organisasi, mampu menambat hati surbodinat untuk masa hadapan dan meneroka cara baru untuk bekerjasama untuk mencapai visi yang ditetapkan. Peter Senge (2007) juga menyatakan DLM telah menyediakan satu kerangka kerja untuk kepemimpinan dalam pendidikan dan amalan kepemimpinan secara umum. Ini kerana kepemimpinan pada masa kini telah beranjak dari model arahan dan kawalan (*command-and-control*) kepada koordinat dan membudayakan sekolah (*coordinate-and-cultivate*).

Gronn (2000) menjelaskan bahawa model kepemimpinan distributif perlu berasaskan tindakan bersepadu dan kerjasama spontan, hubungan kerja intuitif dan amalan institusi dalam kalangan ahli organisasi. Leithwood (2007) telah mengembangkan model kepemimpinan distributif Gronn (2000) dengan menyarankan amalan kepemimpinan distributif yang terancang dan spontan mampu membawa perubahan kepada organisasi.

Model kepemimpinan distributif yang disarankan oleh Richard Elmore (2000) dalam artikel terbitan *American Educator* yang bertajuk *Building a New Structure for School Leadership* menekankan dua tugas dan lima prinsip yang perlu dilaksanakan oleh pengetua. Tugas pertama ialah membentuk peraturan asas yang perlu dipatuhi oleh para pemimpin untuk mendapat penambahbaikan sekolah pada skala besar. Tugas yang kedua ialah menjelaskan tanggungjawab bersama pemimpin dari pelbagai jawatan dan peranan dalam sistem penambahbaikan sekolah dalam skala besar. Prinsip-prinsip ini termasuk tujuan kepemimpinan adalah untuk penambahbaikan amalan instruksional dan prestasi, penambahbaikan memerlukan pembelajaran berterusan secara individu atau berkelompok, pembelajaran melalui model, aktiviti kepemimpinan berasaskan kepakaran serta amalan autoriti memerlukan timbal balik dalam akauntibiliti dan kapasiti (Elmore, 1997).

Justeru itu, *DLRS (Distributed Leadership Readiness Scale)* telah dibina berdasarkan model Richard Elmore (2000). *DLRS* mempunyai 40 item yang merangkumi empat dimensi-utama. Dimensi-dimensi yang diukur dalam *DLRS* ialah penetapan visi, misi dan matlamat, perkongsian tanggungjawab, budaya sekolah dan amalan kepemimpinan. Soal selidik ini banyak digunakan oleh pengkaji dalam kajian untuk mengenalpasti kesediaan dan keterlibatan warga organisasi dalam kepemimpinan distributif, kesan-kesan pelaksanaan kepemimpinan distributif dan membuat perbandingan keadaan dan pencapaian mata pelajaran sebelum dan selepas pelaksanaan kepemimpinan distributif.

Melalui penerangan yang diberikan, didapati model kepemimpinan distributif Harris (2012) memberi fokus dalam interaksi dan kerjasama dalam kalangan pemimpin, guru dan ibu bapa (*stakeholders*), situasi dan tindakan pemimpin. Jackie Burniskie dan Tom Barlow (2007) pula menggariskan tiga model dalam kepemimpinan distributif iaitu *Shared Leadership Through Co-Principalship*, *Shared Leadership Involve Small Group* dan *Organize School Like A Company*. Ketiga-tiga model ini menekankan kerjasama, bantu-membantu dalam kalangan pemimpin dan subordinat dan pihak ibu bapa. DLM merangkumi empat aspek penting iaitu *sense - making, relating, inventing and visioning*. Manakala model Richard Elmore (2000) pula memberi fokus kepada dua tugas pengetua iaitu membentuk peraturan asas dan menjelaskan tanggungjawab pemimpin sekolah. Pengetua juga perlu berpegang kepada lima prinsip utama. Ini termasuk tujuan kepemimpinan adalah untuk penambahbaikan, pembelajaran berterusan, model pembelajaran, memerlukan kepakaran dan timbal balik dalam akauntibiliti dan kapasiti.

3.4 Teori Kepemimpinan Distributif

Menurut Spillane (2006), teori kepemimpinan distributif merupakan interaksi dan interaktif amalan kepemimpinan yang melibatkan tiga golongan utama. Mereka ialah pemimpin, pengikut dan situasi atau konteks sekolah. Ini bermaksud kerjasama, tindakan kolektif dan penyelarasan dalam tindakan di antara ketiga-tiga pihak ini boleh mewujudkan jaringan yang kukuh dan bermakna untuk organisasi sekolah. Teori Spillane ini mirip dengan model yang diutarakan oleh Harris (2012) yang menegaskan model kepemimpinan distributif perlu memfokuskan kepada aspek-aspek situasi, tindakan pemimpin dan interaksi di antara pemimpin dengan subordinat dalam sesebuah organisasi sekolah



Jadi mengikut kajian dan teori yang dijalankan oleh Spillance (2006), kepemimpinan distributif adalah interaksi dan maklum balas di antara pemimpin yang melibatkan pentadbir, pakar, guru, ibu bapa dan pelajar, pengikut yang melibatkan guru, pentadbir, pakar, pelajar dan ibu bapa serta keadaan di sekeliling sekolah yang melibatkan peralatan, kerja rutin, struktur dan peraturan. Melalui gambarajah di atas, jelas menunjukkan bahawa amalan kepemimpinan sekolah memainkan peranan yang penting untuk membolehkan tiga komponen ini menjalankan interaksi dari semasa ke semasa. Ini selaras dengan konsep yang dikemukakan oleh Ishak (2009). Ishak memberi konsep kepemimpinan distributif ialah kesediaan pemimpin untuk berkongsi bersama pucuk kepemimpinan dengan subodinat dalam sesebuah organisasi secara sukarela

Teori kepemimpinan distributif Harris (2014) pula menjelaskan bahawa kepemimpinan distributif ialah pendekatan menggabungkan sumber-sumber kepakaran dari pelbagai peringkat kepemimpinan di sekolah untuk tujuan penambahbaikan sekolah. Ini mirip dengan model kepemimpinan yang disarankan oleh Richard Elmore yang menekankan dua tugas dan lima prinsip yang perlu dilaksanakan oleh pemimpin sekolah. Salah satu prinsip yang ditekankan oleh Richard Elmore ialah keperluan kepakaran dalam aktiviti kepemimpinan. Di samping itu, Harris (2014) juga menegaskan struktur organisasi yang fleksibel, luwes/kurang birokrasi serta disokong dengan kepemimpinan distributif yang kukuh boleh menjana pelbagai inovasi dan perubahan.

Menurut Bolden (2011) dan Gronn (2008) pula, teori kepemimpinan distributif merangkumi kognitif distributif dan teori aktiviti. Teori kepemimpinan distributif sering dikenali sebagai teori kepemimpinan perkongsian (Bolden 2011; Hulpia, Devos & Keer 2011). Kepemimpinan distributif berkait rapat dengan kerja yang kompleks, ketersediaan maklumat, pasukan kerja, dan sistem penyampaian dalam sesebuah organisasi. Namun begitu, terdapat perbezaan di antara kepemimpinan distributif dengan kepemimpinan perkongsian. Ini kerana kepemimpinan distributif lebih memberi fokus tentang penglibatan dan pertambahan kepemimpinan dalam kalangan ahli dan amalan kerja para pekerja. Ini bermakna amalan kepemimpinan distributif yang berlaku dalam sesebuah organisasi tidak mengakibatkan pertambahan bilangan pemimpin dalam sesebuah organisasi. Ini selaras dengan konsep yang dikemukakan oleh Bolden (2011) bahawa kepemimpinan distributif tidak melibatkan pertambahan pemimpin tetapi lebih kepada penyebaran dan pembahagian kepemimpinan.

Teori kepemimpinan distributif menurut Gronn (2000,2002) ialah satu kepemimpinan berasaskan “concerted action” yang merangkumi kolaborasi, perhubungan dan amalan. Ini selaras dengan model

Gronn sendiri yang berasaskan tindakan bersepadu dan kerjasama spontan, hubungan kerja intuitif dan amalan institusi dalam kalangan ahli organisasi. Ini juga selaras dengan konsep Harris (2012) yang mengatakan bahawa wujudnya kerjasama pelbagai individu yang boleh memberikan sumbangan kepada kepemimpinan. Kerangka kepemimpinan distributif ialah berasaskan teori aktiviti/“*activity theory*”. Ini kerana ia melibatkan tindakan individu atau kumpulan untuk mencapai matlamat spesifik yang telah ditetapkan. Teori aktiviti pula mempertimbangkan keseluruhan kerja atau sistem aktiviti dalam sesuatu komuniti.

Melalui perbincangan di atas, didapati teori kepemimpinan distributif hasil dari kajian para skolar adalah merangkumi beberapa komponen yang penting. Komponen pertama ialah teori kepemimpinan distributif melibatkan interaksi dan interaktif di antara pemimpin, pengikut dan situasi. Kedua ialah pengabungan pelbagai sumber dan kepakaran. Ketiga ialah penglibatan dan pertambahan kepemimpinan dan amalan kerja surbodinat. Keempat ialah teori kepemimpinan distributif merupakan tindakan bersepadu / “*concerted action*”.

4.0 KAJIAN TERHADAP KEPEMIMPINAN DISTRIBUTIF

Kajian-kajian tentang kepemimpinan distributif bermula dan telah banyak dilaksanakan di sekolah-sekolah England dan Amerika Syarikat (Bolden, 2011). Di Asia pula, kajian-kajian kepemimpinan distributif berkembang dengan perlahan. Di Malaysia, kebanyakan kajian tentang kepemimpinan distributif adalah berbentuk kajian eksplorasi. Dalam satu kajian yang dijalankan oleh Rosnarizah & Zulkifli (2009) mendapati bahawa 74 peratus guru menyatakan kepemimpinan distributif telah diamalkan di sekolah mereka. Dapatan kajian ini adalah selari dengan amalan kepemimpinan distributif yang telah dilaksanakan di Barat.

Walau bagaimanapun, menurut Bolden (2011), kajian tentang kepemimpinan distributif perlu untuk diperluaskan lagi. Kajian-kajian lanjut perlu memberi tumpuan dalam aspek pengaruh dan kekerkesan kepemimpinan distributif dalam konteks organisasi dan budaya kerja sekolah. Ini disokong oleh laporan *Teaching and Learning International Survey – TALIS* hasil-hasil kajian membuktikan konsep kepemimpinan distributif didukung oleh kebanyakan pemimpin namun perlu ada panduan untuk cara melaksanakannya di dalam sesebuah organisasi (OECD, 2008). Dari dua kajian ini, didapati bahawa amalan kepemimpinan distributif telah dilakukan di sesetengah sekolah di Malaysia dan perlu dilaksanakan dengan mempunyai panduan yang jelas.

Dalam kajian kualitatif Jane O’Connor Lizotte (2013) yang menganalisis persepsi guru tentang amalan pengetua secara positif atau negatif mempengaruhi kepemimpinan distributif di sekolah dan juga manfaat dan kelemahan usaha-usaha ini. Pengkaji cuba membangunkan cara untuk menyokong model kepemimpinan distributif. Fokus kajian ini adalah perspektif 57 guru sekolah menengah di sebuah sekolah pinggir bandar di Central Massachusetts. Hasil kajian telah menunjukkan bahawa amalan pengetua memberi kesan positif kepada pelaksanaan kepemimpinan distributif di sekolah kajian.

Dalam kajian komtemporari Camburn dan Han (2009), Hallinger dan Herk (2009) serta Mascall dan Leithwood (2009) menunjukkan hubungan yang positif di antara kepemimpinan distributif dengan hasil pembelajaran pelajar. Ini membuktikan bahawa penglibatan kepemimpinan distributif yang meluas dapat mempertingkatkan efikasi sendiri, motivasi guru dan komitmen tinggi para guru kepada organisasi dan prestasi organisasi (Hulpia & Van Geer, 2001; Harris & Muijs, 2009).

Christy (2008) telah membuat kajian dengan membandingkan sekolah rendah dan sekolah menengah dalam empat dimensi kepemimpinan distributif. Empat dimensi yang dibandingkan ialah amalan kepemimpinan, misi, visi dan matlamat, budaya sekolah dan perkongsian tanggungjawab. Hasil kajian mendapati guru di sekolah rendah lebih kondusif dalam melaksanakan kepemimpinan distributif berbanding dengan sekolah menengah. Terdapat juga perbezaan dalam kedudukan mengikut turutan dimensi dalam kepemimpinan distributif..

Dalam satu kajian di bawah projek *The National College for School Leadership* (2001) yang bertujuan untuk memberi gambaran tentang sekolah yang berjaya melaksanakan amalan kepemimpinan distributif. (NCSL, 2001 dalam Engel-Silva, 2009). Hasil kajian ini telah menunjukkan bahawa terdapat

hubungan positif di antara amalan kepemimpinan distributif dengan penambahbaikan sekolah. Ini bermakna pelaksanaan amalan kepemimpinan distributif perlu diimplementasikan dalam pengurusan sekolah untuk membawa kemajuan kepada sesebuah organisasi.

Dalam kajian *longitudinal* Heck dan Hallinger (2009) selama empat tahun di Amerika Syarikat yang melibatkan 195 buah sekolah mendapati kepemimpinan distributif memberi kesan positif dan perubahan dalam keupayaan akademik sekolah dan pencapaian pelajar dalam Matematik. Hasil kajian ini membuktikan bahawa kepemimpinan distributif memberi pengaruh positif ke atas pencapaian sekolah (Elmore,2000; Harris,2009; Leithwood, Mascal, Strauss,Sacks,Memon & Yashkina,2007).

Gordon (2005) telah menjalankan kajian di 36 buah sekolah berprestasi tinggi dan sekolah berprestasi rendah di Connecticut dengan tujuan untuk meneroka tahap kesediaan sekolah dalam melaksanakan amalan kepemimpinan distributif dan pengaruhnya terhadap pencapaian sekolah. Hasil kajian mendapati bahawa terdapat perbezaan yang signifikan amalan kepemimpinan distributif berdasarkan kategori prestasi sekolah. Aspek yang mempunyai perbezaan yang signifikan ialah aspek budaya sekolah. Ini bermakna budaya sekolah amat mempengaruhi pencapaian akademik sekolah.

Ini disokong oleh kajian Rivers (2010) yang telah menjalankan kajian di empat buah sekolah rendah di South Carolina yang bertujuan untuk melihat pengaruh kepemimpinan distributif terhadap pencapaian pelajar. Hasil kajian telah mendapati ada perbezaan yang signifikan dalam prestasi pelajar dalam kedua-dua subjek ini sebelum dan selepas kepemimpinan distributif dilaksanakan pada tahun 2008-2009.

Dalam kajian kualitatif Onukwugha (2013), beliau telah menjalankan kajian ke atas 50 kajian kes untuk meneroka dimensi kepemimpinan distributif dan amalan dalam PdP di sekolah berprestasi tinggi dan sekolah berprestasi rendah. Lapan dimensi yang telah dikaji ialah perkongsian visi, budaya sekolah dan iklim kepercayaan yang positif, visibiliti pengetua/guru besar, pengupayaan guru, amalan kepemimpinan, arahan berpandukan data, guru sebagai pemimpin instruksional dan pelaburan di dalam perkembangan profesional. Hasil kajian mendapati bahawa amalan kepemimpinan distributif telah diamalkan secara meluas di sekolah berprestasi tinggi berbanding dengan sekolah berprestasi rendah.

Rumusan dari lapan kajian ini menunjukkan bahawa amalan kepemimpinan distributif memberi kesan positif dalam pembelajaran pelajar dan prestasi sekolah tidak kira di sekolah rendah atau sekolah menengah. Di samping itu juga mendapati bahawa pengetua memainkan peranan yang penting dalam memupuk budaya kerja distributif.

Melalui kajian Barth, (2001); Harris, (2003); Spillance, Halverson & Diamond, (2001) mendapati kepemimpinan distributif memberi kesan positif kepada guru khususnya dalam aspek pengupayaan (*empowerment*). Hasil kajian juga telah mendapati terdapat peningkatan dalam aspek kolaborasi, pengupayaan guru, membuat keputusan, semangat, komitmen kepada sekolah, pembangunan profesional yang lebih berkualiti, amalan pengajaran yang lebih berkesan, keyakinan akademik guru, motivasi dan juga keberhasilan pelajar.

Ini disokong oleh hasil kajian Hulpia, Devos dan Van Keer (2009) juga melaporkan tahap komitmen para guru yang mengamalkan kepemimpinan distributif adalah tinggi. Akan tetapi, terdapat pendapat berlainan dari Mayrowetz (2008) serta Mark dan Louis (1997) yang menyatakan hasil kajian mereka menunjukkan kepemimpinan distributif membawa kesan negatif ke atas organisasi. Ini kerana Mayrowetz (2008) berpendapat walaupun para guru memiliki pengetahuan dan pakar dalam bidang-bidang tertentu, tetapi ini tidak bermakna mereka akan menjadi pemimpin berkesan apabila diberi tanggungjawab kepemimpinan.

Hargreaves et al (2011) menyatakan bahawa terdapat bukti yang menunjukkan organisasi berprestasi tinggi dari pelbagai sektor terlibat dalam amalan kepemimpinan distributif dengan secara terurus dan strategik. Hasil keberkesanan kepemimpinan distributif terhadap sesebuah organisasi pula bergantung kepada cara kepemimpinan distributif digubal dan dikongsi dalam organisasi tersebut. Menurut Harris (2013) pula, keberkesanan kepemimpinan distributif juga bergantung kepada peranan yang dimainkan oleh kepemimpinan formal dalam menyediakan peluang kepada individu lain dalam organisasi untuk memenuhi dan merealisasikan potensi kepemimpinan yang ada pada seseorang individu. Ini disokong oleh Elmore (2000) dan Spillance (2005) yang mengesahkan bahawa kepemimpinan distributif memenuhi ciri – ciri kepemimpinan kritikal. Tambahan pula, dalam kajian Allen, (2003); DuFour. (2005) dan Elmore, (2000)

mendapati bahawa dimensi-dimensi amalan kepemimpinan distributif amat penting kepada kewujudan persekitaran akademik yang baik.

Dalam kajian Davis (2009), beliau telah meneroka hubungan di antara kepemimpinan distributif dengan pola pengagihan kepemimpinan dan prestasi sekolah. Dalam kajian ini, tujuh dimensi dalam kepemimpinan distributif telah dikaji ialah visi sekolah, organisasi sekolah, budaya sekolah, program instruksional, artifek, kepemimpinan guru dan kepemimpinan pengetua. Tiga pola pengagihan kepemimpinan yang dikaji ialah kolaborasi spontan, hubungan kerja intuitif dan amalan institusi. Prestasi sekolah diukur melalui pencapaian Matematik dan Bacaan para pelajar gred tiga. Kajian Davis ini telah melibatkan 635 orang guru dari 34 buah sekolah rendah di Atlantik, Amerika Syarikat. Hasil kajian telah menunjukkan terdapat hubungan signifikan di antara kepemimpinan distributif dengan prestasi sekolah dalam subjek Matematik, namun begitu, tiada hubungan signifikan di antara kepemimpinan distributif dengan prestasi sekolah dalam subjek Bacaan. Akan tetapi didapati dimensi artifek dalam kepemimpinan distributif mempunyai hubungan signifikan dengan pencapaian pelajar dalam Bacaan. Di samping itu, hasil kajian juga menunjukkan hubungan signifikan di antara pola kolaborasi spontan dengan hubungan kerja intuitif dalam prestasi Matematik.

Dalam kajian Meng Tian (2011) yang bertajuk “*Distributed Leadership and Teachers’ Self - Efficacy : The Case Studies of Three Chinese Schools in Shanghai* ” mendapati bahawa amalan kepemimpinan distributif telah wujud di sekolah kajian dalam pelbagai bentuk dan saluran. Pengetua sekolah telah menurunkan kuasa kepada guru pada peringkat secara individu dan juga secara berkumpulan. Kuasa ini diperturunkan melalui saluran formal dan tidak formal. Kepemimpinan distributif boleh dilaksanakan sebagai *ad hoc* jangka pendek dan jangka panjang. Pengkaji telah membuat kesimpulan bahawa amalan kepemimpinan distributif dalam kajian ini memperlihatkan ciri-ciri pendidikan Cina yang mementingkan kerjasama dalam kalangan rakan sekerja.

Dari lima hasil kajian ini boleh dirumuskan bahawa amalan kepemimpinan distributif menggalakkan pengupayaan, komitmen guru dan berfungsi sebagai tindakan *ad hoc*. Namun, keberkesanan kepemimpinan distributif banyak dipengaruhi oleh kepemimpinan formal organisasi. Di samping itu juga didapati amalan kepemimpinan distributif menggalakkan kolaborasi dan kerjasama dalam kalangan rakan sekerja.

Di Malaysia, kebanyakan kajian mengenai kepemimpinan distributif adalah lebih menjurus kepada kajian eksploratori untuk mengenal pasti status amalan kepemimpinan distributif. Kebanyakan kajian tertumpu kepada di sekolah-sekolah menengah (Norasmah Othman & Rofilah Md.Said, 2013; Nor Hayati Ramlan, 2011). Kajian Nor Hayati Ramlan (2011) telah diadakan di sebuah sekolah rendah di daerah Klang yang bertujuan untuk mengenal pasti tahap kesediaan amalan kepemimpinan distributif. Kajian beliau telah menggunakan mengukur dimensi penetapan dan perkongsian misi, visi dan matlamat sekolah, budaya sekolah serta perkongsian tanggungjawab berdasarkan faktor-faktor demografik iaitu jantina, umur, kelulusan dan pengalaman mengajar. Hasil kajian Nor Hayati Ramlan (2011) mendapati tahap kesediaan amalan kepemimpinan distributif adalah tinggi di sekolah kajian.

Manakala dalam kajian Norasmah Othman dan Rofilah Md.Said (2013) pula dijalankan di sekolah menengah harian di Seremban. Tujuan kajian kuantitatif ini ialah untuk mengkaji perbezaan tahap kesediaan amalan kepemimpinan distributif berdasarkan jantina dan pengalaman kerja. Dapatan kajian telah menunjukkan bahawa tahap kesediaan amalan kepemimpinan distributif adalah tinggi di sekolah kajian. Di samping itu, hasil kajian juga mendapati tiada terdapat perbezaan signifikan tahap kesediaan amalan kepemimpinan distributif mengikut jantina bagi dimensi budaya sekolah, perkongsian tanggungjawab serta amalan kepemimpinan. Akan tetapi, terdapat perbezaan yang signifikan dari segi dimensi penetapan visi, misi dan matlamat. Terdapat juga perbezaan yang signifikan tahap kesediaan amalan kepemimpinan distributif berdasarkan pengalaman mengajar guru dalam dimensi penetapan visi, misi dan matlamat, budaya sekolah, perkongsian tanggungjawab dan amalan kepemimpinan.

Siva A/L Rabindarang (2014) telah menjalankan kajian tentang hubungan kepemimpinan distributif dengan komitmen organisasi dan tekanan kerja. Kajian ini dijalankan di kolej-kolej vokasional di Malaysia. Hasil kajian mendapati bahawa kepemimpinan distributif mempunyai hubungan signifikan dan berarah positif dengan komitmen organisasi. Hasil kajian juga menunjukkan bahawa hubungan

kepemimpinan distributif dengan tekanan kerja adalah signifikan tetapi berarah negatif. Oleh itu, pengkaji mengesyorkan agar amalan kepemimpinan distributif diterapkan dengan berkesan agar komitmen organisasi dapat ditingkatkan dan tekanan kerja dikurangkan.

Dalam kajian yang dijalankan oleh Rosnarizah Abdul Halim (2015) pula menunjukkan bahawa hubungan kepemimpinan distributif dengan efikasi sendiri guru adalah signifikan arah positif dan tinggi. Hasil kajian juga mendapati terdapat hubungan signifikan dan berarah positif di antara kepemimpinan distributif dengan faktor kontekstual dan faktor kontekstual dengan efikasi sendiri guru Jamallulail et al.,(2013) pula mengadakan kajian tentang hubungan amalan kepemimpinan distributif guru besar dengan motivasi guru di sekolah-sekolah kebangsaan di Port Klang. Hasil kajian mendapati tahap kesediaan kepemimpinan distributif dalam kalangan guru besar adalah tinggi. Namun begitu, tahap motivasi dalam kalangan guru pula berada pada tahap sederhana. Akhir sekali, dapatan kajian tersebut mendapati terdapat hubungan lemah ($r=0.28$, $p<0.005$) di antara kepemimpinan distributif dengan motivasi guru di sekolah kajian.

Dari lima hasil kajian yang telah dijalankan di Malaysia mendapati bahawa tahap kesediaan amalan kepemimpinan distributif adalah tinggi, mengurangkan tekanan kerja, meningkatkan komitmen kerja dan efikasi sendiri guru. Sebagai kesimpulan dari hasil kajian yang dibincangkan ialah kesediaan dan keterlibatan guru, keberkesanan amalan kepemimpinan distributif banyak dipengaruhi oleh kepemimpinan formal dan tidak dapat dinafikan bahawa amalan kepemimpinan distributif memberi kesan positif dalam pelbagai aspek.

5.0 RUMUSAN

Kepemimpinan distributif sememangnya telah menjadi satu pilihan gaya kepemimpinan yang digunapakai dalam pelbagai bidang khususnya bidang pendidikan. Melalui kajian-kajian yang telah dibincangkan dalam kertas konsep ini, didapati amalan kepemimpinan distributif telah membawa banyak kesan positif dalam bidang pendidikan, tidak kira di sekolah rendah atau sekolah menengah. Kesan-kesan positif ini termasuk meningkatkan prestasi sekolah, penglibatan guru, komitmen guru, mempertingkatkan kerjasama dan saling kepercayaan dalam kalangan rakan sekerja. Tambahan pula, melalui hasil kajian yang telah dibincangkan didapati juga kebanyakan guru telah bersedia dalam melaksanakan kepemimpinan distributif di sekolah masing-masing. Ini merupakan satu fenomena yang baik agak transformasi pendidikan di Malaysia dapat berjaya menuju ke arah menyediakan para pelajar cermelang dalam menghadapi globalisasi.

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CRITICAL FACTORS AFFECTING STUDENT SATISFACTION IN DISTANCE LEARNING ENVIRONMENT: A REVIEW OF THE LITERATURE

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ABSTRACT

Distance education is usually applied in several parts of the world to provide study opportunities for those who cannot or do not attempt to be involved in classroom instruction. Based on some educators, distance education is considered as one of the most important and significant new instructional approaches available for improving teaching and learning in universities nowadays. This improvement has raised important questions about the determining factors which influence learning, satisfaction, and retention of the learners of this academic program because a key concern for most institutions and teachers is whether learners are satisfied with their learning experience or not. Hence, there is a need to study more and in deep on distance education to overcome this type of educational delivery's challenges, issues, and identifying factors, which influence student satisfaction with online courses. Though, several factors were recognized from the related literature but some results are contradictory. In this paper, the authors review the current literature and discuss possible factors in order to provide appropriate support and design suitable distance learning environment to positively affect student satisfaction with online courses.

Keywords: Online Learning, Distance Learning Issues, Review Paper, Student Satisfaction, And Elements of Satisfaction

1.0 INTRODUCTION

Due to technology revolution, technology has brought changes in education. A high amount of universities has changed traditional undergraduate classes into distance learning (Sophonhiranrak, Suwannatthachote & Ngudgratoke, 2015). Distance learning is considered as a very common and fascinating area in the current realm of educational studies (Schulte, 2011). In an effort to describe distance education, academics have offered that distance education is considered as a kind of official learning in that the learner tracks a scheduled and directed learning experience which involves a geographical distance separating the student from the instructor and regularly from other students (Holmberg, 2005; Tasker, 2010). Based on Scott (2011) “*Distance education makes an educational involvement of similar qualitative value as a face-to-face course for the student to best suit his or her requirements in a progressively demanding culture challenged by the outdated face-to-face classroom delivery mode*” (p.3). Though, distance education roughly includes any kind of learning in that the elements

of an organized learning activity (i.e. students, teachers and learning capitals) are divided by time and/or geography (Rovai, 2009).

Distance education is no longer a trend in higher education; rather, it is considered as an entirely improved approach of instructional delivery (Lambert, 2011). Academic leaders in the United States believed that distance learning is critical to the long-term development of their institutions and methodology of it has given rise to the principle that education must and can be exposed to all (Belawati & Baggaley, 2007), reporting that the increase in demand for distance courses or programs is higher than that for face-to-face courses (Allen&Seamon,2008;2010) during the past several years in many countries, particularly in North America, Western Europe and in Australia and New Zealand (Rovai,2009). While the increased access to higher education for learners is beneficial for community members served by the colleges, the success rates for distance education is a concern (Sher, 2009). As Scott (2011) mentioned in the Periodic Report on Distance Education, “A gap exists in both successful completion and retention rates between distance education and traditional instruction” (p. 23).

Therefore, by the increasing of distance courses offered at institutions of higher education, along with their ever-increasing learner enrollment, must give educators and administrators cause to investigate student satisfaction in detail (Gebara, 2010). Higher education institutions consider learner satisfaction to be one of the main elements in identifying the value of their programs in the current marketplaces (Parahoo, Santally,& Rajabalee,2016). Further, it is considered that learner satisfaction is a significant issue of the quality of academic experiences (Yukselturk & Yildirim, 2008; Kuo, Walker, Belland, Schroder & Belland, 2014). As student satisfaction is an important measure in evaluating the program, a stream of research over the past decade suggested that there are several critical success factors which must be managed effectively to fully realize promise for distance learning (Grady, 2013; Kuo, 2010; Lambert, 2011; Mcfarland & Hamilton, 2005; AlHamad, Al Qawasmi, & AlHamad, 2014; Eom & Ashill, 2016). Therefore, it is vital to have a strong understanding of variables, which contribute to student satisfaction with online courses in distance education. Additionally, understanding these factors and the rationale behind them would permit curriculum developers, teachers, and instructional designers to come up with advisable policies for creating a more conducive learning environment and providing a way to identify the future achievement of learners in the online context (Gebara, 2010).

As stated earlier, success of distance learners led researchers to study the factors of online learning which affect the way learners experience their learning because a key concern for most institutions and teachers is whether learners are satisfied with their learning experience or not (Li, Marsh, & Rienties, 2016). Therefore, the investigation regarding the online learning success factors are considered as a priority of distance education researchers and experts and several authors have tried to identify the factors and dimensions which are associated to the satisfaction of distance learners because it has been demonstrated that this concept is multidimensional. In the current investigation, the researchers reflect majority of the issues recognized by using the related literature to identify which one was heavily affect students' satisfaction, learning, and retention in online courses.

2.0 METHODOLOGY

Researchers use different methods to identify papers to consider for a literature review (Ellis 1989; Ellis & Haugan, 1997): Methods include searching in databases or search engines and chaining from known research papers (Liyanagunawardena, Adams, & Williams, 2013). We collected data from the “Web of Science Core Collection” database that includes “SCI-EXPANDED”, “SSCI”, “A&HCI”, “CPCI-S”, and “CPCI-SSH” to include articles with an acceptable level of quality (Akhavan, Ale Ebrahim, Fetрати, & Pezeshkan, 2016).

Throughout this review, a broad range of factors that affect student satisfaction within the distance-learning context for higher education were examined. The key search terms were student satisfaction, learning success factors, and distance education. The authors focused on the studies published between 2010 and September 2016. We based our final search on these keywords, which resulted in a sample of 74 articles. In total, there were 12 researches that matched our selection criteria. Abstracts of these studies

were first reviewed and articles were then limited according to the following principles. Then, full papers were examined for the relevancy to this review. Each paper was read and its content was analyzed and classified into five categories to help explain the key features of the study. The first category consisted of author (s), the second one is predictive factors, the third column relate to design, four is number of participant and five is explaining about result. All of the studies utilized questionnaires or surveys for assessing course satisfaction, and mostly selected students in higher education institutes as their samples. The selection criteria were comprised of three principles: (a) each article must include at least two factors related to satisfaction, (b) the study design should be based on survey or questionnaire, and review paper, (c) the main findings of the research must be related to satisfaction in distance education environment.

This kind of review was required for following reasons. First, our science of satisfaction impact of distance learning program is very limited compared to traditional program. Second, literature indicated that there are several components affecting student satisfaction. Hence, this paper help us to know with factors are more important.

3.0 CRITICAL FACTORS AFFECTING LEARNERS' SATISFACTION

Researchers should not be surprised that identifying the defining factors for satisfaction has become much more dynamic and complex (Dziuban, Moskal, Thompson, Decantis, & Hermsdorfer, 2015) due to the fact that there are diversities of construct which associate with course satisfaction. Researchers have been interested and continue to conduct studies to identify different variables associated to the satisfaction of online students. As quality inside higher education is recognized as an area of great concern for all shareholders, like learners, parents, administrators, and managers (Mertz & Leonard, 2003), the authors of this review paper focused on the factors which are associated to student satisfaction with online courses because course satisfaction is considered as an important measure regarding the quality of online courses (Aman, 2009). A summary of the literature relevant to all the factors affecting student satisfaction with distance learning is presented below in Table 1.

Table 1: Previous research about the critical factors that affect learners' satisfaction

No.	Author(s)&Year	Critical Factors	Design	Participant	Result
1	Tan Rongjuan (2010)	Computer Self-Efficacy, Self-Regulated Strategy and System Quality	Survey	436 students	All variables are critical factors which highly influence learners' satisfaction
2	Svanum&Aigner (2011)	Course Effort, Mastery and Performance Goals, Grade Expectancies, Earned Course Grades, Motivation	Survey	220 students	All variables predicted course satisfaction.
3	Joo, Lim&Kim(2011)	Perceived level of presence (Teaching Presence, Social Presence, Cognitive Presence), Perceived Usefulness And Ease Of Use	Survey	709 learners	All factors were significant predictors of learner satisfaction and learner satisfaction significantly predicted persistence

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4	(Stefanovic et al., 2011)	Instructor dimension (instructor response timeliness, instructor attitude), Course dimension (flexibility and quality), Technology dimension (technology quality and Internet quality) and environmental dimension (diversity in assessment and interaction)	Survey	300 Students	Instructor response timeliness, course flexibility, course quality, internet quality, diversity and interaction are the critical factors.
5	Saeed (2012)	Interaction, self-directed learning readiness, cognitive and meta-cognitive strategies	Survey	352 Students	There is relationship between instruction, cognitive and meta-cognitive and satisfaction but no relationship between self-directed learning readiness and satisfaction.
6	Cortes; Barbera (2013)	Learner predictor factor (general self-efficacy, self-efficacy online, motivation, prior knowledge, and course expectation), Institutional factors (learner support, social presence, direct instruction, learning platform, instructor interaction, learner interaction, learning content, and course design), and three different outcome factors (learner satisfaction, knowledge acquisition, and knowledge transfer)	Survey	1119 learners	Significant differences in 14 factors but Instructor interaction and learner satisfaction were without significant difference
7	(Barbera, Clara, & Linder-Vanberschot, 2013)	Institutional (learning platform, technological support, social presence, direct instruction, instructor interaction, students' interaction, learning content and course design)	Survey	499 Students	The most influential aspects of the online courses were learning content and course design.
8	(Rostaminezhad, Mozayani, Norozi, & Iziy, 2013)	Motivation, self-regulation, interaction, academic locus of control, learner autonomy, and social presence	Survey	223 students	Motivation, self-regulatory and interaction are important factors for learner success.
9	(Martín-Rodríguez, Fernández-Molina, Montero-Alonso, & González-Gómez, 2013)	Course (course planning, content, resources and evaluation), technology (accessibility, multimedia elements, the structure and web browsing), and Instruction (communication with the professor, teamwork with classmates and intervening)	Survey	1114 Students	Course design and content, the facility for accessing and visualizing information and interaction were key aspects
10	Marinakou (2013)	Instructor's perception, instructor availability, clear grading criteria, assignment, easy to use technology	Survey	80 Students	Instructor overall performance impacted positively and significantly to student satisfaction
11	Eom; Wen & Ashill (2016)	Dialogue (Instructor-student, and student-student), instructor, course	Survey	372 Students	Instructor-student, student-student dialogue, instructor, and course

		design, self-regulation, and motivation (intrinsic and extrinsic)			design significantly affect students' satisfaction
12	(Rockinson-Szapkiw, Spaulding, & Spaulding, 2016)	Institutional factors (financial support; program, curriculum and instruction; and support services) and integration variables (academic, social, economic, and familial integration)	Survey	148 Doctoral Candidate	Support service; quality of the program, curriculum, and instruction; academic & social integration; and familial integration are important.

This research is focusing on critical factors, which are in the field of university and have effect on student satisfaction in distance education program. However, numerous mutual factors and multiple methods describe and evaluate student satisfaction through online courses. For example, Tan Rongjuan (2010) by using e-learning success model and technology-accepted model examined self-regulated learning, computer self-efficacy, and system quality and indicated that these factors are critical, which highly affect student's satisfaction. In a study that was conducted by Svanum & Aigner (2011), all study factors directly or indirectly predicted course satisfaction.

Joo, Lim & Kim (2011) investigated the relationships among perceived level of presence, perceived usefulness and ease of use with learner satisfaction and persistence in an online university in South Korea. The result indicated that teaching presence, cognitive presence, and perceived usefulness and ease of use were considered as the significant predictors of learner satisfaction. Stefanovic et al., (2011) developed an integrated model consisting of eight factors in four dimensions and result indicated that instructor response timeliness, e-learning course flexibility, e-learning course quality, technology quality, internet quality, diversity in assessment and interaction are the critical factors affecting student satisfaction. They suggested that all universities should have a flexible institutional structure to integrate online learning technology for the improvement of learning outcomes.

The success implementation of distance learning environment is purely based on instructor interaction. As Saeed (2012) stated, it is necessary to consider interaction in distance education. Similarly, Cortés & Barbera (2013) and Marinakou (2013) supported this idea that online interaction contribute highly to student satisfaction. Marinakou proposed that it is important for instructors to build an online community where students can work with others or in teams. In contrast, Martín-Rodríguez et al., (2013) claimed that between different components involved in the course satisfaction, interaction is somewhat lower in priority.

The result of the study by Barbera, Clara, & Linder-Vanberschot (2013) assumed that, among the different institutional variables, course design and the learning content are the most influential variables for student satisfaction. Rostaminezhad, Mozayani, Norozi, & Iziy (2013) focus on learner related factors and suggested that institutions should improve self-regulatory skills of distance learners due to its influence on satisfaction. According to Eom; Wen & Ashill (2016), dialogue, instructor and course design significantly affect learner satisfaction but self-regulated and motivation have no significant relationship with student satisfaction. The study final model by Rockinson-Szapkiw, Spaulding, & Spaulding (2016) indicated that support services, strategic curriculum, and instruction, academic integration, combined with program structures that foster social integration with faculty and familial integration can promote online doctoral persistence.

4.0 DISCUSSIONS AND CONCLUSIONS

Distance learning system might be considered as having several human/nonhuman entities interacting together through computer-based instructional schemes to obtain the aims of education, counting student satisfaction (Eom, Wen, & Ashill, 2006). Satisfaction is considered significant as this kind of self-reflective has a reaction to learning circumstances effects "one's consideration about subsequent attempts of learning in cyclical fashion" (Artino, 2008) and the critical success factor in online universities in that all of the teaching and learning actions are done by online procedure (Joo, Lim, & Kim, 2011). Satisfaction in online learning is recognized as a concern among online educators to avoid learners from dropping,

withdrawing, or otherwise leaving their course of study online (Khalid, 2014). This result is extensively cited as measure of the efficiency of online education system (Eom et al., 2006, Ali & Ahmad, 2011; Macon, 2011; Palmer & Holt, 2009). Therefore, due to the progressively significant role that the student satisfaction has in distance education, and due to lower retention rates in online classes as compared to face-to-face classes (Gaytan, 2009; Shieh, 2009), recognizing the factors has been widely examined in the last decade.

According to the related previous studies, many factors might affect the online learning but planning and designing online courses is considered very complex that includes many factors. Based on the existing literature, there is a collection of variables related with student satisfaction with online courses (Tao, 2009; Naveh, Tubin, & Pliskin, 2010; Walker, 2008). Consequently, universities and teachers should study these factors to improve their learners with operative learning context (Stefanovic et al., 2011). Therefore, the aim of the current study was to do a review analysis on online learning articles to determine factors, which could affect student satisfaction. After doing a comprehensive search procedure in WoS database and refining the consequences, the researchers found 74 related articles. Then we focused on 12 articles associated to the focused criteria. By analyzing the features of literature on distance education, the amount of research papers in this area years 2011&2013 were the highest amount of publication and citation. It likewise recognizes the fact that interaction is considered as a significant factor in most of the investigations. Stefanovic et al., (2011) claimed that interaction mechanisms in online learning contexts must be designed appropriately to develop frequency, quality, and promptness of collaborations that might influence online learner satisfaction. Additionally, in distance-learning setting, the character of instructor is very significant and online teachers have equal active character as a teacher in the real classroom (Andronie, 2012).

Though, there are several other variables, which were reported to affect the inclusive learning experience of learners (as defined by their satisfaction), but the power of this effect is not always clear. Therefore, the outcome might deliver visions into how to do effective online learning systems within the organizations. Also, administration should consider the factors, which have been pointed out in this paper for effective operation. Additionally, better understanding of the association between these issues would help investigators to recognize and improve operative instructional policies for the students' online learning experience success (Tao, 2009). To summarize, the concern for learner success in distance education continues to be an emphasis of investigation, even though the study results relating to learner success are sometimes conflicting.

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MALAYSIAN UNDERGRADUATE ESL STUDENTS' PERCEPTION OF BLENDED LEARNING

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ABSTRACT

The development of Information and Communication Technology (ICT) in tertiary education has encouraged many institutions to try and use new approaches in the teaching and learning process. Among these approaches, blended learning is considered a novel method of instruction which was developed not so long ago and has been used extensively over the years. The present study examined the perception of Malaysian undergraduate ESL students toward the implementation of blended learning. The participants were 21 Malaysian undergraduates in the field of TESL (Teaching English as a Second Language) in a public university in Malaysia. The integration of face-to-face instruction and computer-mediated instruction was utilized for the blended learning approach. The questionnaire on Students' Views on Blended Learning and Its Implementation was distributed among the students. To strengthen the quantitative findings, semi-structured interviews were also conducted. Findings show that students have positive views on the implementation of blended learning. They found blended learning as a new approach which provides a comfortable learning environment for them and encourages them to be more autonomous in their learning process.

KEYWORDS: Blended learning, face-to-face learning, perception, undergraduate students

1.0 INTRODUCTION

Today, the availability and effectiveness of internet technology in educational settings has provided opportunities for developing new methods of instruction in teaching and learning process. The integration of technology with traditional face-to-face classes developed a new approach in higher education which is called blended learning. According to Thorne (2003), blended learning as the most significant developments of this century could be an effective approach in higher education (Garrison & Kanuka, 2004).

With the advance of information and communication technology (ICT), the Higher Education Institutions (HEIs) in Malaysia become interested in implementing blended learning in their teaching and learning process (Bunyarit, 2006). However, based on what Maulan and Ibrahim (2012) mentioned, blended learning is a relatively new concept in tertiary education system of Malaysia. In order to know the efficiency and effectiveness of blended learning in teaching and learning process, it is important to consider the students' opinions on this method of instruction. To date, there are only a handful of studies done on blended learning at the tertiary level (see Waha & Davis, 2014; Maulan & Ibrahim, 2012; Ekici, Kara, & Ekici, 2012; Akkoyunlu & Yilmaz-Soylu, 2006). Based on this premise, this study attempted to examine Malaysian undergraduates' perception towards blended learning and its implementation in an ESL class.

1.1 Blended Learning

Blended learning as a new approach in teaching and learning process has been defined in different ways. Bersin (2003) defined blended learning as the combination of instructional modalities such as media and tools to perform special communications and knowledge sharing. There are no face-to-face classes in this type of blended learning. Another definition of blended learning refers to the combination of pedagogic methods of instruction such as behaviorism, cognitivism, and constructivism to provide a better learning outcome (Rossett, 2002). The third definition of blended learning, which is the most acceptable one, refers to the integration of face-to-face and online instruction (Rooney, 2003; Neumeier, 2005; Graham, 2006).

Garrison and Kanuka (2004) declared that “blended learning is an integration of face-to-face and online learning experiences – not a layering of one on top of the other” (p. 99). Blended learning provides the “opportunity to integrate advantages offered by online learning with the best practice and benefits of traditional learning” (Tselios, Daskalakis, & Papadopoulou, 2011, p. 225). In the same way, Neumeir (2005) claimed that blended learning is the combination of face-to-face learning and computer-mediated learning which attempts to provide the best integration of the two ways of learning. For instance, the part of computer-mediated learning provides an environment for the learners in which they can study without the restrictions of time and place that they face in their face-to-face learning environment.

According to Osguthorpe and Graham (2003), the crucial feature of a blended method of instruction is to make certain that the strengths of both modes of learning environments are provided. The goal of blended learning is to make balance between the face-to-face learning and online learning. The balance between these two modes of learning depends on the course being taught in which whether it needs more face-to-face learning, more online learning, or the same amount of both modes of learning. De George-Walker and Keeffe (2010) claimed that the simple combination of face-to-face learning and ICT might not lead to the successful blended learning approach. Based on what Garrison and Vaughan (2008) stated, blended learning can be considered as “an organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies” (p. 148).

1.2 Why Use Blended Learning?

Blended learning as a modern educational approach, integrating face-to-face learning and online learning, makes it possible for the learners to benefit from the advantages of both teaching methods (Graham, 2006; Akkoyunlu & Yilmaz-Soylu, 2006). Pedagogical richness, access to knowledge, social interaction, cost-effectiveness and ease of revision are among the advantages of blended learning as mentioned by Osguthorpe and Graham (2003). Other researchers such as Azizan (2010) and Ross and Gage (2006) introduced some other advantages of blended learning. They highlighted the benefits of blended learning as an approach that a) provides flexibility in learning process, b) improves the social communication and collaboration, c) expands the quality of education, d) provides accessibility to course materials, and e) optimizes the development of learning program. The flexibility and convenience of blended learning are among the main advantages of blended learning mentioned by learners (Kistow, 2011).

The implementation of blended learning in educational settings demonstrated a considerable effectiveness of this approach in the learning process of students. One of the most important benefits of blended learning implementation refers to the development of a learning community in which both student-student interaction and student-teacher interaction happens in a great extent. Rovai and Jordan (2004) reported that courses utilizing blended learning revealed a stronger sense of community among learners than courses utilizing just face-to-face or just online learning. It encourages students to work in groups and take advantage of peer support. Online discussions in blended learning approach can help students to enhance their deep learning, which leads to higher learning outcomes (Lewis, 2002). The blended learning approach utilizing Web 2.0 technologies increases the interaction and collaboration between students and also between students and teachers (Richardson, 2010). It provides a greater opportunity for students to

discuss about the course content and communicate with others which make learning to be more creative and successful process (Kumar, 2009).

Another advantage of blended learning refers to the development of students' outcomes. In studies by McFarlin (2008) and Vaughan (2007), students who are taught through blended learning attained higher grades than students who taught through fully face-to-face or fully online learning. Moreover, Partridge, Ponting, and McCay (2011) found that students who attended the blended learning courses showed better performance on their assignments, discussions, exams, and their projects. In another study conducted by Garnham and Kaleta (2002), higher retention rates were found among the students who attended the blended learning courses. Likewise, Pereira, Pleguezuelos, Meri, Molina-Ros, Molina-Tomás, and Masdeu (2007) reported that in their study, the students in the blended learning group indicated better academic performance and pass rates than the students in the traditional face-to-face learning group.

According to O'Banion (as cited in Sorden, 2011), at the tertiary level, the instruction should be learner-centered. Blended learning approach provides a learner-centered environment for students. Since blended learning focuses on the strengths of both face-to-face learning and online learning and provides various ways to deeper learning of a subject, it is a more realistic approach to construct a learner-centered instruction (Garrison & Vaughan, 2008). Similarly, Skibba (2006) mentioned that blended learning courses are learner-centered which provide a variety of choices and opportunities for learners' interaction. Therefore, it should encourage more active learning among students (Moore & Gilmartin, 2010). Being active learners, students can gain a greater level of engagement with opinions in classes and improve their degrees of autonomy. Sanprasert (2010) conducted a study on two groups of Thai university students to examine the extent of learners' autonomy when implementing blended learning approach using a course management system. The findings revealed that students became more confident and more independent after the intervention. Furthermore, the students demonstrated development in their autonomous behaviour, autonomous perception, and autonomous strategy.

However, there are some challenges faced by students and teachers in the implementation of blended learning. According to Conacher, Taalas, and Vogel (2004), blended learning causes the reduction of control on students who are not completely self-regulated. Collis, Bruijstems, and van Veen (2003) stated that blended learning approach needs active students who are capable of managing their time properly. This is due to the fact that some students suppose that with having fewer face-to-face classes in blended learning approach, they have fewer works to do and then put their online works to the last minutes. This type of view toward blended learning courses causes negative effects on the learning outcomes of students. Moreover, Burgess (2003) believed that blended learning might produce negative feelings in students who have difficulties with technologies. On the other hand, some teachers look at blended learning as a time consuming approach that affects their workloads (Stacey & Gerbic, 2008). Therefore, based on what Clark (2011) stated, "designing a blended delivery course is not as simple as merely introducing online components into a traditional course or a quick "cut and paste", but rather it is a total instructional redesign" (p. 18).

2.0 RESEARCH METHOD

This study employed both quantitative and qualitative research methods to investigate students' perception toward blended learning. Data were collected through conducting a questionnaire followed by semi-structured interviews. In fact, the present study was a pilot project which aimed to implement a proposed blended learning method of instruction through utilizing a course management system, Moodle in an ESL class.

2.1 Participants

The participants in this study consisted of 21 (6 males and 15 females) Malaysian undergraduates at a public university in Malaysia. All of the students majored in TESL (Teaching English as a Second

Language) at the Faculty of Education. The study was carried out for 7 weeks during the second semester 2014/2015.

2.2 Instrumentation

To measure students' perception of blended learning, the scale of "Learners' views on blended learning and its implementation process" was utilized. The instrument was developed by Akkoyunlu and Yılmaz-Soylu (2008). It included 50 items using a ten-point Likert scale (with notations 1=not at all, 10=totally true). According to Turner (1993), Likert-scale items are an effective means of determining attitudes and opinions of participants. However, one item of the scale which seemed to be repetitive was removed and some items were revised. This scale comprised two main parts, the first part involved 34 items which focused on the learners' views on blended learning's implementation (ease of use for web environment, online environment, content, face-to-face sessions, and assessment) and the second part encompassed 15 items focused on the general view of students on blended learning. According to Akkoyunlu and Yılmaz-Soylu (2008), the alpha reliability coefficient of the first part was determined as =0.78, the second part as =0.79, and in general as =0.78.

In order to support data gathered from the perception survey and also determining the students' views toward blended learning implementation, semi-structured interviews were applied in this study. Simple random sampling was implemented for selecting participants to take part in the interviews. The interviews were conducted with four randomly chosen participants. Each interview was lasted about 15 minutes. The interviewees were interviewed individually in the class by the researcher/teacher. Some of the questions of the interview were as follows: a) Do you like blended learning?, b) What are the strengths (advantages) to this method of instruction?, c) What are the weaknesses or barriers (disadvantages) to this method of instruction?, and d) To what extent has this method of learning changed your enthusiasm toward learning?

2.3 Data Collection

In this study, for the virtual learning environment, the course management system, Moodle was used. "Moodle is a free, open source learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments" (Moodle, 2016, Para. 1). To support the objectives of the study, the Moodle website was designed by the researcher/teacher. Before starting the instruction, week one, the Moodle website was introduced to the students. All the students received their own usernames and passwords to login to the Moodle at any time and any place that was convenient for them during the week. The researcher/teacher highlighted the integration of face-to-face classroom and the online environment in which they were required to participate actively in both environments. In the training session, they learned about the steps of logging process, the objectives of using Moodle, the procedures of conducting activities and quizzes, and the way of utilizing discussion forum.

The study was conducted for 7 weeks. In order to implement the blended learning method of instruction, the students needed to study 3 hours a week, 90 minutes in the face-to-face classroom and 90 minutes in the asynchronous virtual classroom. The asynchronous virtual classroom delivered through the course management system, Moodle. For each session, all the course materials such as lecture PowerPoint, activities, quizzes, and discussion forum were uploaded by the researcher/teacher. After attending the face-to-face class in each week, the students should login to the Moodle website, complete the activities and quizzes, and take part in discussions.

At the end of the instruction, week seven, the blended learning perception survey was distributed to the participants. After collecting the questionnaires, to examine the students' viewpoints on the blended learning implementation, semi-structured interviews were conducted by the researcher with four randomly selected participants. Each interview was taken about 15 minutes. With the permission of the students, the

interviews were recorded. Data gathered from the interviews were transcribed and coded for relevant information.

3.0 RESULTS

Students' Perception toward blended Learning Implementation

a) Quantitative Findings

With regard to the perception of students on blended learning implementation, the following Table 1 shows the total mean and standard deviation of the scale as well as the mean and standard deviation of each sub-category separately.

1.
2. Table 1. Mean and Standard Deviation of Blended Learning Scale

Categories	Mean	SD
Ease of use for web environment	8.80	.73
Online environment	8.61	.66
Content	8.53	.49
Face-to-Face sessions	8.91	.48
Assessment	8.82	.71
Learners' views on blended learning in general	8.78	.57
Overall	8.75	.45

The scores of the blended learning scale were categorized as follows: 1-4 as Low, 4.01-7 as Moderate, and 7.01-10 as High. As seen in Table 1, a high level of mean values was found for each sub-category of blended learning scale. The mean values of the learners' views on blended learning's implementation from the highest to lowest were devoted to 1) Face-to-Face sessions ($M=8.91, SD=.48$), 2) assessment ($M=8.82, SD=.71$), 3) Ease of use ($M=8.80, SD=.73$), 4) Online environment ($M=8.61, SD=.66$), and 5) Content ($M=8.53, SD=.49$). Moreover, the mean value of Learners' views on blended learning in general was 8.78 with standard deviation of .57. Therefore, the mean and standard deviation of the "face-to-face sessions" sub-category ($M=8.91, SD=.48$) was found at the highest level than the other sub-categories of blended learning scale. It might be due to the fact that the face-to-face sessions were closely similar to their conventional way of learning. They believed that the explanation of the subject during the face-to-face sessions would be better for them. It helped them to learn about the course content in more details.

As shown in Table 1, the overall mean and standard deviation of the blended learning survey was 8.75 and .45 respectively. Hence, the students indicated a highly positive view toward blended learning method of instruction.

b) Qualitative Findings

In order to strengthen the results of the study and explore the students' views on the implementation of blended learning, semi-structured interviews were conducted with four randomly chosen participants of the study. The findings of the interviews also showed positive perception of students toward blended learning implementation. The students found blended learning as a novel and useful method of instruction which provided a comfortable learning environment for them. Interviewee 1 said:

"Blended learning is a useful method of leaning which gives us freedom to go online and access to the information at any time or any place that is convenient for us."

They also mentioned that through blended learning they could continue their learning after the class time without the presence of teacher. Interviewee 2 stated:

“It helped me to keep on my learning out of the class without the physical presence of teacher.”

At this point, another interviewee, interviewee 4 mentioned:

“Blended learning helped me to be more independent.”

All interviewees highlighted the convenient learning environment of blended learning which provided them opportunities to participate in the learning process without being stressful. They believed that blended learning assisted them to take part in discussions and share their ideas with their peers freely. Interviewee 3 said:

“It gives all students an opportunity to talk about their opinions freely without being shy to speak.”

All interviewees found blended learning as a method of instruction which made learning more exciting. Interviewee 4 stated:

“Blended learning made me more motivated, enthusiastic, and energetic toward learning than the traditional face-to-face learning.”

The only shortcoming of blended learning mentioned by the students was related to the internet connection problem that they faced in their colleges. For example, interviewee 3 said:

“Sometimes, because of the internet connection problems we couldn’t perform our online activities in a good way.”

Overall, all interviewees demonstrated positive views on the implementation of blended learning. They found blended learning as a new method of instruction which made learning more interesting and convenient for them.

4.0 DISCUSSION

The findings of the present study indicated that students had highly positive attitudes toward the implementation of blended learning. They demonstrated a highly positive opinion toward the ease of the usage of the web environment, the online environment, the content of the web environment, the face-to-face sessions, assessment, and the blended learning implementation in general. The results of the study appear to be consistent with the findings of other researchers such as Uğur, Akkoyunlu, and Kurbanoglu (2011), Balci and Soran (2009), and Akkoyunlu and Yilmaz-Soylu (2006). The results of a study conducted by Uğur, Akkoyunlu, and Kurbanoglu (2011) on 31 senior students indicated that students’ opinion on the blended learning method was completely positive. Likewise, in another study conducted by Akkoyunlu and Yilmaz-Soylu (2006) on 64 students at Hacettepe university in Turkey demonstrated that all students had a positive attitude toward blended learning implementation. Students found blended learning as an efficient method which gave them opportunity to take part in discussions and express their ideas. This indicates that blended learning which integrates the traditional face-to-face instruction and computer-mediated instruction can encourage students in the learning process.

Moreover, the findings of the interviews concerning the students’ opinion on blended learning approach also demonstrated the positive attitudes of students toward this method of instruction. They highlighted the convenience of this learning environment which gave them confidence to take part in

discussions with their peers. Another important point mentioned by the students was that blended learning changed their enthusiasm toward learning. It made learning more interesting for them. They believed that blended learning assisted them to be more autonomous. The finding is in line with the findings by Sanprasert (2010) who reported that the utilization of blended learning led to positive effects on the learners' autonomy. This highlights the importance of blended learning in improving students' autonomy in the learning process.

5.0 CONCLUSION

Today, the advance of technologies in higher education leads to the development of new instructional approaches in teaching and learning process. Blended learning as a combination of face-to-face instruction and computer-mediated instruction acquires popularity in higher educational institutions. This study examined the perception of Malaysian undergraduate ESL students toward the implementation of the proposed blended learning approach. The results demonstrated that students revealed high positive attitudes toward the overall blended learning implementation as well as its sub-categories. Based on the findings of the study, it could be concluded that blended learning using the course management system, Moodle can be an effective approach in motivating students to their learning process.

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PELAKSANAAN PENTAKSIRAN UNTUK PEMBELAJARAN (AFL) BAHASA MELAYU DALAM PENTAKSIRAN BERASASKAN SEKOLAH DI MALAYSIA

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ABSTRAK

Pentaksiran untuk pembelajaran (assessment for learning- AfL) atau pentaksiran formatif merupakan salah satu aktiviti yang dipraktikkan di dalam kelas antara guru dan murid. Murid melaksanakan tugas yang diberikan oleh guru sebagai evidens yang dijalankan secara pentaksiran sendiri atau pentaksiran rakan sebaya yang bertujuan untuk memberi peluang kepada guru untuk melihat tahap kefahaman pembelajaran murid. Pentaksiran untuk pembelajaran merupakan salah satu pentaksiran yang terangkum dalam Pentaksiran Berasaskan Sekolah (PBS). PBS yang mula dijalankan pada tahun 2011 di sekolah rendah dan pada tahun 2012 untuk murid sekolah menengah merupakan sistem pendidikan yang baharu dan memerlukan guru untuk menguasai teknik pelaksanaan pentaksiran dengan baik supaya proses pengajaran dan pembelajaran dapat mencapai objektifnya. Kertas ini menfokuskan kepada konsep, strategi, dan maklum balas pentaksiran untuk pembelajaran.

KATA KUNCI: Pentaksiran untuk pembelajaran, Strategi, Maklum balas.

1.0 LATAR BELAKANG KAJIAN

Langkah yang diambil oleh Kementerian Pelajaran Malaysia (KPM) ke atas penambahbaikan terhadap sistem pendidikan negara merupakan satu transformasi untuk bersaing pada arena antarabangsa dalam dunia pendidikan. Bab 4 - Pembelajaran Murid dalam Pelan Pembangunan Pendidikan Malaysia (2013-2025), memperlihatkan pihak KPM akan memastikan pelaksanaan kurikulum secara bersepadu di sekolah adalah berdasarkan tanda aras antarabangsa supaya dapat melahirkan murid dengan kemahiran yang diperlukan untuk bersaing pada peringkat global. Pentaksiran Berasaskan Sekolah (PBS) yang dilaksanakan sepanjang tahun menggantikan sistem peperiksaan awam adalah usaha KPM menyediakan sistem pendidikan berkualiti seperti yang terkandung dalam PPPM (2013-2025). PBS adalah proses pengajaran dan pembelajaran yang dilaksanakan secara holistik. Aspek yang dinilai ke atas murid selari dengan Falsafah Pendidikan Kebangsaan (FPK) untuk memperkembangkan potensi individu secara menyeluruh serta melahirkan insan yang seimbang dari segi kognitif (intelektual), afektif (emosi dan rohani), psikomotor (jasmani), dan sosial. Terdapat empat komponen dalam PBS iaitu akademik; pentaksiran sekolah (PS) dan pentaksiran pusat (PP), dan bukan akademik; pentaksiran aktiviti jasmani, sukan & kokurikulum (PAJSK), dan pentaksiran psikometrik (PPsi). Kertas ini membincangkan Pentaksiran Sekolah (PS) yang merangkumi tiga pendekatan iaitu pentaksiran sebagai pembelajaran, pentaksiran untuk pembelajaran, dan pentaksiran tentang pembelajaran. Namun, hanya akan memberi fokus kepada pentaksiran untuk pembelajaran (AfL).

Pentaksiran formatif atau AfL merupakan fokus utama untuk meningkatkan tahap pembelajaran murid agar potensi setiap murid dapat dibina secara menyeluruh. Pentaksiran formatif ini dijalankan semasa proses pengajaran dan pembelajaran untuk memberi penjelasan terhadap pembelajaran dan pemahaman murid (Nai'mah, 2011). Menurut Stobart (2008), pentaksiran formatif bertujuan untuk memperoleh gambaran proses pembelajaran dengan merujuk pada arahan yang disediakan serta mendapatkan maklum balas pembelajaran selepas proses PdP. Berbeza pula dengan pentaksiran sumatif yang menilai keputusan

pembelajaran murid pada suatu masa yang ditetapkan seperti ujian bulanan dan peperiksaan pertengahan tahun. Semasa melaksanakan *AfL*, guru menggunakan evidens murid untuk mengetahui sejauh mana tahap pengetahuan, pemahaman, dan kemahiran mereka semasa proses pengajaran. Maka, jelas menunjukkan pentaksiran memainkan peranan penting dalam pendidikan supaya proses pengajaran dan pembelajaran mencapai objektif yang dirancang. Oleh itu, kertas ini akan membincangkan konsep pentaksiran untuk pembelajaran (*assessment for learning*), lima strategi pelaksanaan *AfL*, dan maklum balas *AfL*. Justeru, akan dilihat sejauh mana pelaksanaan *AfL* untuk mata pelajaran bahasa Melayu sekolah menengah.

2.0 PENYATAAN MASALAH

Pelaksanaan Pentaksiran Berasaskan Sekolah (PBS) menjadi perhatian dan bahan perdebatan daripada pelbagai pihak semenjak dilaksanakan di sekolah rendah pada tahun 2011 dan tahun 2012 untuk sekolah menengah. Sistem pendidikan di Malaysia tidak lagi berfokus kepada sistem peperiksaan awam malah mengorak langkah ke arah transformasi pendidikan yang lebih efektif untuk bersaing dengan negara maju. Menurut Birenbaum et al. (2015), walaupun pentaksiran formatif telah dilaksanakan beberapa abad yang lalu di peringkat antarabangsa, namun cabaran untuk melaksanakannya masih wujud. Keberkesanan pentaksiran formatif telah diakui secara global, namun permasalahannya ialah konsep pentaksiran formatif tidak berasaskan definisi yang seragam dan tidak jelas telah menimbulkan pelbagai jenis amalan pentaksiran serta menimbulkan halangan untuk melaksanakannya (Bennet, 2011). Kajian sehingga tahun 2015 sekalipun yang dijalankan oleh para pengkaji mengenai *AfL*, pelaksanaannya masih belum berjaya sepenuhnya (Birenbaum et al., 2015). Suseela dan Sim (2010), dalam kajiannya mengenai perspektif guru terhadap PBS mendapati guru kurang diberi bimbingan tentang pelaksanaan pentaksiran, kurang pengetahuan, dan kurang pemantauan daripada pihak luar menyebabkan guru masih belum dapat menguasai sepenuhnya teknik pelaksanaan pentaksiran di sekolah dengan berkesan. Sehubungan itu, PdP yang berkualiti memerlukan guru menguasai teknik pentaksiran formatif kerana pelaksanaannya seiring dengan proses PdP. Oleh itu, adakah guru bahasa Melayu telah mencapai tahap kualiti yang diharapkan kerana guru masih menumpukan kepada penggredan dalam memberi markah kepada murid dan pada masa yang sama *AfL* dilaksanakan.

3.0 KONSEP PENTAKSIRAN UNTUK PEMBELAJARAN (*AfL*)

Pentaksiran formatif merupakan aktiviti yang dilaksanakan secara formal dan tidak formal di dalam kelas sejak sekian lama di sebahagian besar negara di dunia. *AfL* atau pentaksiran formatif merupakan aktiviti pembelajaran secara berterusan yang dipraktis setiap hari oleh murid, rakan sebaya, dan guru yang bertujuan untuk mendapat gambaran menyeluruh pembelajaran melalui dialog, demonstrasi, dan pemerhatian (Klenowski, 2009, p.264). Pentaksiran formatif adalah proses mentaksir yang digabungkan dalam PdP dan proses ini bergerak secara seiring (Stiggins & Chappuis, 2006). Menurut Mandinach & Jackson (2012) dan Schildkamp & Kuiper (2010), terdapat empat kategori yang melibatkan penilaian di sekolah iaitu guru, murid, pentaksiran, dan konteks. Pernyataan ini juga disokong oleh Elwood & Klenowski (2002) dan Pedder & James (2012) yang menjelaskan, peranan guru dan murid merupakan aspek penting dalam PdP dan pentaksiran. Pentaksiran pula dilaksanakan dengan mengumpul evidens pembelajaran murid misalnya instrumen pentaksiran (ujian atau bahan pembelajaran) dan proses (sesi penyoalan dan perbincangan di dalam kelas). Jika dilihat pada pentaksiran formatif di Malaysia, instrumen pentaksiran yang digunakan ialah pemerhatian, soal jawab, ujian bertulis, persembahan, projek, produk, amali, lembaran kerja, karya penulisan, kuiz, senarai semak, tugas rumah, penilaian rakan sebaya, kerjaharihan, buku skrap, demonstrasi, skala 'rating' holistik, portfolio, tilawah, dan simulasi (Lembaga Peperiksaan, 2014). Manakala konteks pula melibatkan pihak dalaman iaitu pentadbir di sekolah dan pihak luar misalnya polisi pendidikan. Oleh yang demikian, bagi memperoleh keberkesanan pelaksanaan *AfL* di sekolah, keseimbangan kesemua kategori ini saling berkait dan perlu ditekankan semasa pentaksiran berlangsung.

Dalam konteks pendidikan di Malaysia, PBS telah digariskan sebagai sebahagian dalam Pelan Pendidikan Pembangunan Malaysia (2013-2025) iaitu pentaksiran mestilah selaras dengan tanda aras

antarabangsa bagi melahirkan murid yang berpengetahuan dan berkemahiran supaya memperoleh kejayaan pada abad ke-21. Ini selaras dalam kandungan Bab 4- Pembelajaran Murid Pelan Pembangunan Pendidikan Malaysia (2013-2025) iaitu untuk menguji kemahiran berfikir aras tinggi dengan menggunakan rujukan standard PBS. Pentaksiran yang dilaksanakan di Malaysia adalah satu proses mendapatkan maklumat daripada murid berdasarkan apa yang murid tahu, boleh buat, dan boleh amalkan. Melalui proses ini guru memainkan peranannya untuk membuat keputusan secara profesional sebagai produk sesuatu program pendidikan (prestasi murid). Pentaksiran formatif yang berlangsung sepanjang tahun ini mempunyai matlamat yang jelas dan dirancang oleh guru dengan merujuk Panduan Perkembangan Pembelajaran Murid (PPPM) yang mengandungi pernyataan standard, band dan deskriptor bagi setiap mata pelajaran agar PdP dapat dilaksanakan dengan berkesan. Konsep *AfL* ini juga terpakai untuk mata pelajaran bahasa Melayu menengah rendah. Guru membuat keputusan dengan melihat prestasi murid sama ada murid perlu diberi peluang untuk memperbaiki pembelajaran atau meneruskan tahap pembelajaran seterusnya (KPM, 2014).

Sehubungan itu, *AfL* memerlukan guru mendapatkan eviden murid sebagai rujukan bagi melihat sejauh mana tahap pengetahuan, pemahaman, dan kemahiran murid dapat dicapai. Di samping itu, penglibatan guru, murid, dan ibu bapa dapat memberi gambaran yang menyeluruh terhadap eviden yang diperoleh daripada aktiviti pentaksiran. Ibu bapa boleh melihat pencapaian murid melalui eviden yang diperoleh semasa pentaksiran berlaku di dalam kelas dengan merujuk skor yang diperoleh murid. Malah, membantu para guru melihat tahap pengajaran agar langkah yang sewajarnya dapat dibentuk pada sesi pengajaran seterusnya. Selain itu, aktiviti pentaksiran ini adalah sebahagian daripada proses pembelajaran sama ada secara formal atau tidak formal. Melalui aktiviti pentaksiran ini, dapat memberi maklum balas secara efektif ke arah mempertingkatkan motivasi serta pembelajaran murid. Aktiviti *AfL* juga melibatkan pentaksiran sendiri dan pentaksiran rakan sebaya yang dijalankan di dalam kelas sebagai aktiviti rutin murid.

Oleh itu, pentaksiran formatif atau pentaksiran untuk pembelajaran (*assessment for learning*) akan menghasilkan PdP yang berkualiti kerana teknik ini sentiasa memberi peluang kepada murid untuk memperkembang idea, meningkatkan kefahaman, dan berfikir secara lebih mendalam dalam aktiviti pembelajaran. Misalnya, murid berbincang mengenai isi-isi penting bagi sesuatu tajuk karangan yang diberi oleh guru di dalam kelas melalui aktiviti pentaksiran rakan sebaya. Manakala guru memainkan peranan penting sebagai penilai dan memberi maklum balas aktiviti yang dijalankan di dalam kelas untuk meningkatkan pembelajaran murid. Maklum balas yang diberikan guru secara tidak langsung dapat memotivasikan murid ke arah peningkatan pembelajaran mereka. Black & William (1998) dan Stiggins & Chappuis (2006) dalam kajiannya berpendapat, penggunaan pelbagai teknik semasa pentaksiran menggalakkan penyertaan murid secara aktif dalam proses PdP. Murid lebih cenderung dengan melibatkan diri secara aktif sekiranya guru menggunakan pelbagai teknik pengajaran misalnya penggunaan peta *i-Think*. Di samping itu, para guru dapat mempertingkatkan kemahiran mengajar mereka. Matlamat kurikulum kebangsaan abad ke-21 tercatat dalam Pelan Pembangunan Pendidikan Malaysia (2013-2025) untuk melahirkan murid yang seimbang, berdaya tahan, bersemangat ingin tahu, berprinsip, bermaklumat, dan patriotik, di samping mempunyai kemahiran berfikir, berkomunikasi, dan bekerja secara berpasukan.

Jadual 1. Standard Prestasi dan Tafsirannya dalam PBS

Penyataan	Tafsiran
BAND	Satu label yang digunakan untuk menunjukkan tanda aras tertentu yang disusun secara hierarki digunakan bagi tujuan pelaporan tahap penguasaan murid.
STANDARD	Satu pernyataan tentang suatu domain merujuk kepada tanda aras tertentu dan bersifat generik bagi memberi gambaran secara holistik tentang tahap penguasaan murid.
PENYATAAN STANDARD	Penyataan Standard bagi sesuatu mata pelajaran diguna pakai sepanjang tempoh peringkat pembelajaran (Sekolah rendah: Tahun 1 hingga Tahun 6 dan Sekolah menengah rendah: Tingkatan 1 hingga Tingkatan 3) dan digubal berdasarkan Objektif Mata Pelajaran berkenaan.
DESKRIPTOR	Deskriptor merujuk kepada perkara yang seharusnya murid tahu dan boleh buat berdasarkan standard pembelajaran yang diterangkan dalam Standard Kurikulum bagi mata pelajaran berkenaan. Deskriptor setiap pernyataan standard adalah berbeza bagi setiap tahun pembelajaran.
EVIDENS (Murid)	Penyataan yang menerangkan bagaimana murid menunjukkan perkara yang diketahui dan dikuasai berdasarkan sesuatu deskriptor.
EVIDENS (Bahan)	Bahan atau apa-apa bentuk bukti yang dapat ditunjukkan oleh murid yang melaksanakan sesuatu tugas dalam bentuk produk atau proses. Evidens boleh dalam bentuk produk atau proses seperti gambar foto, grafik, artifak, dan laporan.
INSTRUMEN	Alat yang digunakan untuk menguji penguasaan/ pencapaian murid bagi sesuatu domain seperti Ujian bertulis, Ujian lisan, Demonstrasi, Ujian amali, Pemerhatian, Kajian lapangan dan sebagainya.

(Sumber: Lembaga Peperiksaan, 2014)

4.0 LIMA STRATEGI PELAKSANAAN *AfL*

William & Thomson's (2007) telah mengenal pasti terdapat lima strategi untuk melaksanakan *AfL*. Kelima-lima strategi pelaksanaan *AfL* ini berasaskan kepada penggunaan evidens pentaksiran semasa proses pembelajaran murid yang bertujuan untuk mencapai matlamat *AfL* dan menggalakkan pembelajaran secara autonomi dalam kalangan murid yang dipraktikkan seharian di dalam kelas (Hayward, 2014; Pedder & James, 2012; Marshall & Drummond, 2006).

- a) Memberi penjelasan, perkongsian, dan pemahaman terhadap matlamat untuk belajar dan kriteria untuk berjaya.

Guru memainkan peranan penting dengan memberi gambaran yang jelas kepada murid betapa pentingnya untuk belajar dan bagaimana untuk memperoleh kejayaan dalam semua aspek. Matlamat jangka panjang *AfL* adalah untuk memupuk murid belajar bagaimana hendak belajar (James et al., 2007; Black, McCormick, James & Pedder, 2006). Sebelum melaksanakan *AfL*, guru hendaklah memberi penjelasan kepada murid bahawa *AfL* memerlukan mereka untuk mencapai band dengan melaksanakan deskriptor berpandukan Panduan Perkembangan Pembelajaran Murid yang telah ditetapkan untuk setiap mata pelajaran. Aktiviti pentaksiran ini melibatkan guru, murid, dan rakan sebaya. Guru juga akan menjelaskan kepada murid bahawa mereka akan diberi peluang untuk memperbaiki pencapaian sekiranya tidak mencapai band. Melalui proses ini, guru dapat mengesan kelemahan dan memperkembangkan lagi potensi murid. PBS merupakan pentaksiran yang bersifat holistik selaras dengan kurikulum kebangsaan dan Falsafah Pendidikan Kebangsaan (FPK) iaitu menilai aspek kognitif, afektif, dan psikomotor murid (Lembaga Peperiksaan, 2014).

- b) Menjana peluang yang berkesan melalui pengumpulan evidens daripada murid sama ada melibatkan pembelajaran secara formal atau tidak formal.

Aktiviti yang dilaksanakan dalam *AfL* misalnya perbincangan, pemerhatian, penulisan, soal jawab lisan, *seatwork*, kerja rumah, projek, portfolio, kerja kumpulan, kuiz, tugasan, pentaksiran sendiri, pentaksiran perkembangan dan dialog (Black & William, 1998 & Brookhart, 2007). Pentaksiran formatif tidak formal merupakan aktiviti yang dijalankan di dalam kelas antara guru dan murid dan dapat memberi peluang kepada guru untuk memperoleh evidens murid untuk melihat pemahaman murid (Assessment Reform Group, 2002).

- c) Guru berperanan memberi maklum balas terhadap pencapaian murid berpandukan evidens pentaksiran.

Maklum balas dalam aktiviti pentaksiran formatif merupakan aspek penting (Bennet, 2011 & Brookhart, 2007). Maklum balas diterima oleh murid setelah aktiviti pentaksiran dinilai oleh guru dapat membantu mereka membaiki matlamat pembelajaran dengan mengesan kekurangan dan membaiki pengetahuan sedia ada, pemahaman, atau kemahiran yang mereka peroleh. Melalui proses maklum balas ini, guru dapat membimbing murid mengambil tindakan yang sewajarnya untuk mencapai matlamat pembelajaran. Menurut Tabatha (2006), maklum balas lisan adalah lebih berkesan daripada bertulis kerana dapat memberikan rangsangan kepada murid untuk lebih maju. Manakala, maklum balas pentaksiran kepada guru dapat memberi peluang kepada guru mengubah kaedah dan bahan pengajaran bersesuaian dengan keperluan, minat, dan kemampuan murid.

- d) Memberi sokongan kepada murid yang berperanan sebagai instruktur semasa pelaksanaan pentaksiran rakan sebaya.

Menurut Hall & Burke (2003), pentaksiran rakan sebaya melibatkan kerjasama murid dengan murid semasa menjalankan pentaksiran. Secara tidak langsung, murid dapat mengawal dan mempunyai rasa tanggungjawab ke atas pembelajaran mereka. Misalnya, murid diberi tugasan oleh guru untuk mencipta sebuah sajak secara berkumpulan. Di sini, penglibatan rakan sebaya membantu mereka untuk berkongsi idea, memupuk rasa bertanggungjawab, hormat-menghormati, dan saling bekerjasama untuk mencapai objektif pembelajaran. Walau bagaimanapun, para pengkaji melihat murid tidak semestinya perlu mempunyai kemahiran khusus sebagai instruktur semasa pentaksiran rakan sebaya. Sebaliknya, para guru memainkan peranan penting untuk membimbing dan memberi tunjuk ajar kepada murid mengenai kemahiran dan strategi yang diperlukan untuk pembelajaran mereka.

Sadler (1998) berpendapat, terdapat empat manfaat yang murid boleh dapati semasa pentaksiran rakan sebaya iaitu 1) menerima segala kritikan rakan semasa melaksanakan tugasan yang diberi; 2) berpeluang untuk mempelajari bahasa lain mengikut kebiasaan bahasa yang dituturkan oleh rakan sebaya; 3) memberi peluang kepada murid bertindak sebagai guru dan pemeriksa antara satu sama lain; dan 4) murid dapat mengesan kekuatan rakan sebaya dan berusaha untuk mencari jalan untuk membantu antara satu sama lain semasa aktiviti pentaksiran.

- e) Menggalakkan murid aktif dalam pembelajaran mereka sendiri melalui pentaksiran sendiri.

Pentaksiran sendiri melibatkan pembelajaran yang melibatkan murid itu sendiri. Pentaksiran ini adalah asas pembelajaran murid dan keberkesanannya bergantung kepada murid apabila murid dengan rela hati mendapat tugasan kerana yakin aktiviti ini penting untuk meningkatkan pengetahuan dan proses pembelajaran. Menurut Black (2015), peranan murid adalah elemen penting dalam pelaksanaan *AfL*. Malah, guru dan murid sebagai agen utama semasa aktiviti

pentaksiran berlangsung di dalam kelas. Guru haruslah sentiasa memberi galakkan dan latihan yang berterusan kepada murid agar di penghujung pembelajaran akan memperoleh maklum balas yang positif terhadap evidens yang murid lakukan (Pedder & James, 2012). Walau bagaimanapun, Timmers & Veldkamp (2011) dan Ruiz-Primo & Furtak (2006) berpendapat, tanpa motivasi dan usaha dalam diri murid itu sendiri, pentaksiran sendiri tidak akan berjaya.

Kesimpulannya, pentaksiran untuk pembelajaran bagi mata pelajaran bahasa Melayu merupakan sebahagian daripada pentaksiran sekolah (PS) yang dijalankan di sekolah di mana guru sebagai pelaksana diberi kuasa untuk merancang, mentadbir, melaksana, dan melaporkan aktiviti pentaksiran. Guru akan memberi maklum balas kepada murid setelah pentaksiran selesai. Ini akan memberi peluang kepada murid untuk meningkatkan pembelajaran mereka dengan lebih cemerlang. AfL membantu murid untuk melihat sejauh mana tahap kemajuan pembelajaran mereka semasa pentaksiran berlangsung. Murid akan menunjukkan peningkatan dalam pembelajaran semasa AfL sama ada semasa pelaksanaan kemahiran membaca, menulis, mendengar dan bertutur. Keberkesanan AfL dapat dilihat sekiranya murid menunjukkan perubahan sikap iaitu untuk lebih bermotivasi untuk belajar, berdikari, kepuasan sendiri, inisiatif, dan lebih berkeyakinan diri.

5.0 MAKLUM BALAS AfL

Maklum balas pentaksiran juga adalah salah satu elemen penting dalam AfL. Maklum balas yang diperoleh berpandukan evidens pentaksiran yang dijalankan di dalam kelas membantu murid untuk beralih tahap pembelajaran sedia ada kepada tahap yang lebih tinggi mengikut perancangan guru atau program yang ditetapkan. Schildkamp et al. (2013) menjelaskan, maklum balas yang diberi oleh guru dapat memberi peluang kepada murid untuk membuat perubahan amalan pembelajaran pada sesi pembelajaran seterusnya. Menurut Brookhart (2008), terdapat dua jenis maklum balas yang positif iaitu menilai dan maklum balas deskriptif. Maklum balas menilai berbentuk penggredan yang biasanya berkaitan dengan pentaksiran sumatif manakala maklum balas deskriptif lebih kepada pentaksiran formatif iaitu mengkehendaki guru memaklumkan kepada murid secara lisan sama ada tugas yang mereka laksanakan betul atau salah, menjelaskan mengapa jawapan adalah betul, dan memberitahu kepada murid tentang sejauh mana pencapaian mereka. Oleh itu, hasil maklum balas ini membantu murid untuk berfikir bagaimana untuk memperbaiki hasil pembelajaran pada sesi pembelajaran akan datang. Oleh yang demikian, proses maklum balas memberi faedah kepada murid untuk membaiki kesilapan serta mempertingkatkan proses pembelajaran mereka. Walau bagaimanapun, Smith & Garard (2005) menyatakan, maklum balas yang diberi oleh guru tidak berkesan sekiranya murid itu sukar untuk memahami apa yang dikomen oleh guru mereka. Pada masa yang sama, maklum balas yang diterima dapat menggalakkan guru untuk mengubah suai aktiviti pengajaran yang lebih berkesan.

Namun demikian, menurut Birenbaum et al. (2015), kajian yang dilaksanakan oleh *Organisation for Economic and Cultural Development* (OECD) 2011 dan sokongan daripada para pengkaji Norway yang lain, maklum balas kepada murid yang diberi oleh guru-guru di Norway masih belum mencapai tahap kualiti seperti yang diharapkan. Selain itu, dapatan kajian yang diperoleh daripada pengkaji di Norway mendapati kualiti maklum balas yang tidak memberansangkan disebabkan oleh murid menunjukkan kemajuan pembelajaran yang tidak memuaskan daripada satu tahap ke satu tahap. Malah, terdapat sekolah menengah yang masih menumpukan kepada pemberian gred dalam ujian sebagai purata markah walaupun pentaksiran dijalankan (Wendelborg et al., 2011).

Kesimpulannya, maklum balas yang diberi oleh guru kepada murid melalui evidens yang diperoleh membantu guru dan murid untuk membuat keputusan sama ada murid bersedia untuk ke fasa pembelajaran seterusnya atau mereka masih perlu meneruskan pembelajaran sedia ada bagi mengukuhkan pengetahuan dan pengalaman (kefahaman dan kemahiran). Evidens yang diperoleh daripada murid berkaitan tahap pengetahuan, kefahaman dan kemahiran dalam diri seseorang murid itu adalah dianggap penting kepada guru untuk meningkatkan pengajaran akan datang.

6.0 KESIMPULAN

Kesimpulannya, pentaksiran untuk pembelajaran masih baharu dilaksanakan dalam sistem pendidikan di Malaysia. Walaupun ramai pengkaji menyatakan masih terdapat ramai guru yang kurang prihatin tentang prosedur pentaksiran untuk pembelajaran sama ada disebabkan oleh kekurangan latihan atau kursus, pihak berkepentingan harus memberikan guru pendedahan tentang teknik untuk mempraktikkan pentaksiran secara berkala dan melakukan pemantau dari semasa ke semasa supaya keberkesanan pentaksiran formatif atau pentaksiran untuk pembelajaran tidak menimbulkan sebarang kekeliruan dalam sistem pendidikan kita. Para guru pula perlu meningkatkan kefahaman, pengetahuan, teknik menyoal, kemahiran pedagogi, dan kesediaan sepenuhnya agar konsep, strategi, dan maklum balas pentaksiran untuk pembelajaran dapat dipraktikkan dengan sebaiknya serta mencapai matlamat pengajaran dan pembelajaran terutamanya bagi mata pelajaran bahasa Melayu yang merupakan sebahagian pentaksiran sekolah (PS). Pengkaji melihat pentaksiran untuk pembelajaran adalah satu strategi pengajaran dan pembelajaran yang menarik dan berkesan kerana memberi penekanan ke arah yang lebih positif.

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INTEGRASI KEMAHIRAN BERFIKIR ARAS TINGGI (KBAT) DALAM PENGAJARAN DAN PEMBELAJARAN REKA BENTUK DAN TEKNOLOGI (RBT) SEKOLAH RENDAH

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ABSTRAK

Penerapan Kemahiran Berfikir Aras Tinggi (KBAT) merupakan aspirasi pendidikan negara dalam melahirkan generasi yang mampu bersaing secara global. Usaha untuk meningkatkan KBAT ini dikukuhkan dengan memperkenalkan mata pelajaran Reka Bentuk dan Teknologi (RBT) dalam Kurikulum Standard Sekolah Rendah (KSSR). RBT ialah mata pelajaran penting yang di ajar pada Tahap II di sekolah rendah dalam usaha pembangunan modal insan abad ke-21 serta menjayakan aspirasi tersebut. Kejayaan aspirasi ini bergantung kepada keupayaan guru menyampaikan kemahiran tersebut kerana guru merupakan pelaksana kepada kurikulum. Namun begitu, pemikiran aras tinggi dalam kalangan guru di Malaysia masih rendah dan proses pengajaran dan pembelajaran di sekolah masih mengamalkan kaedah konvensional. Justeru itu, kertas konsep ini bertujuan membincangkan kesediaan guru, masalah dan keperluan guru dalam melaksanakan pengajaran RBT melalui integrasi KBAT di peringkat sekolah rendah. Kesediaan guru amat penting terutamanya dalam pengetahuan kandungan dan kemahiran pedagogi KBAT seterusnya sikap terhadap pelaksanaan KBAT semasa proses pengajaran dan pembelajaran. Pada masa ini, keperluan guru yang dikenal pasti ialah kursus KBAT yang mengkhususkan kepada subjek RBT, modul, bahan mautud dan sumber bahan yang membantu pengajaran KBAT. Sokongan dan perkembangan profesional yang berterusan dalam pengkhususan mata pelajaran RBT adalah diperlukan agar guru-guru dapat meningkatkan pengetahuan aspek teori dan praktikal selain dalam pembinaan bahan-bagan sumber termasuklah Modul Pengajaran KBAT.

KATA KUNCI : Kemahiran Berfikir Aras Tinggi (KBAT), Reka Bentuk dan Teknologi (RBT), Pengajaran dan Pembelajaran, Kurikulum Standard Sekolah Rendah (KSSR)

1.0 PENGENALAN

Kemahiran Berfikir Aras Tinggi (KBAT) yang ditekankan dalam proses pengajaran dan pembelajaran merupakan elemen utama dalam transformasi kurikulum yang dilakukan oleh Kementerian Pendidikan Malaysia (KPM). Kemahiran berfikir adalah salah satu daripada enam ciri utama yang diperlukan oleh setiap murid bagi membolehkan mereka bersaing di peringkat global (KPM, 2013a). Kemahiran berfikir merupakan kemahiran yang paling asas dalam setiap individu dan kemahiran ini boleh dikembangkan dalam bilik darjah malahan kemahiran ini menjadi asas kepada sesuatu kejayaan (Nessel & Graham, 2007). Dewey & Bento (2009) juga menjelaskan integrasi kemahiran berfikir dalam pengajaran dalam bilik darjah dapat meningkatkan keupayaan kognitif dan pencapaian murid terutamanya di peringkat sekolah rendah.

Sejajar dengan matlamat pendidikan sekolah rendah untuk memastikan potensi murid secara menyeluruh, seimbang dan bersepadu, mata pelajaran Reka Bentuk dan Teknologi (RBT) diperkenalkan dalam Kurikulum Standard Sekolah Rendah (KSSR) (KPM, 2015). Mata pelajaran ini bercorak amali yang di ajar dalam Tahap II di sekolah rendah. Kurikulum RBT yang dibentuk menjurus ke arah mengembangkan potensi dan kebolehan murid menguasai kemahiran teknologi serta semangat keusahawanan. Kemahiran asas yang diterapkan ini menjadikan murid berdikari dan dapat menguruskan kehidupan secara produktif sekali gus mampu mengambil inisiatif dan merebut peluang secara bijak dan kreatif.

Sehubungan itu, dalam mengusahakan integrasi kemahiran berfikir ini dalam mata pelajaran RBT di sekolah rendah, guru-guru RBT perlu mempunyai domain-domain asas termasuklah ilmu pengetahuan tentang isi kandungan, kemahiran terhadap pengajaran kemahiran berfikir dan sikap yang menjurus kepada KBAT. Kesiediaan guru diperlukan dalam menguruskan domain-domain ini dalam mengendalikan proses pengajaran dan pembelajaran. Menurut Rajendran (2001), kesiediaan guru adalah salah satu faktor yang akan menentukan kejayaan ataupun kegagalan sesuatu inovasi yang diperkenalkan.

2.0 KEMAHIRAN BERFIKIR ARAS TINGGI (KBAT) DALAM KURIKULUM PENDIDIKAN DI MALAYSIA

Falsafah Pendidikan Kebangsaan (FPK) digubal dengan mengutamakan usaha berterusan ke arah memperkembangkan potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis (Noriati A. Rashid et al., 2012). KBAT yang diperkenalkan bertepatan dalam menjayakan usaha tersebut. Rajendran (2008) menjelaskan KBAT adalah merujuk kepada lanjutan penggunaan minda ketika berhadapan dengan cabaran baharu. Sehubungan itu, KBAT di definisi dalam kurikulum pendidikan sebagai keupayaan murid untuk mengaplikasikan pengetahuan, kemahiran dan nilai dalam membuat penaaakulan dan refleksi bagi menyelesaikan masalah, membuat keputusan, berinovasi dan berupaya mencipta sesuatu (KPM, 2013a).

Peringkat mengaplikasi, menganalisis, menilai dan mencipta menjadi asas definisi KBAT KPM ini berdasarkan hierarki Taksonomi Bloom (1956) serta Taksonomi Bloom semakan Anderson & Krathwohl (2001). Berpandukan semakan Taksonomi Bloom yang telah dilakukan, penggunaan kata kerja lebih sesuai dalam menggambarkan peringkat dan bentuk pemikiran kerana pemikiran adalah merupakan proses aktif.

Kurikulum yang dirangka akan menetapkan peringkat KBAT yang perlu dikuasai dan dicapai oleh setiap murid. Tumpuan diberikan bermula pada peringkat mengaplikasi iaitu murid berkebolehan menggunakan pengetahuan untuk menghasilkan sesuatu yang baharu. Peringkat seterusnya ialah menganalisis di mana murid dapat mencerakin atau menstruktur maklumat menjadi bahagian yang lebih kecil dan menentukan perkaitan antara satu sama lain dalam bahagian struktur.

Menilai merupakan peringkat KBAT seterusnya dengan setiap murid dapat melakukan pertimbangan kriteria dan standard melalui pemeriksaan dan mengkritik. Kemahiran tertinggi KBAT ialah pada peringkat mencipta di mana murid mampu menggembelng untuk mereka cipta (membentuk sesuatu) melalui susunan, jana, rancang ataupun membentuk elemen ke dalam corak atau struktur yang baharu (inovasi).

Sehubungan itu, tujuh elemen telah digariskan dalam melaksanakan peringkat KBAT dalam sistem pendidikan. Elemen utama melibatkan kurikulum, pedagogi dan pentaksiran di bantu dengan elemen sokongan iaitu kokurikulum, bina upaya, sumber serta sokongan komuniti dan swasta (KPM, 2013b).

3.0 PENGAJARAN DAN PEMBELAJARAN KEMAHIRAN BERFIKIR ARAS TINGGI (KBAT)

Penglibatan aktiviti intelektual dalam bilik darjah adalah menjadi tanggungjawab bagi guru dan dapat mencorak kepada pembentukan masyarakat yang berfikiran aras tinggi. Pelaksanaan pengajaran guru yang mengandungi pedagogi dapat membangunkan KBAT murid dan guru juga berupaya meningkatkan pencapaian murid (Boaler & Staples, 2008; Franco, Sztajn & Ramalho, 2007). Malahan, pembangunan

KBAT akan memudahkan pemindahan pengetahuan dan kemahiran kepada tindakan yang bertanggungjawab dan fungsi tertentu mereka dalam masyarakat pada masa hadapan (Zoller, 2001).

Perunding Kestrel Education dari England dan *21st Century School* dari Amerika Syarikat pada tahun 2011 melaporkan bahawa pemikiran aras tinggi dalam kalangan guru dan murid di Malaysia masih rendah. Laporan ini selari dengan kajian oleh Md. Yunos et al. (2010) mendapati tahap penguasaan KBAT dalam kalangan murid sekolah berada pada tahap yang sangat rendah. Pelbagai usaha dilakukan dalam domain KBAT ialah merujuk kepada kebaikan dan kelebihan pengajaran berfikir aras tinggi (Angeli & Valanides, 2009). Program i-THINK diperkenal pada tahun 2011 bagi merintis persediaan dalam pelaksanaan KBAT dalam kurikulum di Malaysia dan perluasan penggunaan program ini ke semua sekolah pada tahun 2014.

Dalam konteks mengintegrasikan KBAT dalam setiap mata pelajaran di sekolah-sekolah Malaysia, guru-guru yang dilatih perlu memiliki perkara-perkara asas seperti ilmu pengetahuan tentang kandungan mata pelajaran, kemahiran untuk mengajar KBAT dan sikap serta persekitaran yang sesuai. Penumpuan kepada persekitaran proses pengajaran dan pembelajaran berasaskan KBAT telah menjadi strategi utama sepanjang pengajian guru pelatih di Institut Pendidikan Guru (IPG) (Mohamad Nurul Azmi & Nurzatulshima, 2016).

Masalah utama yang dihadapi oleh guru untuk mengintegrasikan KBAT ialah ketidaksediaan mereka untuk melaksanakan agenda ini dari aspek pengetahuan dan kemahiran (Rosnani & Suhailah, 2003). Rajendran (2001) dalam kajiannya juga mendapati guru-guru kurang bersedia untuk mengajar KBAT daripada aspek ilmu pengetahuan, kemahiran pedagogi dan sikap. Begitu juga dalam kajian Ball & Garton (2005) yang menyatakan kebanyakan guru tidak tahu bagaimana untuk mengajar kemahiran KBAT kepada murid dan ada yang tidak bersedia untuk mengajar kemahiran berkenaan.

Dapatan ini dilihat berbeza dengan dapatan kajian oleh Sukiman et al. (2012) yang menjelaskan bahawa guru-guru mempunyai kemahiran yang cukup untuk mengembangkan kemahiran berfikir dalam kalangan murid. Terdapat juga kajian yang menunjukkan guru-guru mempunyai persepsi yang positif terhadap nilai dan kepentingan pengajaran berfikir (Rosnani & Suhailah, 2002; Sukiman et al. 2012). Kebanyakan guru bersedia dan sedar kepentingan KBAT dalam mewujudkan masyarakat yang mempunyai daya pemikiran beraras tinggi (Barathimalar, 2014).

Secara umumnya, percanggahan berkaitan kesediaan guru dalam proses pengajaran dan pembelajaran KBAT dalam aspek ilmu pengetahuan dan kemahiran jelas dibincangkan. Sejak transformasi kurikulum dibuat pada tahun 2011 dan konsep KBAT dilaksanakan mulai tahun 2014 telah menimbulkan banyak persoalan tentang keberkesanan pelaksanaannya terhadap perkembangan murid di sekolah termasuklah dalam proses pengajaran dan pembelajaran mata pelajaran RBT.

4.0 KURIKULUM REKA BENTUK DAN TEKNOLOGI (RBT)

Reka Bentuk dan Teknologi (RBT) di ajar sebagai satu mata pelajaran dalam Kurikulum Standard Sekolah Rendah (KSSR) pada Tahap II di sekolah rendah. Tumpuan mata pelajaran ini adalah untuk menyediakan murid dengan pengetahuan dan kemahiran asas yang membolehkan mereka menyambung pelajaran dalam bidang teknikal dan vokasional di peringkat menengah (KPM, 2013c).

Kurikulum RBT berteraskan kepada kemahiran mereka bentuk menggunakan teknologi dengan menggabungkan pelbagai bidang pengetahuan dan kemahiran iaitu teknikal, teknologi pertanian dan sains rumah tangga. Kurikulum ini memberikan penekanan kepada aspek pengetahuan asas dan kemahiran mereka bentuk, asas pertukangan dan teknologi bagi membolehkan murid menghasilkan produk yang berkualiti.

Pembelajaran RBT merupakan pembelajaran yang berdasarkan pengetahuan dan kemahiran yang akan mewujudkan pengalaman baharu kepada murid. Berasaskan kepada kaedah pembelajaran ini, murid melakukan sendiri secara aktif pelbagai aktiviti untuk menguasai kemahiran praktikal yang boleh digunakan dalam kehidupan seharian.

Untuk mencapai kemahiran praktikal ini, murid perlu didedahkan kepada pengetahuan dan kemahiran terkini yang hendak dikuasai. Dengan itu, guru seharusnya dapat menyampaikan pengetahuan

secara bersepadu dengan aktiviti yang hendak dijalankan kepada murid. Pelbagai kaedah seperti tunjuk cara, bercerita, kajian, simulasi, sumbang saran, main peranan, permainan, temu bual, tinjauan dan lawatan boleh digunakan mengikut kesesuaian aktiviti pembelajaran.

Pemilihan kaedah ini bergantung pada beberapa faktor iaitu objektif pembelajaran, kemudahan prasarana, saiz kelas, dan taraf kebolehan murid. Pendekatan pengajaran yang paling efektif dapat diwujudkan apabila pengajaran yang disampaikan dapat diterima dengan baik, difahami dan diingati serta dapat diaplikasikan dalam kehidupan seharian murid (Morrisson, Ros, Kalman & Kemp, 2011). Selain itu, mata pelajaran RBT ini juga mementingkan pemupukan nilai dan sikap seperti berdikari, kreatif, berjimat cermat dan tanggungjawab.

5.0 PENGETAHUAN DAN KEMAHIRAN TERHADAP INTEGRASI KEMAHIRAN BERFIKIR ARAS TINGGI (KBAT)

Faktor yang menyebabkan kurangnya pelaksanaan KBAT dalam bilik darjah ialah faktor pengetahuan, kemahiran dan sikap guru. Kajian mendapati guru masih kurang pengetahuan khususnya tentang KBAT, kurang kemahiran terhadap penerapannya serta sikap guru yang tidak menunjukkan komitmen yang tinggi untuk melaksanakannya. Kajian yang dijalankan oleh Sharifah, Nor Adibah, Mohd Mahzan & Aliza Ali (2012), mendapati guru tidak menguasai kemahiran dalam aspek strategi mengajar dan juga matlamat pembaharuan kurikulum yang dilakukan.

Guru perlu mempelbagaikan kaedah pengajaran untuk disesuaikan dengan tajuk dan tema yang dipilih agar ia bersesuaian serta menarik perhatian dan minat murid dan seterusnya memberikan impak terhadap pengajaran dan pembelajaran yang diikuti (Fullhan, 2011). Hakikatnya guru masih mengekalkan kaedah pengajaran bercorak konvensional yang tidak menggunakan sebarang bahan bantuan mengajar sewaktu mengajar (Zamri Mahamod & Nor Razah Lim, (2011).

Setengah guru memberikan pandangan bahawa dalam menggalakkan pengajaran berfikir, murid seharusnya terlebih dahulu mengetahui semua fakta dan konsep sesuatu tema atau topik dalam mata pelajaran (Sukiman et al., 2012). Begitu juga semasa pelaksanaan proses pengajaran dan pembelajaran, guru-guru lebih selesa menggunakan kaedah pengajaran konvensional yang telah menjadi amalan sejak dahulu lagi (Harison, 2008; Rajendran, 2001).

Oleh yang demikian, pengetahuan dan kemahiran yang mencukupi berkenaan KBAT merupakan aspek utama perlu dititikberatkan oleh guru terhadap integrasi kemahiran berfikir dengan baiknya kepada murid. Kepentingan kualiti pengetahuan guru merupakan bahagian yang paling utama dalam perancangan pendidikan. Kesediaan ini meliputi bahan pengajaran, isi kandungan, pengetahuan yang luas dalam pedagogi dan juga kemahiran dalam menerapkan KBAT.

6.0 PERBINCANGAN

Secara umumnya, guru-guru mata pelajaran RBT dijangka dapat melaksanakan pengajaran RBT melalui integrasi KBAT. Namun demikian, sebahagian guru belum bersedia sepenuhnya atau masih kurang bersedia untuk melaksanakan proses pengajaran dan pembelajaran melalui integrasi KBAT (Norazilawati et al., 2014). Kebanyakan guru menggunakan teknik menyoal dan peta-peta pemikiran seperti mana yang didedahkan semasa mereka menghadiri kursus. Terdapat guru yang menggunakan kaedah penyelesaian masalah dan menggalakkan murid meneroka dalam pembelajaran mata pelajaran RBT.

Sebahagian besar pelaksanaan guru adalah terhad kepada teknik menyoal dan lapan peta pemikiran yang didedahkan dalam Program i-THINK (KPM, 2012). Menurut Miri et al., (2007), jika guru secara konsisten mempraktikkan strategi-strategi KBAT, menggalakkan aplikasi masalah kehidupan seharian, menggalakkan perbincangan kelas secara 'open-ended' dan menjalankan eksperimen berorientasikan inkuiri, maka terdapat peluang yang lebih luas untuk perkembangan keupayaan pemikiran kritikal atau pemikiran aras tinggi.

Pengetahuan tentang strategi KBAT juga terhad kepada lapan peta pemikiran dan teknik menyoal. Namun demikian terdapat juga guru yang menekankan penyelesaian masalah dan penerokaan sebagai satu

strategi untuk pengejaran RBT melalui integrasi KBAT. Menurut Krathwohl (2002), Bloom (1956) telah menjelaskan bahawa fungsi taksonomi kognitif melebihi daripada hanya sebagai alat pengukuran. Taksonomi Bloom Semakan Semula boleh dijadikan alat yang berkesan untuk membantu guru membina reka bentuk pengajaran dan tugas mereka (Radmehr & Alamolhodaei, 2010).

Ilmu tentang RBT dan strategi-strategi KBAT yang lebih luas adalah faktor kurang kesediaan guru. Kajian Rosnani dan Suhailah (2003) menyatakan di mana ilmu dan kemahiran adalah antara faktor ketidaksediaan guru untuk melaksanakan pengajaran menggunakan KBAT. Kajian juga telah mengenal pasti masalah yang dihadapi oleh guru dalam pelaksanaan pengajaran melalui integrasi KBAT. Selain itu, pengetahuan asas murid, kesukaran murid memahami soalan mengandungi aras tinggi dan kesukaran guru membina soalan aras tinggi adalah masalah yang di kenal pasti oleh para guru.

Kajian Sukiman et al. (2012) juga mendapati guru-guru kurang mengamalkan soalan terbuka aras tinggi. Soalan berbentuk tersebut boleh menggalakkan pemikiran juga digunakan secara berkesan. Pemikiran aras tinggi bermula dengan soalan-soalan yang baik. Selain itu juga kebolehan guru untuk mengutarakan soalan-soalan yang sesuai bagi menggalakkan pemikiran, guru juga harus memiliki pengetahuan dan kemahiran menggunakan teknik menyoal yang berkesan. Zamri Mahamod & Nor Razah Lim (2011) juga menyatakan guru-guru kurang mahir dalam teknik penyoalan di dalam bilik darjah. Pendapat tersebut selari dengan Supramani (2006) yang menegaskan bahawa guru mempunyai kecenderungan untuk mengemukakan soalan kognitif aras rendah berbanding dengan soalan kognitif aras tinggi.

Dalam memantapkan pelaksanaan KBAT ini, guru-guru masih memerlukan kursus dan merasakan kursus yang dihadiri belum mencukupi. Hal ini disebabkan oleh beberapa perkara seperti kurangnya fokus kepada mata pelajaran RBT. Selain itu, masalah kekurangan kursus dalaman menyebabkan berlaku kecairan maklumat juga dinyatakan sebagai antara punca kepada keperluan untuk menambah bilangan kursus. Menurut Cotton (1991) dalam Choorapanthiyil (2007) menyatakan keperluan latihan guru dalam kemahiran berfikir di dalam bilik darjah penting dalam pelaksanaan pengajaran KBAT.

Guru juga memerlukan sumber bahan yang mempunyai aspek-aspek khusus seperti bahan sumber yang menekankan soal-jawab dan bahan yang mengandungi cadangan aktiviti berbentuk “*hands-on*” berdasarkan matlamat mata pelajaran RBT. Keperluan guru terhadap modul dan sumber bahan ini menyokong kenyataan Ng (2004) dan Idris (2002) kebanyakan sumber pendidikan tidak mengambil kira pembangunan KBAT. Begitu juga dengan Rajendran (2001) yang mencadangkan agar guru-guru diberi sistem sokongan untuk melaksanakan inovasi ini di bilik darjah. Oleh itu, bagi menjayakan hasrat pelaksanaan integrasi KBAT ini kesediaan guru merupakan aspek penting di samping keperluan sokongan dalam menentukan kejayaan dan kegagalan pelaksanaan setiap perubahan kurikulum yang dilakukan.

7.0 KESIMPULAN

Kertas konsep ini membincangkan aspek kesediaan guru dalam mengintegrasikan KBAT semasa proses pengajaran dan pembelajaran dalam mata pelajaran RBT. Perbincangan dan saranan yang dikemukakan boleh digunakan sebagai panduan untuk peningkatan dan penambahbaikan pelaksanaan pengajaran KBAT dalam pengajaran dan pembelajaran mata pelajaran RBT di peringkat sekolah rendah. Selaras dengan usaha KPM untuk mempergiatkan sokongan kepada guru bagi memurnikan sistem penyampaian dan pentaksiran untuk tumpuan kepada KBAT. Kesediaan guru dalam aspek pengetahuan dan kemahiran berkaitan harus diberi perhatian dan tindakan yang bersesuaian dilakukan oleh pihak yang bertanggungjawab. Sokongan dan perkembangan profesional berterusan yang lebih khusus kepada mata pelajaran RBT amat diperlukan. Peningkatan guru dalam aspek teori dan praktikal perlu diberikan perhatian bagi memastikan kejayaan pelaksanaan KBAT ini.

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RELATIONSHIP BETWEEN SELF-EFFICACY AND ORGANIZATIONAL COMMITMENT AMONG SUBSTANCE ABUSE COUNSELLORS OF METHADONE MAINTENANCE THERAPY.

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ABSTRACT

In Malaysia, Methadone Maintenance Therapy (MMT) is a harm-reduction strategy program and methadone is known as corrective therapy in Malaysia (Wickersham, et al., 2012; Mohamed, et al, 2010). The counsellors have a big role to provide the counselling and information related to treatment of MMT. Therefore, it is necessary for a counsellor in MMT to have high self-efficacy and is committed to the organization they are working. The study focuses on the assimilation of the counsellors' self-efficacy and organizational commitment of MMT in Malaysia. Hence the main objective is to study the relationship between the self-efficacy and organizational commitment of Methadone Maintenance Therapy in Malaysia. This research is a quantitative research.

KEYWORDS: Self-efficacy, Organizational Commitment, Counsellor, Methadone Maintenance Therapy (MMT)

1.0 INTRODUCTION

National Anti-Drug Agency's vision by 2015 was to achieve a drug free society. This goal was targeted in the year 2005 when the Methadone Maintenance Therapy (MMT) was initially reintroduced in Malaysia. Many countries had adopted Methadone Maintenance Therapy (MMT) and it is now widely used to treat opioid dependence patients. It is believed MMT is an effective pharmacological treatment for opiate dependence (Mohammad, et al, 2010; Lin, et al, 2010). Although it is proven that methadone is appropriate for maintenance therapy due to its effectiveness and long-lasting method to relieve opiate dependence cravenness and withdrawal, the additional benefits through counselling services become another predictor of better outcome of MMT (Domene, 2014; Bell, 2012).

Methadone is a liquid prescribed orally to opiate dependence as a treatment since it is a long-acting opioid agonist. Scientifically MMT is a long-term effect appropriate towards opiate withdrawal since methadone is a synthetic opioid against opioids or heroin and it works as a relief of withdrawal symptom (Alizadeh, 2014). Meanwhile, opiate dependence valued methadone because it helped them to become a normal individual and to function normally by overcoming their psychological problems and dependence on illicit opiate through the MMT (Bell, 2012). All these happened with the involvement of psychosocial treatments which includes counselling, case management and psychological services that promotes opiate dependence lifestyle changes (Rhodes, et al, 2003; Bell, 2012). Counsellors have importance role in providing the effective treatment towards the opioid dependence; hence the counsellors must be competent in providing their services. In addition, counsellors must believe in their capabilities to provide good service which results in positive outcome among opioid dependence. Therefore, the substance abuse counsellors' self-efficacy and the organizational commitment working in MMT will be studied in this research.

1.1 Research problem statement

In this globalized world, continuous changes have been made for better improvement in each organization. So in order to provide effective counselling or psychosocial treatments in MMT, the substance abuse counsellors must adapt to the changes made by the organization by improving their skills and become a self-efficacious counsellor. However less experience, lack of training and support services in MMT among substance abuse counsellors or the service providers contributed to the failure of MMT (Dooley, *et al*, 2012). Self-efficacious counsellors help the clients in understanding and managing their opioid dependence by providing services that produce positive-end results (See, 2013). However gap exists on the substance abuse counsellor in providing effective services towards their clients. Addressing this issue, the study explores more on the substance abuse counsellor's self-efficacy in providing services in MMT.

Many researches have been carried out on causes of relapse and retention rate among drug abusers; however little research found on the utilization of organizational commitment among service providers (Reids, *et al*, 2007; Domere, 2014). Further study on service providers' experiences and beliefs in providing services that could improve treatment efficacy has been suggested (Andrews, Sorensen & Delucchi, 2004). Since counselling plays important role in MMT, then the counsellors as service providers experience and belief need to be explored. Self-efficacy is associated with organizational commitment thus it is considered as a variable that predict the positive outcome of MMT among substance abuse counsellors. Therefore, in this research the relationship between self-efficacy and organizational commitment among substance abuse counsellors will be studied.

Based on the research statement, this study advanced the following research questions:

- 1) What is the level of self-efficacy and organizational commitment of MMT among substance abuse counsellors?
- 2) Is there any relationship between self-efficacy and organizational commitment of MMT among substance abuse counsellors?

1.2 Research objectives

The main objective of the study is to study the self-efficacy and organizational commitment of MMT among substance abuse counsellors in Malaysia. Meanwhile the specific objectives of this study are:

1. To describe the respondents personal background (age, gender, race, educational background, working experience).
2. To describe the self-efficacy level and organizational commitment level of MMT among substance abuse counsellors.
3. To determine the relationship between self-efficacy and organizational commitment of MMT among substance abuse counsellors.

1.3 Hypothesis

H₀1: There is no significant relationship between self-efficacy and organizational commitment of MMT among substance abuse counsellors.

1.4 Research significance

This study is important to the society in giving knowledge and information of Methadone Maintenance Therapy programme and the counsellors' contribution in helping drug users to improve their quality of life. This study also contributes to our understanding towards importance of counsellors' involvement in MMT and the positive outcome of their contribution. Since MMT program is considered as

new in Malaysia and there are limited or indistinct evidence on the effectiveness of MMT especially among the counsellors' contribution thus this study will help the reader to understand the importance of the counsellors' towards success in MMT (Nizam *et al*, 2012). Although there were few studies have been conducted in rehabilitation settings, however few studies were conducted among counsellors from office-based setting, prison and NGOs, thus this study will give information more on the substance abuse counsellors' self-efficacy and organizational commitment in providing services in MMT.

2.0 LITERATURE REVIEW

2.1 Self-efficacy and organizational commitment in work

In order to improve MMT service delivery, it is essential for a worker to possess acceptability of the program. Therefore, as a counsellor involved in MMT it is essential for them to possess acceptability and the success of MMT depends upon the self-efficacy of the counsellor to deliver their services efficiently, effectively and willingly (Dooley, *et al*, 2012). The success of MMT depend in large part on the willingness of counsellor to deliver MMT practice, thus low level of motivation or preparedness towards performing their job in MMT will affect the outcome of MMT (Dooley, *et al*, 2012).

Substance abuse counsellors' high self-efficacy indicates their capabilities and believes in producing the desired effects by their own actions, highly motivated, and persevere difficulties in confidence. If a substance abuse counsellor has high self-efficacy then he or she believes that he or she is controlling the work environment in a more effective way. In contrast, when the counsellor does not have high self-efficacy hence he or she does not control the work environment (Libano, *et al*, 2012). Based on self-efficacy theory, confidence level of an individual increases when a task is completed successfully (Chandler, *et al*, 2011). Since the respondents of this study are substance abuse counsellors thus the self-efficacy will be measured in order to explore how many of them have the experience in treating the clients with substance abuse or related issue and perceive it successfully.

The willingness of an individual committed to an organization can be determined through the self-efficacy. It is because an individual's self-efficacy is manipulated by existing stress condition, managing challenges or difficulties on how they perceive their capabilities in delivering the services. Through this can be determined on how an individual is bound to an organization (See, 2013). Same goes to the substance abuse counsellors' organizational commitment. In MMT the treatment procedures are complex and the substance abuse counsellors need the complex skills to achieve the MMT vision. As a substance abuse counsellor possession of exceeding abilities to function and involve within the required resources of the agency, and protects the clients are important. If the substance abuse counsellor fails to meet the demand, it will reduce the self-efficacy which indirectly affects the organizational commitment.

The quality provided to the client can be explored through the organizational commitment among substance abuse counsellors. It is because organizational commitment has an impact on the positive and negative outcomes. If the substance abuse counsellor does not fit to the organization thus turnover might occur. Previous research proved that substance abuse treatment counselling has high turnover rates (Pettrill, 2013). Therefore, it is important to retain the substance abuse counsellors in the organization especially those who can provide good care within the MMT settings.

3.0 METHODOLOGY

3.1 Research design

This research is a non-experimental research; therefore, the variables in this study are not controlled nor manipulated. This study mainly explains the relationships among the variables. Descriptive research design will be used to describe the status of the respondents. Correlational design will be used to determine the relationship between the self-efficacy and organizational commitment among substance abuse counsellors of Methadone Maintenance Therapy. Self-administrated questionnaire will be used for data collection.

3.2 Instrumentation

Self-Efficacy

The instrument Substance Abuse Treatment Self-Efficacy Scale (SATSES) developed by Krantz (2003) was designed to measure the degree of confidence social workers have in using substance abuse treatment skills, including assessment and treatment planning. The scale consists of 32 items and five response scale from 1 = very low confidence and 5 = very high confidence. Items' examples are "selecting and using comprehensive assessment instruments that are sensitive to age, gender and culture", "determining the client's readiness for treatment or change and the needs of others involved in the current situation", and "encouraging and reinforcing all client actions that are determined to be beneficial in progressing toward treatment goals". According to Krantz (2003) this scale has high internal consistency reliability and validity. The Cronbach's α for the scale in the present study was ranged from .89 to .96 indicating strong reliability score.

Organizational Commitment

The instrument Organizational Commitment was developed by Allen and Meyer's (1996) consists of 18 items. The scale has subscale whereby 6 items for each subscales that are affective commitment, continuous commitment and normative commitment. All the items are measured using five Likert scale from 1= strongly disagreed to 5 = strongly agreed. Items' examples are "I would be very happy to spend the rest of my career on this organization", "I would feel guilty if I left this organization now" and "I owe a great deal to this organization". The Cronbach's α for the scale in the recent study was ranged above .70 indicating high reliability score.

3.3 Data Analysis

The data collected will be analysed using the Statistical Package for the Social Sciences for version 20.0 (SPSS 20). Pilot test will be used to test the reliability and validity of the instruments used in this study. Descriptive statistic will be used to analyse respondents' personal background information and demographic information. Besides that, this test will be used to measure the level of self-efficacy and organizational commitment of the respondents. The Pearson correlation will be used to determine the relationship between self-efficacy and organizational commitment among substance abuse counsellors in MMT.

4.0 CONCLUSION

In conclusion, it is substance abuse counsellors' role and important goal in the discipline of substance abuse treatment (MMT) by ensuring the clients receive the best treatment from highly self-efficacious counsellors and committed to the organization which results in positive outcome. Therefore, the relationship between substance abuse counsellors' self-efficacy and organizational commitment are important to the achievement of positive outcome.

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DO COMMUNICATIVE LANGUAGE TEACHING (CLT) ACTIVITIES HELP INCREASE STUDENTS' SPEAKING PERFORMANCE?

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ABSTRACT

This paper aims to propose a study to investigate the effectiveness of selected communicative activities used in the classroom, such as language games and information-gap activities on Libyan students' communicative skills. From the literature review it is found that Libyan students usually are not eager to speak and communicate in the foreign language because of shyness, afraid of making mistakes, low proficiency levels, or having limited chances to practice the language. The Libyan curriculum is based on Communicative language teaching (CLT), which is an approach that emphasizes on communication but some teachers do not follow the approach because they do not believe it is effective (Al-Buseifi, 2003). In the current study the researcher proposes to study 60 participants from two Libyan schools located in Malaysia through an embedded experimental model mixed-method design. By proposing to do a research using a quasi-experimental research that utilizes a pre-test, treatment and then a post-test on a non-randomized control group, as well as doing observations and focus group discussions, we hope to understand the effectiveness of using selected communicative activities on Libyan secondary school students' speaking performance. The research also proposes to learn students' reactions and perceptions towards CLT and the activities based on its principles. It is hoped that the results from this proposed research will provide an understanding, for students, teachers and curriculum decision makers, of the role that CLT activities play on speaking performance.

KEY WORDS: Communicative Language Teaching (CLT), Communicative Activities, Speaking Performance.

1.0 INTRODUCTION

English language is a means of communication by speakers of different linguistic and cultural backgrounds around the world. Learning to speak in English is an important yet difficult skill to master. Moreover, teaching the speaking skill is more challenging than other skills as it requires a lot of time, effort and skill. In the Arab world, particularly Libya, the ability to speak and use English is necessary for communication in a globalized world. However, Libyans are hesitant to communicate in English because they perceive themselves as incompetent speakers, despite the fact, by the time they graduate from college they have studied English for at least 12 years (Shihiba, 2011). Altaieb (2013) illustrated that teaching the speaking skill is more challenging than any other skill as it takes time in teaching and testing, moreover not many students usually like to take part because it involves interaction and communication with others. This caused low proficiency levels among students and in response, the Libyan ministry of education has attempted to meet with the global demands through introducing Communicative language teaching approach in the English language curriculum. It focuses on oral communication skills and stressed the importance of interaction using the target language. Teachers' concepts and methods of teaching can also contribute to the problems that arise in the Libyan classroom. Orafi and Borg (2009) explained that there is a misconception among some teachers, assuming by teaching grammar, writing and reading skills, students will be able to use the language orally. This is a misconception as these skills do not just easily transfer to communication skills. Macfarlane and Harrison (2008) indicated that the aim of curriculum that is based on CLT is for learners to communicate effectively and fluently and to use oral English language habitually. Altaieb (2013) explained that the goal of removing the old curricula that was based on the traditional

methods and replacing it with a more modern one, entitled Communicative language teaching (CLT), is to help learners use the language rather than just memorizing rules and vocabulary.

1.1 Problem Statement

English as a foreign language (EFL) and English as a second language (ESL) students face difficulties when speaking or using the English language. Some of these difficulties have been connected with how the language is taught in the classroom. By using traditional approaches in teaching such as Grammar translation method (GTM) when the curriculum is based on CLT, may limit the learning benefits aimed when implementing this approach (Esmail, Ahmed & Noreen, 2015 ; Altaieb, 2013; Ben Hamid, 2010; Orafi & Borg, 2009). CLT gives great attention to communication and the use of language for interaction. However, in Libyan secondary schools oral skills are usually not tested, therefore, teachers and students neglect it and focus on writing and reading where there is a passing or a failing grade (Shihiba, 2011).

Another critical issue is that some teachers are not fully convinced that the CLT approach is effective which may have a great impact on the learning and teaching outcome (Orafi, 2008). Not only the issue of the effectiveness of the approach is important, but also students' reactions and perceptions towards CLT are crucial. The use of communicative activities has been discussed in a number of research and reports, but many of these reports are only limited to particular activities. Saghair (2006) believes the activities implemented in the Libyan classroom are teacher dominated and the traditional methods of teaching are still used and this in turn does not benefit students' language performance nor provide opportunities to practice speaking in the target language. Moreover, research that adopts an experimental design to determine the effectiveness of the teaching methods used in the Libyan classroom actually is scarce (Hmaid, 2014). From this perspective the researcher realized the importance of learning whether CLT activities are effective on enhancing Libyan secondary students' English language speaking performance. Therefore, the main purpose of this study is to investigate the effectiveness of communicative language teaching activities used in the Libyan classroom on speaking performance. The study will also explore students' perceptions and reactions towards CLT and the communicative activities used in the classroom and whether they think they help improve their speaking performance levels.

1.2 Research Objectives and Questions

ESL/EFL students face difficulties when communicating in the target language. This paper aims to propose a study to investigate the effectiveness of selected communicative activities on speaking performance and to examine students' perception about the effectiveness of these activities. In addition, the current study would hope to analyse students' reactions to implementing communicative activities based on CLT principles and determine the importance of using these activities in the English language classroom. Moreover the research would like to understand the barriers that influence students' participation in the communicative activities. Upon completion of the current research, it is hoped that the study would provide necessary information on the effectiveness of CLT activities on speaking performance for Libyan students and therefore, present additional knowledge for related research in the field.

The main questions that will guide the current research are:

1. Does implementing communicative activities based on CLT approach enhance Libyan secondary students' speaking performance?
2. What are students' perceptions towards the role of communicative activities in enhancing speaking performance?
3. What are students' reactions towards CLT approach and the communicative activities used in the classroom?
4. Which communicative activities do the students think help improve their speaking performance?

The present study will be conducted on Libyan students in Malaysia to establish whether students who are exposed to communicative activities develop better speaking skills. The findings will hopefully provide an understanding of the actual use of the methodologies based on the Libyan curriculum and its effectiveness. This study will provide an important addition to research done on the Libyan society in Malaysia considering the significant role the oral skills play in their daily lives. This research will help those in the field by understanding the role of communicative activities and how they help or hinder speaking performance. Moreover, the current study will raise awareness of curriculum developers, school administrators and language teachers on what should be emphasized to improve students' speaking performance.

2.0 LITERATURE REVIEW

During the Gaddafi regime, the Libyan educational system suffered instability and political interference. The worst decision affected the educational system was No.195/1986 which was a reaction to the air-raid attack by the United Kingdom and the United States of America in (1986) and as a result, the act was carried out to immediately stop any form of teaching English or any other foreign language. All political, educational and economic relations were cut off with the West. This decision caused isolation from the rest of the world and problems arose such as low proficiency levels and limited personnel necessary to work and communicate with public and private organizations and governments (Mohsen, 2014). After the Gaddafi regime was overthrown in 2011, the new government started to implement a new plan that focuses on teaching the language and developing human resources.

When applying any curriculum, the teachers' use of teaching methods and approaches play a crucial role in learning. For so many years the traditional methods, such as the Grammar translation method (GTM), have been used in the Libyan classroom. Ben Hamid (2010) indicated that GTM has been used by teachers in the classroom since presenting the English language subject to the educational system in Libya and unfortunately it is still used today. It is unfortunate because language learning takes place when the learners are engaged in a meaningful interaction in the target language rather than simply teaching the grammar rules (Richards, 2006). Learning the grammar rules are essential but pure memorization and translation from the first language L1 to the second language L2 and vice versa does not help in communicating in the target language. The grammar based teaching and examinations are a main source of problems faced by the educational system in Libya (Abduljalil, 2009; Orafi & Borg, 2009). Students prepare themselves for exams that are based on the grammatical rules and gain passing grades but they are not able to speak and express themselves in the L2 and therefore, the goal of the new English language curriculum is not achieved (Ben Hamid, 2010). Communicative language Teaching (CLT) is an approach that focuses not only on grammatical competence but rather on discourse, strategic and sociocultural competence to reach communicative competence and being able to communicate in L2. CLT is a student-centred approach which focuses on communication and encourages learners to communicate effectively. By applying CLT approach principles, interaction and communication can take place in the classroom and this may help increase students' speaking performance and help overcome speaking difficulties.

The deteriorating status of teaching English in Libya became clear in the 1990's and in response to this situation the new English program aimed to achieve communicative competence and fulfil the needs of learners and increase their proficiency levels (Orafi & Borg, 2009). However, it is unfortunate to report that the response from teachers and students on the use of CLT in English lessons on Libyan students have not been encouraging and the approach is not carried out by teachers in class (Al-Buseifi, 2003). From the literature review, the reason CLT is not implemented in the classroom is due to teachers not entirely convinced of the effectiveness of the CLT approach and because of their traditional ways of learning and teaching based on memorization and drilling only, just as the methods used for teaching of the Quran (Orafi, 2008).

2.1 Communicative Language Teaching

CLT approach is a unified but broadly based theoretical position about the nature of language and of language learning and teaching' (Brown, 2007:241). CLT focuses on communication and the leaning is student-centered. It believes of indirect correction of errors and encourages use of the second language (L2). Meanwhile there are many misconceptions of CLT, such as its exclusive focus on meaning, excluding the language forms and teachers are not permitted to give corrective feedback. In addition, there is another mistaken belief that CLT means excluding reading and writing and focusing only on listening and speaking and rejecting the use of first language L1 (Spada, 2007). These are all misconceptions because CLT is guided by characteristics and principles such as giving equal importance to the four components of communicative competence, focusing on using language for genuine communicative situations, and it should have meaningful and realistic interactions which are important for classroom activities (Brown, 2007). These all contradict with the traditional approaches in language teaching (i.e. GTM) which focuses on language as a structured system of grammatical patterns and reading and writing are emphasized in the teacher-centered classroom.

The goal of CLT approach is communicative competence, which includes grammatical, discourse, strategic and sociolinguistic competence, and they all work together to take part in a meaningful interaction. The grammatical competence refers to grammatical rules of the language without actually stating the rules. Discourse competence refers to the utterances and phrases by combining grammar and meaning to achieve spoken and written forms. Sociolinguistic competence signifies the social context which the language is used whereas the strategic competence refers to the coping strategies of overcoming difficulties with breakdowns in communication (Canale, 1983). CLT aims to have students able to communicate in the target language efficiently. CLT does not focus on only one component of communicative competence rather on all of the components together. In CLT spoken interaction is considered as important as other skills such as reading and writing, and communicative competence is achieved through the use of authentic language. This approach features the natural language learning process in that, the content of the utterance is highlighted rather than the form, sometimes emphasis on fluency is more than on accuracy (Brown, 2007; Nunan, 1989). Since the existence of CLT that started with a theory of language as communication and the notion of communicative competence presented by Hymes (1971), the process of language learning took a new direction. Learning changed from being teacher-centred to student-centred and the fundamental aspect is being able to communicate in the target language.

The approach of CLT has gone through some changes throughout the years, in the first ten years there was an old version whereby students learn to use English or they are provided with opportunities to use the language for communicative purposes and this is the more commonly used. As for the new version, it suggests that language is acquired through communication and it is being able to use the English to learn or acquire the language through communication (Howatt, 1984).

2.2 Communicative Activities

Classroom activities, according to Brown (2001) "are a set of students behaviours limited in time, preceded by some direction from the teacher with a particular objective. They include role-plays, games...and much more" (p.129). They are an important aspect of CLT which are usually designed to be carried out in pairs or groups. Communicative activities are believed to help develop learner's skills (Littlewood, 1981). CLT encourages peer interaction and communication, so fluency can be developed. These activities should use authentic materials and they do not include a specific number of activities rather an unlimited number of activities (Richards, 2005). In this research, two selected types of activities will be focused on: language games and information gap activities. .

Since the existence of the CLT, research around the globe has discovered that teachers and students have favourable attitudes towards the approach (see Zakaria 2015; Khamkhien, 2011). While there are a number of studies in Asia (Mustapha &Yahaya, 2013; Kustati, 2011; Radzi, Hanadi, Azmin, Zolhani, & Abdul Latif, 2007); limited research has been done on implementing CLT and its effectiveness inside the

EFL/ESL Arabic classroom. Therefore, this research would like to highlight the effectiveness of CLT in the Libyan classroom hoping that this research might benefit not only the Libyan community but also the Arab world too. .

2.3 Theoretical Framework

The study will focus on theories of learning and language learning: the second language acquisition theory by Krashen (1982), Vygotsky's sociocultural theory (1978), and Canale's (1978) communicative competence model. Krashen (1982) considers language acquired by learners, produced during interaction in the target language and is driven by the learners' communicative needs. According to this theory language is learned best through natural communication and this happens consciously. The theory assumes that we acquire language when we understand language that contains structure which is a little beyond from what we already know. Language can be acquired by going for meaning first and as a result we can acquire structure and speaking fluency cannot be taught directly rather develops over time by itself. Early speech will come when the learner feels ready and it's typically not grammatically accurate. The theory explains that learners in second language acquisition have two independent ways of developing second language competence. The first, acquisition which is similar to the way children develop language ability in their first language. Learners often do not recognize that they are acquiring the language, but they know that they're using the language for communication. The second way is language learning. Language acquiring ability does not only apply for children but also for adults.

Vygotsky (1978) in his sociocultural theory emphasized on the role of the environment, whereby learners socialize, collaborate and support each other to learn the target language. The theory highlights the social activity of speech or speaking by which knowledge is constructed through learners' interaction with peers or teachers whom have more knowledge. This is applied through the Zone of Proximal Development (ZPD) or what is also called 'Scaffolding' which is the process where the learner goes through four levels in the transition from other regulation to self-regulation learning

The goal of CLT is to develop communicative competence. Canale (1983) proposed four components for the communicative competence model which are grammatical, discourse, strategic and sociocultural competence. All four components work together and no component is more important than the other, rather they all help reach communicative competence. By understanding how language is learnt these theories will all help investigate the effectiveness of the selected communicative language teaching CLT activities (i.e. games and information gap) on Libyan students' speaking performance and to determine their perceptions and reactions towards activities based on CLT principles in learning English speaking.

3.0 METHODOLOGY

3.1 Research Design

The methodology used will be an embedded design-experimental model which is a method used when quantitative data are used to answer the main questions in an experiment design and the qualitative data are usually used to answer the secondary questions related to the experiment. This design helps to develop or understand the process of a treatment or to follow up on the findings of an experiment (Creswell & Clark, 2007).

3.2 Sample and Sampling Procedures

The population targeted for the current study will be first year Libyan secondary students in Malaysia. There are four secondary schools located in Malaysia and the sample selected will be two classrooms from two different schools. Each classroom consisting of 30 students, one as the control group and the other as the experimental group all of whom have registered for the academic year 2016- 2017. There ages are from 14-16 years old and all have studied English language for at least five years. The groups

will be assigned randomly but the students cannot be randomly selected because of the school setting and there is only one class in each level per school.

3.3 Research Instruments

Three instruments will be used in the study: an oral Pre-test post-test, observation and focus group discussions. In the quantitative phase a quasi-experiment pre-test and post-test non randomized study will be employed because random assignment is difficult to implement in the school setting. The pre-post tests will be conducted by the language teacher while the grading will be carried out by both the researcher and the language teacher together. The pre-test will be presented at the beginning of the semester while the post-test will take place two weeks before the end of the semester (i.e. after more than three months).

On the other hand the qualitative phase will be in the form of observation and focus group discussions. The observation will partially take place during the class time. The sessions will be recorded, so the main observation will occur after school hours because the researcher will be teaching the lessons. The instrument will be applied for the experimental group to understand their reactions towards the use of communicative activities and which one they think helps their speaking performance. The third instrument will be the focus group discussions which will be executed in two groups of six students, one for the control group and another for the experimental group. The groups will be chosen according to the scoring of the pre-test, two students from each level of scores (low, medium and high). They will have two discussion sessions 60-90 minutes each. Focus group discussions will be conducted in Arabic to understand students' perceptions about CLT activities and whether and how they help improve or hinder their oral language performance.

3.4 Data Collection

The data collected from both quantitative and qualitative phases will strengthen the study greater than either research approach on its own (Creswell & Clark, 2007). The weight of both phases are not equal, the quantitative phase is given more weightage. In the current study mixed method was chosen to provide a wider, clearer picture by which a strong conclusion can be reached. The timeline required for the present study will be four months to apply the mixed method design consisting the quasi-experiment non randomized control groups pre-test - post-test design. Then data from classroom observation will be collected using a checklist whereas, for the focus group discussions a list of questions in L1 will guide the discussion.

3.5 Data Analysis

After data collection, both the quantitative and the qualitative data will be analysed separately. The quantitative phase (speaking pre-test, post-tests) will be analysed with IBM Statistical Package for Social Sciences (SPSS) version 22. Descriptive and inferential statistics will be calculated. For the Qualitative phase (observation and focus group discussions) the data which is significant to the topic of investigation will be analysed. The focus group discussions data will be translated and transcribed. Then the data will be coded manually, organized and analysed for themes and patterns. Finally data from both phases will be studied and a conclusion will be reached.

4.0 CONCLUSION

Even though the teaching and learning of the speaking skill is complicated because it includes a combination of all the other language skills, it is still necessary. This concept paper presents ideas and stages of the proposed study to help emphasize on what other researchers in the field concluded, by indicating that Communicative Language Teaching improves language proficiency (see Chang & Goswami, 2012; Oradee, 2012; Efrizal, 2012; Radzi & *et al.*, 2007; Klankrit, 2005). Therefore, the aim of this study

is to investigate the effectiveness of selected communicative activities on Libyan student speaking performance. It is hoped that from the review of theories and past literature this study can contribute to the field of learning and teaching English language for Libyan learners and provide some possible ideas for teachers and students to increase their speaking performance levels.

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VISUAL PERCEPTION DEVELOPMENT AND ITS RELATIONSHIP WITH ACADEMIC ACHIEVEMENT AMONG KINDERGARTEN CHILDREN

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ABSTRACT

The main objectives of this study are to analyze the differences in visual perception between 4 years old and 6 years old children in a kindergarten in Selangor and to investigate the correlations between visual perception and academic achievement. This study is a between-subject design experiment in which the subjects were purposively selected and the test is conducted individually to each subjects with guidance and instruction from the researchers. Subjects consisted of 19 children aged four and six years old. The Kindergarten Readiness Test test was used to identify children's visual cognitive perceptual development. The gathered quantitative data was analysed using IBM SPSS Statistics version 22. The academic achievement data of the children were supplied by the class teacher. Findings show that there are significant differences in visual perception between 4 years old and 6 years old children and there is a significant relationship between visual perception among 4 years old children and their academic scores but visual perception does not significantly correlate with 6 year old children's academic attainment indicating that visual perceptual development plays an important role in academic achievement in the early years of kindergarten.

KEYWORDS: Visual perception, Kindergarten, Academic achievement, Cognitive Development.

1.0 INTRODUCTION

Visual perception is an ability to interpret, analyze, and give meaning to what we see. These skills would help us to recognize and assimilate visual stimuli with previously stored data to form a stable, expected, familiar world. In other words, visual perception allows us to comprehend, not only just to see (Advance Visual Therapy Center, 2016). In school, visual perceptual skills are particularly significant to prepare students in knowledge process. Without good perceptual skills, children could not able to recognize words that they have already seen, for example in order to distinguish between sequence of a, p and q, orders the order of letters when spelling, visualize reading content for comprehension, determine left from right, scan a busy worksheet, mentally function objects in math, conceptualize connections in science, and connect other sensory stimuli to our visual construct (DeLoache, 1995).

The visual perceptual development would also be the bench marks in determining the levels of readiness among children in preparing them adapt to the learning process a head (Fatimah, 2013). Children preparation is very important in order to set them up with readiness to face challenges throughout their time in kindergarten and to ready them to transition to elementary schools later on. In order to test children with visual perceptual skills, it is generally divided into subcategories based on their analytical function, which

are visual discernment, visual form constancy visual memory, visual-sequential memory, visual closure and visual-spatial relations (Fatimah, 2013). These subsections of skills do not work in isolation but function in combination with each other for effective visual function. Whether considered separately or communally, these skills are critical to prepare them in learning. In this study, researchers identified the differences of visual perception between 4 years old and 6 years old children from a kindergarten and its relationship to their academic achievement.

In perceptual development during early childhood, they tend to focus only one object or one event. They also face problem on reversing activities. This revealed that younger children do not have the ability to analyze one object based on its specific characteristic, object's materials and colors and even the measurement of the stimulus (Merril Education's Companion, n.d). However, throughout their age development, children would become gradually better in their cognitive perception especially in the area of visual perceptual development (Galotti, 2011). It is also difficult to determine the causes of visual abilities during development. Is it whether because of the limitations in the eyes, lens and muscle or because of the changes in brain? In the early development of visual perception, children are limited and immature in their sensory system as it is still developing (Farroni & Menon, 2008). However, the question remains on what are the major influences of the development of perception? So, this study aims to identify the visual perception ability of 4 years old and 6 years old kindergarten children in which we seek, to analyze the differences of visual perception between the two age groups and to investigate the relationship between visual perception and academic achievement.

The importance of this study is to provide additional information and knowledge about the visual perception of Malaysian kindergarteners and their readiness in facing the learning inputs and outputs and also their overall achievement in relation to the development of cognitive perceptual processes. The findings could provide insights about the advancements and limitations in kindergartener's visual perceptual ability and readiness in learning.

1.1. Hypotheses

The hypotheses for this study are:

H¹: There are significant differences between visual perception of 4 years old and 6 years old kindergarten children.

H²: There is a significant relationship between visual perception and academic achievement of the kindergarten children.

2.0 THEORETICAL FRAMEWORK AND REVIEW OF PREVIOUS STUDIES

2.1 Theory

Piaget's theory of development serves as the theoretical basis of this study. Piaget was the first psychologist who developed a systematic study on cognitive development. One of Piaget's contributions include a theory of cognitive human development specifically in observational studies of children's cognition, and sequences of tests to disclose different abilities in cognition (Rathus, 2013). According to Piaget's cognitive development theory, biological maturation and environmental experience among children will result in progressive reorganization of mental processes in helping to develop an understanding of the world around them and they experience distinctions between what they already know and what they discover in their environment (Galotti, 2011).

Piaget believed that children think differently as compared to adults and children will experience four cognitive stages of development. Development is based on biological changes and it happens as children reach maturation (Galotti, 2011). Cognitive development happen in all children with the same sequence of stages and any one of the stage cannot be missed out. Piaget stated that although children will experience all four stages, but they may have progress in different rates. Newborn babies up to the age of

two years are categorized in sensorimotor stage while children aged two to seven years are categorized into second stage namely as preoperational stage (McLeod, 2015).

The current study focused on children aged four and six years old. Thus we can relate our study with Piaget's theory specifically in the preoperational stage (ages 2 – 7 years old). Children in this stage is categorized into the preoperational stage in which we can presume that children cannot use logics – unable to combine and separate ideas just yet. The development of children is actually based on experience-building in which children adapts to world experiences and working to achieve the concrete stage when they can use logical thought. During the end of the preoperational stage children can mentally represent events and objects and they engage it through symbolic play (pretend play) (Rathus, 2005).

Several key features that occur during the preoperational stage include children having a sense of centration, egocentrism, symbolic representation, animism, and irreversibility (Cherry, 2016). Children that have sense of centration may have the tendency to focus only at one aspect of situation at one time instead of many aspects of a situation. For example, in visual perception they may have difficulty to sort things according to two aspects such as color and shape but they are able to sort things if they are told to focus only to one aspect such as color (Galotti, 2011). They also may have difficulties to digest more than one aspect of a situation. Preoperational children always have egocentric thought and communication in which they assume that other people may have the same view with them. Other than that children that falls in preoperational stage have a tendency to engage in symbolic representation. The ability to understand a thing, a word or an object is called symbolic representation which stands for something other than itself (Cherry, 2016). For example, a three year old child treats a remote control as a phone, acting as if he were talking on the phone using a remote control.

Other key feature in preoperational stage is animism, which refers to the belief that non-living objects such as toys is alive and they would have their own feelings and goals. In animism, Piaget stated that children in the preoperational stage sees the world of nature as alive, conscious and has a purpose. Piaget has identified several stages of animism (Rathus, 2013). The child at age 4 or 5 believes that almost everything is alive and has a purpose but at ages 5 to 7 years, their visual perception has improved where they start to perceive only objects that move have a purpose. Lastly, other feature in preoperational children is irreversibility. It refers to the incapability to reverse the direction of a sequence of events to their starting point (Edwards et al., n.d). For example, when two ball of clays with the same amount were presented in front of three years old children, when one of the clays were flattened the child tends to perceive that it does not have the same amount of clay as before.

Preoperational children has an improved level in facial perception, object recognition and they start to understand symbolic representation. In facial perception, children have been identified to focus on individual features such as nose or mouth, eyes and hair rather than the overall facial configuration when it comes to perceiving certain kinds of stimuli such as human faces (Carey & Diamond, 1977, 1994 in Galotti, 2011). Early childhood is also the developmental period of the ability to recognize objects. Previous studies found that children are able to identify stimuli that are degraded in various ways. The preschoolers often take longer, make more errors and overestimate their own perceptual abilities. Children in early childhood also start to understand symbolic representation. The previous study found that preschoolers learn to use a variety of symbols including words, letters, and numbers (Bernstein, Loftus & Meltzoff, 2005 in Galotti, 2011). DeLoache (1995) suggests that during this period, children show a great deal of development in their ability to use dual representation. They are able to mentally represent the model both as its own object and as an abstract symbol.

2.2 Previous Studies

Dhingra, Manhas, and Kohli (2010) had studied about the correlation of perceptual abilities with academic performance of children. They focused on all perceptual abilities like visual, auditory, kinesthetic and tactile. Stratified sampling techniques were used and the sample comprised of 200 academic underachievers studying in classes' of 4 to 6 years old children selected from 59 schools. The findings revealed that the academic performance was significantly correlated with three perceptual abilities which

are visual, auditory and kinesthetic. The findings revealed that there was a significant relationship between mathematic and the only visual perception and auditory. The study also showed that spelling and reading were significantly correlated to the visual, kinesthetic and auditory perception (Dhingra, Manhas, & Kohli, 2010)

Chen, Bleything, and Lim (2011) studied on vision status to academic achievement among 2 years old children in Malaysia. Researchers selected 1,103 2 years old school children in 7 public schools at the Klang Valley region of Malaysia. The numbers of the children are males (50.6%) and females (49.4%). A test was designed to assess visual acuity, ocular muscle balance, visual analysis skills, visual-spatial skills, and visual-motor integration skills. The findings showed that children with average and above-average level of success showed a different visual achievement performance from those children with low academic outcomes. They were statistically significant in the physical aspects (visual acuity), the physiological aspects (ocular motor balance), and in the perceptual features (visual-motor integration/visual-spatial and visual-analysis skills). Children who are low achievers tends to face problem in ocular motor balance, visual acuity, visual motor integration and visual analysis abilities. This finding actually supports the importance of visual performance as key for children's academic achievement at school.

Josman, Abdallah, and Engel (2006), compared visual motor skills and visual perceptual between Palestinian and Israeli children based on their different grades, ages, home, and parental education. Participants were 101 Israeli and 125 Palestinian children from kindergarten, first grade, and second grade who go through visual-motor and visual-perceptual tests. The results showed that there are significant differences between both cultures in all assessments. This shows that visual motor and visual perceptual of the children in different grades also differ. They found that second grades got the highest scores than the first children from the first grade.

3.0 METHODS

We employed the between- subject experiment design in which the subjects were purposively selected and the test is conducted individually to each subjects with guidance and instruction from the researchers. 19 kindergarten children at age four and six years old were chosen. Researchers examined 9 children from four years old children and 10 children from six years old. Several tests are given to the children in order to test their visual perceptual skills. The tests are from the Kindergarten Visual Perceptual and Readiness Test which was to identify their visual cognitive perception development but researchers just focused on the visual perception items (KinderIQ, n.d).

Visual perceptual test is administered by the researchers to the subjects during classroom session. At an initial meeting, the written informed consent were requested to ensure ethical standards involving human subjects were met. Students were divided into two categories based on their respective ages and level in kindergarten and the researchers asked them several questions related to the test. The participants conducted the test individually with instruction and guidance from the researchers. The test were filled by researchers after examining the participant's performance related to the test requirements.

Data were analysed using IBM SPSS Statistics version 22. The academic achievement data of the children were given by the class teacher. The results can explained descriptively and inferentially. Researchers used t-test to see the differences of visual perception between 4 years old and 6 years old kindergarten children and also Spearman's correlation test to see the relationship between visual perception and academic achievement.

4.0 RESULTS

4.1 Differences of visual perception between 4 and 6 years old children

Researchers used independent sample t-test to identify the differences of visual perception between ages.

Table 1: T-test on visual perception of 4 and 6 year old children

Source	Df	Mean (\bar{x})	S.D (S)	T
	17			
4 years old		2.716	.530	-4.218*
6 years old		3.611	.371	
*P < .05				

Based on the data above, it shows that there are significant differences of visual perception between 4 years old and 6 years old children. The results for students aged 4 years old is (M=2.7160, SD=. 53029) and students aged 6 years old is (M=3.61, SD=.37130, t (17) = -4.218, p< 0.05). This indicated the differences in their level of visual perception. The null hypothesis for H1 can be rejected. The results shows that students age 6 years old have better visual perception than students who 4 years old, in line with the reviewed literature.

4.2 Relationship between visual perception and children’s academic achievement

Researchers used Spearman’s correlation test to identify the relationship between visual perception and children’s academic achievement between ages.

Table 2: Spearman’s Correlation between Visual perceptual and academic Achievement of 4 year old students

Source	Score
Visual Perception	rho=0.832/0.832* n=9/9
*P < .05	

A Spearman rho Correlation is conducted to find the relationship between level of visual perception among 4 years old students and their academic scores. The result indicates that there is a significant relationship between level of visual perception (M= 2.716, SD= 0.530) among 4 years old students. Then, the r value at (df= 9) is 0.832, at the significant level of 0.05, since the P-value is 0.005, which is smaller than alpha 0.05. Again, the second null hypothesis can be rejected and we can conclude that there is a significant relationship level of visual perception among 4 years old students and their academic scores.

Table 3: Spearman’s Correlation between Visual perceptual and academic Achievement of 6 year old students

Source	Score
Visual Perception	rho=0.040/0.040 n=10/10
P > .05	

A Spearman rho Correlation is conducted to find the relationship between level of visual perception among 6 years old students and their academic scores but the relationship is weak. The result indicates that

there is a relationship between level of visual perception ($M=3.61$, $SD=0.371$) among 6 years old students but not significant. The r -value at $df=10$ is 0.04, at the significant level of >0.05 , since the P -value 0.913 is bigger than alpha 0.05. The null hypothesis fails to be rejected since there is no significant relationship level of visual perception among 6 years old students and their academic scores.

5.0 DISSCUSION

Based on the results, it is revealed that there are differences between ages on their visual perceptions. Researchers found that 6 years old students are better in their visual perception than 4 years old children. This finding resonates Josman et al. (2016) study that compare between ages and their visual perception. This can be related to Piagetian assumption on the differences of visual perception between different ages. According to Piaget, children at ages of 4 or 5 believes in animism and everything has a purpose, however, during the ages of 5 to 7, their visual perception has improved where they start to perceive only objects that move has a purpose (Galotti, 2011).

Next, this study also revealed that there is a significant correlation between visual perception and academic achievement of the students. Chen, Bleything, and Lim (2011) differentiate the low and high achievement students according to their visual performance. High achievement students were potentially very good in their visual perceptions rather than the low achievers. This finding is replicated in the current study. For example, for the 4 year old children the lowest achiever was a boy named Meor (*pseudonym*). Researchers found that when Meor was tested, he tended not to cooperate well during the activities. He was unable to visually identify numbers and also cannot write the numbers in order. He also cannot recognize simple patterning sequences. And these altogether is reflected in his overall poor performance in the tests we conducted. According to the teacher, Meor is a shy boy and he does not participate well in class. This may probably be explained by Meor's inability to focus on his teacher's instructions. Zack (*pseudonym*) on the other hand is a high achiever and he cooperates well and fulfils all of the test requirements. Zack can recognize simple patterning sequence, successfully identify numbers up to 10, recognize the colors and shapes accurately and recognized his name by sight. To strengthen the researcher's assumptions on Zack, the teacher of the class said that Zack is an active learner in the classroom. He is very excited to start the lesson and easily answers questions when asked.

As for the six year old students who were successful in completing all the tasks given, the findings show that there are no significant relationships between levels of visual perception and their academic outcomes. Based on the reviewed literature of past studies, the researchers assume that academic achievement for this age group can be further explained by other variables, and not visual perception. The prior assumption was supported by Eccles (1999) who states that the children's development is determined by their basic psychological needs such as to seek in achieving, to show their competency in academics, autonomy, and affiliation especially with their peers and teachers. Most students would seek chances to demonstrate new skills and knowledge in showing their competency to their teachers and friends, to make independent decisions and govern their own behaviors (Eccles, 1999).

6.0 CONCLUSION

The development of children in visual perception differed by children's age differences. Based on the results, it shows that the older students (6 years old) have better visual perception compare to the younger students (4 years old). This is reflected the level of maturation of visual function, the older the children the more exposure to the surrounding the better their visual perception. Apart from that, this study also shows that visual perception correlates with the academic performance of the children at school especially at a younger age, when children just began formal schooling. Children also need visual ability to gain a lot of information and knowledge.

There are some limitations that can be addressed in terms of the participants. Number of sample size can be further increased in future researchers with a more even number of boys and girls to increase validity of findings. This study is limited to only 19 children in only one kindergarten, with significantly

more male children than female. Another limitation is in terms of time constraint where the researchers must follow the time allocated by the kindergarten. From the researcher's point of view, time constraint did affect our flexibility to conduct our experiment session especially when we needed to organize all the participants' free time, plus to allocate the time properly for the participants to perform the task given. It is hoped that this limitation could be addressed by future studies. Future researchers can also examine other types of cognitive perception based on different periods of human development such as during infancy and adolescence.

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THE ROLES OF ATTACHMENT STYLES AND EMOTIONAL INTELLIGENCE IN PREDICTING DECISION-MAKING SKILLS IN A SECONDARY SCHOOL IN NEGERI SEMBILAN

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ABSTRACT

This study aims to examine the relationships between attachment styles in predicting decision-making skills and emotional intelligence of a total 181 form 4 students in a secondary school located at Negeri Sembilan. The instrument used was adapted from Schutte et al., (1998), Bakker et al., (2004) and Mincemoyer & Perkins (2003). The study employs a descriptive-correlational design. Exploratory data analyses were performed to obtain descriptive data from the sample. ANOVA analysis was conducted to determine whether there are significant differences between attachment styles and emotional intelligence and also between attachment styles and decision-making skills among subjects. Pearson correlations were employed to determine whether there are any significant relationships between emotional intelligence and decision-making skills among the subjects. The result of this study shows that there is a positive association between emotional intelligence and decision-making skills among secondary school students.

KEYWORDS: Attachment styles, Emotional intelligence, Decision-making skills, Secondary school students

1.0 INTRODUCTION

As a human being, we are involved in decision-making processes every day, from relatively unimportant ones such as what to eat today, what clothes to wear up to important issues that may bring a great impact on our lives such as what career to pursue, whom to marry, and what kinds of investments should one undertake for the future (Goldstein, 2011). Decision-making processes involve all individuals – starting from early childhood all the way until adulthood – as it is part and parcel of our daily survival.

Particularly at the adolescent stage, students confront a lot of challenges in their lives such as about their study, interpersonal relationship, and career planning. It can be a difficult transition for both teens and their parents, especially in a society where young people nowadays face serious risks associated with sex, violence, drugs, alcohol, smoking, and school failure. According to Zainudin and Norazmah (2011), parents are the biggest factor in ensuring the well being of adolescents and shaping their attitudes. Parents especially play a big role in shaping their children's behavior as compared to teachers, the school management, social media and the society at large.

1.1 PROBLEM STATEMENT

Adolescents also play a crucial role in the development of the country and it has been highlighted in the vision of the Ministry of Education Malaysia (MoE) which is 'Quality Education Begets Learned Individual for a Prosperous Nation' (Ministry of Education Malaysia, 2016). It shows the effort of the government to provide quality education for all individuals at all educational levels in order to produce a knowledgeable and competent individual to contribute to the betterment of family life, the society and especially to the nation at large.

Besides that, it is also mentioned in the Malaysia National Education Philosophy that "*Education in Malaysia is an ongoing effort towards further developing the potential of individuals in a holistic and*

integrated manner so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on firm belief in and devotion to God” (Ministry of Education Malaysia, 2016). From the statement, it is clear that we do not want to produce individuals who smart in only one aspect but one that embraces all aspects of life including emotional intelligence.

However, in this day and age, there are many challenging issues faced by our adolescents and these problems seem to aggravate by the day. According to Zur (2016), parents, teachers, and communities are aware regarding on the issues that occurred among adolescence and they are still looking for the best alternatives to deal with these issues. The examples of major issues facing teenagers currently are teen suicide, teen violence, cyberbullying, internet and online addiction, and substance abuse.

Malaysia is no exception when it comes to problems faced by adolescents. According to the statistics issued by the Ministry of Education Malaysia, the country recorded various types of discipline problems by students at secondary school level. In total, there are 78,348 of secondary school students involved in discipline problems in the year of 2012 alone. This included smoking (17.05%), skipping school (14.56%), being rude and disrespectful (14.82%) and grooming issues (13.84%) – all of which recorded more than ten thousand numbers of students involved for each case. On the other hand, criminal cases (10.66%), punctuality (10.44%) and disobedience (9.97%) recorded more than five thousand numbers of students involved for each case. These go to show that Malaysian teenagers’ state of mentality is not in line with the country’s visions and aspirations of being a developed nation in less than half a decade’s time (Vision 2020).

According to Zainudin and Norazmah (2011), parents are one of the biggest factors in developing the well being of one adolescents and failure in shaping their attitudes will affect their future life. This happens when parents pay less attention to children causing these children to make wrong decisions in their lives at a young age. As parents, Zainudin and Norazmah (2011) argues that they should spend more time for the children and to also serve as a friend to them so they can share their problems and opinions about things that concerns them. This can help them to handle problems better when they grow up.

1.2 OBJECTIVES OF THE STUDY

- i. To determine the type of attachment styles of students in a secondary school in Negeri Sembilan.
- ii. To determine the level of emotional intelligence of students in a secondary school in Negeri Sembilan.
- iii. To determine the level of decision-making skills of students in a secondary school in Negeri Sembilan.
- iv. To assess the statistical associations between different attachment styles and emotional intelligence levels of students in a secondary school in Negeri Sembilan.
- v. To assess the statistical associations between different attachment styles and level of decision-making skills of students in a secondary school in Negeri Sembilan.
- vi. To assess the statistical associations between emotional intelligence levels and level of decision-making skills of students in a secondary school in Negeri Sembilan.

1.3 RESEARCH QUESTIONS

- i. What are the attachment styles of students in a secondary school in Negeri Sembilan?
- ii. What is the level of emotional intelligence of students in a secondary school in Negeri Sembilan?
- iii. What is the level of decision-making skills of students in a secondary school in Negeri Sembilan?
- iv. Does a certain type of attachment style predict level of emotional intelligence of students in a secondary school in Negeri Sembilan?
- v. Does a certain type of attachment style predict decision-making skills of students in a secondary school in Negeri Sembilan?
- vi. Is there any significant relationship between emotional intelligence and decision-making skills of students in a secondary school in Negeri Sembilan?

2.0 LITERATURE REVIEW

The relationship between attachment and emotion has been mentioned previously by psychologist Erik Erikson where mothers may foster a certain kind of attachment and develop a sense of trust since in the early years of human development (Rothus, 2008). There is a research conducted by Khodarami et. al (2016) on attachment styles, perceived stress and social support among Malaysian young adults and the result shows that secure attachment style tends to have more positive inner faith in a complicated situation, while insecure attachments such as avoidant, ambivalent, and ambivalent tend to demonstrate negative mental processing and vulnerability to stressful events. This is because prior relationships of young adults with their caregivers have the power to influence their later social, emotional and cognitive development.

The assumption that emotional intelligence abilities can be taught and used to improve overall functioning is justified because improving emotional intelligence among the population will likely improve social abilities and emotional understanding. Thus, individuals will be less likely to display their anger or emotional instability uncontrollably, but able to control the negative emotions that result from past experiences and previous attachment patterns by looking it in another new perspective (Dahl , 2013).

Research has been conducted regarding the impact of moods and emotions in the decision making process but most of the research conducted are looking at the organization or in management setting, e.g. the relationship of emotional intelligence on leadership and decision-making style. According to Sumathy (2015), when one knows – as a leader – how to manage their emotions well, the more they will be able to make effective decisions even though they need to divert their attention and make the decision spontaneously.

In the educational setting on the other hand, there is a research conducted by Fix and Fix (2015), who studied about the trait of psychopathy, emotional intelligence and criminal thinking in predicting illegal behavior among college students in the United States. According to the researchers, higher psychopathy traits is due to low level of emotional intelligence and this problem leads to higher participation in illegal behavior including criminal case due to the lack of empathy of the individuals in concern.

From past studies show that all three variables in this study which are attachments styles, emotional intelligence, and decision-making skills are interrelated to one another. Plus, attachment styles and emotional intelligence seems to be a predictor of the outcome which is decision-making skills. Thus, this study was conducted to examine the relationship of these variables among Malaysian adolescents since such studies examining all three variables together has never been conducted to date.

3.0 METHODS

Research design is a basic planning or strategy to find and develop the validity of the conclusions for the study (Oppenheim, in Rusli Ahmad & Hasbee Usop, 2011). For this study, we employed a predictive correlational design. It is suitable design to predict or identify variables (predictor) that can effectively predict some outcomes (criterion) (Sousa et.al, 2017). In this study, attachment styles and emotional intelligence are predictor variables used to predict the outcome of the study which is decision-making skills. Attachments styles are categorical data which divided into four sub-categories, while emotional intelligence and decision-making skills are continuous data.

3.1 POPULATION OF THE STUDY

The population of the study is a large group who will get benefit from the findings obtained. In this study, form four students at one school located at Seremban, Negeri Sembilan with population numbers of 343 students are the population of the study. The reason why researcher specify the population of study among students Form 4 is because this study focusing on decision-making made by adolescent range around 16-19 years old since they are the population who going to enter adulthood phase and deal with new issues

such as pursuing study after high school, starting their career life, relationship and others. Thus, they are the most suitable and relevant population for this study since Form 5 and Form 6 students are not allowed to join the study since they need to focus on major examination.

3.2 SAMPLE OF THE STUDY

The sample under investigation is the group that became necessary resources (Noraini Idris, 2010). For this study, form 4 students in a high school at Seremban, Negeri Sembilan will be a sample for this study. The method of selecting the sample size is by using Kergie and Morgan (1997) as a basis in determining the appropriate amount taken to conduct a study of the number of population. Since the numbers of population are 343 students, thus the number of sample recommended by Kergie and Morgan (1970) are range around 181 students.

3.3 RESEARCH INSTRUMENTS

The instruments use for this study was adapted from three inventories in order to measure three variables: attachment types, level of emotional intelligence and level of decision-making skills. All the instruments reported Cronbach's Alpha value higher than 0.80 and it is considered to be reliable (Loewenthal et al., 2004). The lists of instruments used for conducting and gathering data for this study are as follow:

- i. Attachment Style Questionnaire' (ASQ) designed by Bakker, Hofstra and Van Oudenhoven (2004) which consist of 22 items with Cronbach's Alpha value is 0.81.
- ii. Emotional Intelligence Scale from Schutte.et.al. (1998) which consists of 33 items with Cronbach's Alpha value is 0.90; and
- iii. Decision-making Skills of Youth Assessment from Mincemoyer and Perkins (2003), consisting of of19 items with Cronbach's Alpha value is 0.88.

3.4 DATA COLLECTION PROCEDURE

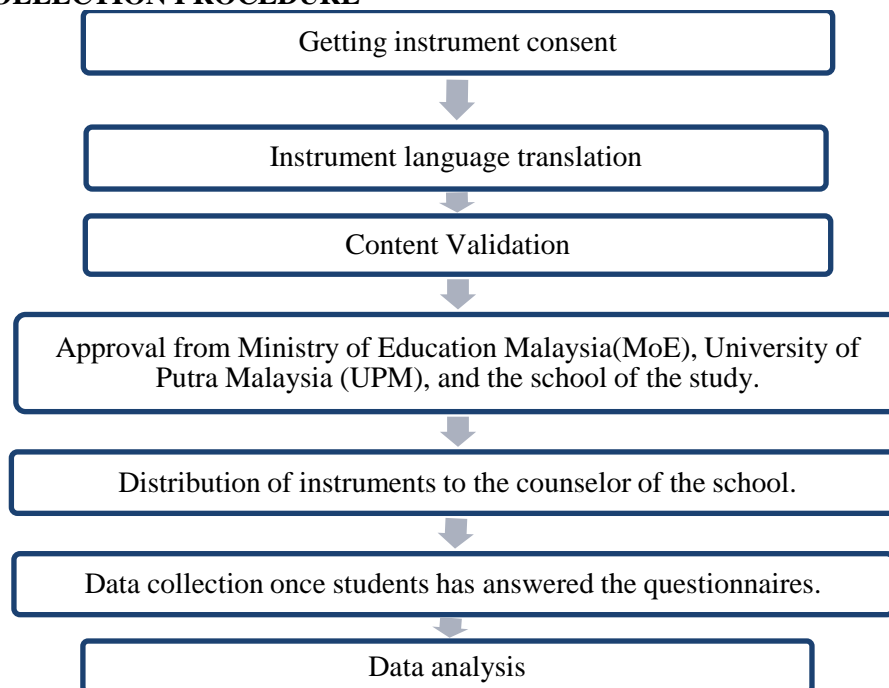


Diagram 1: Data collection procedure

Diagram 1 above shows the procedure of data collection for this study and it followed step by step from getting instrument consent by the original writer of the instrument up until data analysis process.

3.5 DATA ANALYSIS

Data were obtained after the respondents answered questionnaires and were analyzed using IBM Statistics version 22.0. We conducted a series of exploratory analyses to obtain descriptions of the sample under study e.g mean, percentages and standard deviations and further analyses of inferential statistics e.g. ANOVAs and Pearson correlations were employed to determine whether there are significance differences between attachment styles and emotional intelligence and also between attachment styles and decision-making skills among the subjects. The analyses were also conducted to determine whether there were any significant relationships between emotional intelligence and decision-making skills among the subjects.

4.0 RESULTS AND DISCUSSION

i. What are the attachment styles of students in a secondary school in Negeri Sembilan?

Table 1: Frequency of Attachment Styles among Students
in a Secondary School in Negeri Sembilan

	AS_Samples	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secure	76	43.2	43.2	43.2
	Disorganize	5	2.8	2.8	46.0
	Ambivalent	25	14.2	14.2	60.2
	Avoidant	70	39.8	39.8	100.0
	Total	176	100.0	100.0	

From Table 1 above shows the frequency of attachment styles of students in a secondary school in Negeri Sembilan. The result shows the highest number of students is under secure attachment style with 76 students (43.2%) followed by ambivalent attachment style with 70 students (39.8%). Next, is avoidant attachment with total number of 25 students (14.2%), and lastly is disorganize attachment with least number of students under this category which is 5 people (2.8%).

ii. What is the level of emotional intelligence of students in a secondary school in Negeri Sembilan?

Table 2: Descriptive analysis for emotional intelligence Styles among Students
in a Secondary School in Negeri Sembilan

Statistics	
Mean_EQ	
N	Valid 176
	Missing 0
Mean	3.6581
Std. Deviation	.42434

Table 2 above shows the mean of students in a secondary school in Negeri Sembilan is 3.6581. Thus, it shows that the level of emotional intelligence of students in this study is at the middle level.

iii. What is the level of decision-making skills of students in a secondary school in Negeri Sembilan?

Table 3: Descriptive analysis for Decision Making Skills among Students in a Secondary School in Negeri Sembilan

Statistics		
Mean_DMS		
N	Valid	176
	Missing	0
Mean		3.6328
Std. Deviation		.48264
Variance		.233

Table 3 above shows the mean of decision-making skills among students in a secondary school in Negeri Sembilan is 3.6328. Thus, it shows that the level of decision-making skills of students in this study is at the middle level.

iv. Does a certain type of attachment style predict level of emotional intelligence of students in a secondary school in Negeri Sembilan?

Table 4: ANOVA analysis between attachment style and emotional intelligence among Students in a Secondary School in Negeri Sembilan

ANOVA					
Mean_EQ					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.897	3	.299	1.681	.173
Within Groups	30.614	172	.178		
Total	31.511	175			

Based on Table 4 above shows, there is no significant difference between mean emotional intelligence [$F(3,175)=1.681, p=.173$] for all types of attachment styles. Thus, it shows that the level of emotional intelligence for secure, avoidant, ambivalent and disorganized attachment is almost the same.

v. Does certain type of attachment style predict decision-making skills of students in a secondary school in Negeri Sembilan?

Table 5: ANOVA analysis between attachment style and decision-making skills among Students in a Secondary School in Negeri Sembilan

ANOVA					
Mean_DMS					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.551	3	.184	.786	.503
Within Groups	40.213	172	.234		
Total	40.764	175			

Based on Table 5 above shows, there is no significant difference between mean decision-making skills [$F(3,175)=.786, p=.503$] for all types of attachment styles. Thus, it shows that the skills of making decision for secure, avoidant, ambivalent and disorganized attachment are almost the same.

vi. Is there any significant relationship between emotional intelligence and decision-making skills of students in a secondary school in Negeri Sembilan?

Table 6: Pearson correlation between emotional intelligence and decision-making skills among Students in a Secondary School in Negeri Sembilan.

Correlations			
		Mean_DMS	Mean_EQ
Mean_DMS	Pearson Correlation	1	.651**
	Sig. (2-tailed)		.000
	N	176	176
Mean_EQ	Pearson Correlation	.651**	1
	Sig. (2-tailed)	.000	
	N	176	176

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 above shows there is a positive correlation between emotional intelligence and decision-making skills among Students in a Secondary School in Negeri Sembilan [$N=176, r=0.651^{**}, p=0.00$] and it shows a moderate correlation. This finding explained that emotional intelligence of students has a positive relationship with their decision-making skills.

5.0 CONCLUSION

As a conclusion, the study found that majority of the students in a secondary school at Negeri Sembilan is under category of secure attachment. It shows a good result because as mentioned by Kobak and Sceery in Dahl (2013), securely attached individuals can better cope with negative emotions in social situations, possess more positive emotions during interpersonal interactions, and are better able to utilize emotional-regulation skills when necessary when compared with insecure persons. However, the finding for roles of attachment styles in predicting emotional intelligence and attachment styles in predicting decision-making skills shows there is no significance difference. Even previous research shows that the quality of early relationships between parent-child also predicts the success in later relationships and performance in terms of their social, emotional and cognitive development in adulthood (Khodarahimi.et.

al, 2016), it could be influenced by other external factors such as culture value, ethnicity and religion among Malaysian students in predicting these variables. However, it is delimitation of the study and beyond the scope of researcher.

While, emotional intelligence does show a positive correlation with decision-making skills. This result supported by research done from (Rehman et.al, 2015) found that emotional intelligence is a key factor for effective decision making than other counterpart. In addition, emotional condition of an individual also playing important role as a motivational factor in decision making where emotional instability may cause poor quality decisions making occurred. Thus, it is important to trained younger generation on handling emotion so that they can be a good decision-maker in their future live.

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THE EFFECTS OF THREE DIFFERENT BACKGROUND MUSIC ON VERBAL AND SPATIAL TASK PERFORMANCE IN LEARNING

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ABSTRACT

The objective of this preliminary experimental study is to investigate the effects of three different backgrounds of music: instrumental, vocal and silence on verbal and spatial task performance in learning. The study samples were from postgraduate students of a public research university in Malaysia which consisted of 36 students. Data was analyzed using IBM Statistics in which independent sample t-tests and two-way analysis variance (ANOVA) were conducted. The t-tests show that there are significance differences between instrumental condition ($t = 2.06$, $p = 0.018$), vocal condition ($t = 1.101$, $p = 0.172$) and silent condition ($t = 2.712$, $p = 0.022$) on the verbal and spatial task performance. Two-way ANOVA music within group Greenhouse-Geisser was reported in the significant level ($p < 0.05$). The findings provide information that music – when listened to in an appropriate form – can actually help students to perform better in their learning.

KEYWORDS: background music, verbal task performance, spatial task performance, learning

1.0 INTRODUCTION AND REVIEW OF LITERATURE

Complex cognitions are associated with abstract thinking, general intellectual, verbal mental abilities, reading comprehension (Thompson, Schellenberg & Letnic, 2011), serial memory (Perham & Vizard, 2011), spatial and verbal reasoning, logical thinking and other various complex processes (Jancke & Sandmann, 2010). Learning requires cognition and cognition involves learning. As this broad cognition conception, several classifications have been proposed to help organize understanding of this extent. Hayes (1996) specified the disparate features of working memory; phonological memory and visuospatial memory are contribute to cognitive processes of learning. Furnham and Stephenson (2007) highlight that verbal learning involves the reading comprehension, free recall, mental arithmetic, and verbal reasoning. Memorizing words also a part of verbal learning (Thompson, Schellenberg & Letnic, 2011). Gathercole et al. (2006) concluded verbal memory for recall series of verbal information is necessary in learning. Dehn (2008) reported that verbal memory span is shorter since items need to remain while a secondary processing learning is ended.

In contrast, spatial capacities are proven significant for navigation of real world and also within abstract information (Jones & Burnett, 2007b). Postma et. al (2004) stated that spatial learning is routine of individuals related to ability to perceive and manipulate information regarding spatial features of an environment. Halpern (2000) delineates spatial performance as process of cognition that contributes an extent of the learning to conceptualize the spatial relations between items. Pease and Pease (2001) declared

the capability of succeed in arithmetic, science and technology interrelated to spatial performance in learning. A meta-analysis that piloted by Hetland (2000) identified that varieties types of music listening enhance performance on learning. The difference in background music can affect a person's cognitive performance in doing a task. In early 1990, Rausher, Shaw and Ky (1993) studied about the effects of Mozart' music and it goes to show that music can enhance spatial task performance in silent condition. Perham and Vizard's (2011) study shows that music can affect cognitive tasks such as reading comprehension with music because of the presence of simultaneous conflicts in semantic information processing task focus and irrelevant sounds.

Neurological studies show that human brains are born with music (Demorest & Morrison, 2000). Mammarella (2007) considered white noise as a unique type of sound. It is because it consists each of the frequency outside the range of the human hearing and has been used in relaxation techniques. According to Dalton and Behm (2007), music background consists a rhythm, melody and harmony sound that has been reported annoying because the sound is known as auditory signals, unwanted and interferes human performance.

Perham and Vizard (2011) also noted that background music can affect learning, memory and working memory. Numerous other studies have been conducted in relation to effects of music which consistently show background music affects learning, memory and working memory and attention to the task of cognitive monitoring (Alley and Greene (2008); Cassidy and MacDonald (2010); Avila, Furnham and McClelland, (2011); Jancke and Sandmann (2010)).

From the perspective of learning, Giles (1991) as cited in Chie and Karthiegeyan (2009) claims that students have a tendency to do better having reported a reduction in stress, and in happier and more creative states of minds in the existence of a suitable background music in their learning. It goes to show that the performance can be improved by the use of an effective type of music. According to Kotsopoulou and Hallam (2004), many students tend to listen to music while studying. In a review by Oldham, Cummings, Mischel, Schmidthe and Zhan (1995) and by Furnham and Bradley (1997), people prefer to do their work with music as the situation is calmer and have a major impact on work performance, assessment of fatigue and satisfaction in an organization. However, Perham and Vizard (2011) showed that listening to music while working disturbs people because they think while listening to someone talks at the same time. Hearing music also helped generate a strong feeling of knowledge regarding the past, which distracts performance of the current task at hand.

1.1 Research Objectives

1. To identify the significant difference between instrumental background music on verbal and spatial task performance.
2. To identify the significant difference between vocal background music on verbal and spatial task performance.
3. To identify the significance difference between silent condition on verbal and spatial task performance To determine effects between background music and task performance in learning.

1.2 Hypothesis

The hypotheses are as follows:

- H₁ There is a significance difference between instrumental background music on verbal and spatial task performance.
- H₂ There is a significance difference between vocal background music on verbal and spatial task performance.
- H₃ There is a significance difference between silence condition on verbal and spatial task performance.

1.3 Conceptual framework

The conceptual framework for this study is built with components of different music conditions as independent variables and task performance as dependent variables as shown in Figure 1. The unit of independent variable comprise of vocal, instrumental and verbal music conditions. The second component is the dependent variable, which is verbal and spatial task performance.

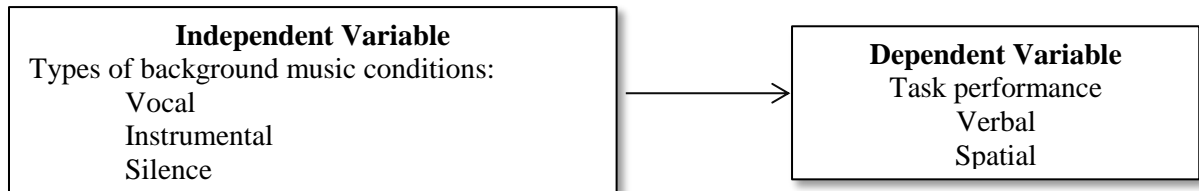


Figure 1. Conceptual framework

2.0 METHODS

2.1 Participants

Participants in this study were 36 postgraduate students of Faculty of Educational Studies from public research university in Malaysia. The participants were selected by random of the year and programs of study.

2.2 Instruments

In this experiment, The Weschler Adult Intelligence Scale-Third Edition (WAIS-III) and Primary Mental Abilities instrument has been used to access the memory performance on verbal and spatial task. As for verbal tasks, the participant was given the Reading Comprehension Task, Word Memory Task, and Similarities Task, and for the spatial task, the set of Mental Rotation Task, Paper Folding Task, and Object Location Task.. Word Memory Task and Object Location where presented using Microsoft PowerPoint in ten seconds.

For the music, the instrumental music (piano) was selected from Fabrizio Caligaris – “*Somewhere over the Rainbow*” and vocal music use by Mike Tomkins– “*We are Young*”. The silent condition is the control group.

2.3 Procedure

The participants were randomly given a set of the test provided, whether it is spatial task set and verbal task set, which needs to be completed. Before the experiment, the participants received a consent form in which they confirm their voluntary participation in this study. Participants were briefed on how the study was to be conducted.

The experiment was conducted separately for each group of background music condition in the faculty seminar rooms. They were given either the verbal or spatial task test and the selected background music was played while they completing the test, either instrumental, vocal or no music was played. For the Word Memory Task or Object Location Task, it was presented in the slide presentation in front of the class in ten seconds before they wrote the words or objects they remember in a paper given.

2.4 Data analysis procedure

Computation of collected data was conducted using IBM Statistics. We conducted independent sample t-test to analyze the mean and p-value between the music conditions and tasks performance and two-way Analysis of Variance (ANOVA) to compare the three groups in this study.

3.0 RESULTS

3.1 Verbal and spatial task performance under instrumental music condition

Table 1 shows the result of verbal and spatial task performance under instrumental condition. It shows that there is a significant difference between the verbal and spatial task performance under instrumental music condition. The hypothesis fails to be rejected. The results show the task performance under instrumental music condition between verbal and spatial are statistically different ($t = 2.06$, $p = 0.018$), in which spatial task performance is better than verbal task performance under instrumental music condition.

Table 1. T-test Results of Verbal and Spatial Task Performance under Instrumental Condition

	Task	n	Mean	Std. Deviation	t-stats	p-value
Instrumental	Verbal	6	51.1900	2.91489	2.06	0.018
	Spatial	6	62.7483	13.36864		

Note: $p < 0.05$

3.2 Verbal and spatial task performance under vocal music condition

Table 2 shows the results of verbal and spatial task performance under vocal condition. Hypothesis 2 shows that there is no significant difference between verbal and spatial task performance under vocal music condition and therefore the hypothesis can be rejected. The results show the task performance under vocal music condition between verbal and spatial are not statistically different ($t = 1.101$, $p = 0.172$), in which spatial task performance is just slightly higher than verbal task performance under vocal music condition. The results indicate that vocal music conditions do not impact verbal or spatial task performance.

Table 2. T-test Results of Verbal and Spatial Task Performance under Vocal Condition

	Task	n	Mean	Std. Deviation	t-stats	p-value
Vocal	Verbal	6	48.2150	6.67886	1.101	0.172
	Spatial	6	53.9183	10.79072		

Note: $p < 0.05$

3.3 Verbal and spatial task performance under silent condition

Table 3 shows the result of verbal and spatial task performance under silent condition. It shows that there is significant difference between verbal and spatial task performance under silent condition. The hypothesis fails to be rejected. The results show the task performance under silent condition between verbal and spatial are statistically different ($t = 2.712$, $p = 0.022$), in which spatial task performance is better than verbal task performance under instrumental music condition.

Table 3. T-test Result of Verbal and Spatial Task Performance under Silent Condition

	Task	n	Mean	Std. Deviation	t-stats	p-value
Silent	Verbal	6	48.8100	6.67886	2.712	0.022
	Spatial	6	59.8017	8.03483		

Note: $p < 0.05$

3.4 Analysis of Two-Way repeated ANOVA

The final data analysis is using two-way ANOVA to find whether there is any significant difference between these experimental groups. In this study the significant level ($p < 0.05$) was reported for item music within the group ($p = .009$) for the three music conditions, but there were no differences between task within group ($p = .341$) and task*music group ($p = .70$)

Table 4. Two-way ANOVA

Source		Type III Sum Of Squares	Df	Mean Square	F	Sig.
Task (Within Group)	Greenhouse-Geisser	209.7	1.501	139.673	1.179	0.341
Task (Between Group)	Greenhouse-Geisser	889.642	7.507	118.511		
Music (Within Group)	Greenhouse-Geisser	798.251	1	798.251	17.281	0.009
Music (Between Group)	Greenhouse-Geisser	230.956	5	46.191		
Task * Music (Within Group)	Greenhouse-Geisser	62.569	1.77	35.351	0.333	0.7
(Task*Music) (Between Group)	Greenhouse-Geisser	938.504	8.85	106.051		

Note $p < 0.05$

4.0 DISCUSSION

The results of this study shows that there are significant differences between verbal and spatial task performance under instrumental and silence music condition This research result resonates previous study findings where there is no significant difference between verbal and spatial task performance under vocal music condition. The study conducted by Alley and Greene (2008) on using 4 digit task with different background auditory stimuli such as instrumental music; the irrelevant speech; and the silence part. The digit task showed better result in silence condition rather than speech condition. The current finding also aligns with the findings of Alley and Greens' (2008) study which showed differences among vocal music and speech music condition. Vocal music is distracting rather than speech condition. The results of this study did not show significant difference between the experimental groups that were examined in the same condition.

This study reported the difference between means of music conditions in spatial task performance among respondents. The overall results show instrumental music condition is better for both verbal and spatial task performance. The previous study by Furnham & Bradley (1997) shows one of the factor effects on the result obtained is the different types of background music. Hare (2011), Uhrbrock (1961) and Furham and Bradley (1997) mentioned about the positive effect of instrument music on memory recall which shows that vocal condition is in the line with poor performance. However, Kotsopoulou & Hallam (2004) in their study found music condition did not show any effect on memory and recall task.

5.0 CONCLUSION

This study further contributed to the body of information that background music can affect learning, memory and working memory. The music condition may reduce stress, tend to make respondents to be quieter and make them happier and more confident. In addition, these conditions may make them show better performance. The results are similar to the previous studies (Vizard, 2011; Furnham & McClelland, 2011; Cassidy & MacDonald, 2010; Alley & Greene, 2008) for instrumental music conditions and vocal music condition. The finding indicates that music are one of the aspect that contribute in learning performance. Instrumental and silence condition demonstrate a positive impact in both verbal and spatial task performance however vocal music does not indicates any meaningful effects on learning performance. The findings provide information that music – when listened to in an appropriate form – can actually help students to perform better in completing their tasks.

5.1 Limitations and Recommendations

The study was conducted randomly to the students of public research university in Malaysia as a sample, without considering their intelligence strength in verbal, spatial and others. Additionally, this study only focused on three background music; silent, instrumental and vocal. It is also possible that each individual may have their personal preferences music. Further research recommended to study the effects of background music on certain area and strength; verbal task for language learner while spatial task for engineering, technology and science learner to determine the specific and meaningful outcome.

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PENGETAHUAN, PEMAHAMAN DAN PENGAMALAN ETIKA KAUNSELING KERAHSIAAN DALAM KALANGAN KAUNSELOR PELATIH PRASISWAZAH DI UNIVERSITI PUTRA MALAYSIA

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ABSTRAK

Kerahsiaan merupakan elemen utama dalam proses kaunseling bagi mewujudkan kepercayaan dan hubungan terapeutik antara kaunselor dan klien. Bagi menzahirkan kepercayaan dalam diri klien, kaunselor perlu meningkatkan kompetensi dalam konteks kerahsiaan dengan mengetahui, memahami dan mengamalkan etika kaunseling kerahsiaan supaya parameter kesejahteraan klien tercapai. Kajian ini memfokuskan kepada pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan kaunselor pelatih di Universiti Putra Malaysia. Kajian ini menggunakan pendekatan kualitatif yang melibatkan pengumpulan data kajian daripada kaunselor pelatih prasiswazah yang sedang mengikuti internship kaunseling di Universiti Putra Malaysia.

Kata Kunci: Etika kerahsiaan, Kaunselor Pelatih, Kajian Kualitatif

1.0 PENGENALAN

Perkhidmatan kaunseling terus komited dilaksanakan oleh kaunselor di pelbagai organisasi dan agensi untuk membantu individu yang memerlukan sokongan. Bagi menghasilkan perubahan, pertumbuhan, dan penyesuaian diri klien, sesi kaunseling perlu dijalankan secara sistematik oleh kaunselor berdasarkan prinsip psikologi berlandaskan kepada Kod Etika Kaunselor (Lembaga Kaunselor, 2011).

Di Malaysia, Kod Etika Kaunselor telah digubal, dibentuk dan diubahsuai oleh Lembaga Kaunselor (Malaysia) dengan tujuan untuk menjamin perkhidmatan kaunseling supaya lebih cekap, telus, amanah, serta menjamin keselamatan dan kerahsiaan klien. Maka, penekanan yang diberikan terhadap etika dapat meningkatkan keberkesanan perkhidmatan kaunseling yang dijalankan (Sapora Sipon, Ahmad J. J & Hapsah M. Y, 2002).

Francis (2009) menyatakan bahawa etika berperanan penting terutama dalam menjalankan tugas, mencapai matlamat utama dan membimbing kaunselor profesional ke suatu tahap profesionalisme yang lebih baik. Berdasarkan Kod Etika Kaunselor, terdapat lapan bahagian yang termaktub iaitu: (a) perhubungan menolong; (b) kerahsiaan, komunikasi privilage dan privasi; (c) tanggungjawab profesional; (d) hubungan dan profesional lain; (e) penilaian, penaksiran dan pentafsiran; (f) penyeliaan, latihan dan pengajaran; (g) penyelidikan; dan (h) penyelesaian isu-isu etika. Daripada lapan bahagian Kod Etika Kaunselor yang termaktub, etika kerahsiaan menjadi fokus utama dalam kajian ini. Kaunselor wajar memahami dan mengamalkan etika kerahsiaan kerana klien selalunya adalah individu yang sangat lemah dan mudah dimanipulasi (Biggs & Blocher, 1987).

Kerahsiaan berperanan penting dalam melindungi klien dan kaunselor ketika proses kaunseling dijalankan. Klien perlu diberi perlindungan yang maksimum oleh kaunselor supaya wujud perasaan yang selesa dan yakin dalam perkongsian mereka. Namun begitu, kerahsiaan merupakan satu isu yang mempunyai implikasi kepada etika dan perundangan (Bokhari, Najmuddin & Rosli, 2012). Pernyataan ini jelas menunjukkan kepentingan etika kerahsiaan dalam etika dan perundangan dalam kaunseling yang boleh memberi impak kepada pengguna. Kajian Herman, Legget & Remley (2008) menegaskan bahawa segala pendedahan maklumat sulit tentang klien boleh mengakibatkan kesan kepada undang-undang.

Namun begitu terdapat beberapa situasi yang membolehkan kaunselor berkompromi dalam situasi ini. Antaranya: (1) keperluan menyediakan rekod, (2) keperluan kaunselor diselia, (3) keperluan untuk membela diri orang lain, (4) bekerja dengan profesional yang lain, dan (5) kekecualian (bahaya dan keperluan undang-undang, penyakit berjangkit dan mengancam nyawa).

1.1 Latar Belakang Kajian

Di Malaysia, dapatan kajian Mohd Noh (2001) menjelaskan keadaan yang selamat dan jauh daripada gangguan persekitaran dapat memberikan keselesaan kepada klien dan sekaligus dapat mewujudkan kepercayaan di antara kaunselor dan klien. Kenyataan ini jelas menunjukkan bahawa klien sangat mementingkan kerahsiaan ketika menghadiri sesi kaunseling (Mohamad Bokhari, Syed N. H. & Rosli S., 2012). Kaunselor pelatih tidak ketinggalan perlu terikat kepada etika kaunseling selagi mana mereka berkecimpung dalam bidang kaunseling. Wagner (1981) menegaskan masalah etika yang muncul ketika dalam latihan boleh mempengaruhi amalan etika kaunselor pada masa akan datang. Pengetahuan yang mendalam tentang etika kaunseling perlu diberi perhatian oleh kaunselor pelatih supaya tidak terlibat dengan permasalahan yang bertentangan dengan etika pada masa akan datang.

Noriah (2004) pula menegaskan, kerahsiaan merupakan satu isu yang mempunyai kesan etika dan perundangan kepada pengamal kesihatan mental. Bagi mendapatkan kepercayaan ketika dalam proses kaunseling, kaunselor perlu berusaha untuk membina hubungan yang baik berdasarkan kepada prinsip kerahsiaan. Tanpa pemeliharaan dan pematuhan etika kerahsiaan oleh kaunselor, klien sukar dalam membuat perkongsian maklumat dalam sesuatu sesi kaunseling (Mohamad Bokhari, Syed N. H. & Rosli S., 2012). Bagi memastikan kecekapan kaunselor pelatih dalam pengamalan etika kaunseling kerahsiaan ini, kefahaman yang mendalam perlu diberi perhatian terutama dalam konteks etika kerahsiaan. Usaha ini adalah untuk melahirkan klien yang mampu mendapat celik akal, mencapai kesejahteraan mental serta mampu melakukan perubahan holistik dalam menjalani kehidupan.

1.2 Pernyataan Masalah

Pelaksanaan perkhidmatan kaunseling tanpa berpandukan kepada garis panduan iaitu Kod Etika Kaunselor diibaratkan seperti memimpin suatu sesi kaunseling tanpa mempunyai matlamat yang jelas, melanggar batasan yang telah ditetapkan dan tidak mencapai spesifikasi yang ditetapkan oleh Akta Kaunselor (Akta 580). Tanpa pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan yang mantap oleh kaunselor pelatih ketika mengendalikan sesi kaunseling boleh memudaratkan klien. Fokus kajian yang dijalankan oleh Herlihy dan Corey (2006) dalam Gladding (2013), terdapat 11 tingkah laku tidak beretika yang telah dikenal pasti yang dilakukan oleh kaunselor iaitu: (1) pencabulan kerahsiaan, (2) melebihi tahap kecekapan profesional, (3) kecuaiian dalam amalan, (4) kaunselor tidak mempunyai kepakaran, (5) memberikan nilai kepada klien, (6) mencipta kebergantungan terhadap klien, (7) aktiviti seksual dengan klien, (8) perhubungan dual dengan klien, (9) perjanjian kewangan dengan klien, (10) melakukan iklan tidak sesuai, dan (11) plagiarism. Situasi ini jelas membuktikan ketirisan dalam konteks kerahsiaan kerana pencabulan kerahsiaan berada pada tempat pertama. Disebabkan itu, kajian lanjutan akan dilakukan oleh penyelidik untuk melihat sejauh mana pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan dalam kalangan kaunselor pelatih prasiswazah di Universiti Putra Malaysia ketika mengendalikan sesi kaunseling.

1.3 Objektif Kajian

Terdapat tiga objektif bagi kajian ini:

1. Mengetahui lebih mendalam pengetahuan kaunselor pelatih terhadap etika kaunseling kerahsiaan ketika mengendalikan sesi kaunseling;
2. Mengetahui lebih mendalam pemahaman kaunselor pelatih terhadap etika kaunseling kerahsiaan ketika mengendalikan sesi kaunseling; dan

3. Mengetahui lebih mendalam pengamalan kaunselor pelatih terhadap etika kaunseling kerahsiaan ketika mengendalikan sesi kaunseling.

1.4 Persoalan Kajian

Selaras dengan objektif kajian, pengkaji akan cuba menjawab persoalan sejauh manakah pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan ketika mengendalikan sesi kaunseling?

1.5 Kepentingan Kajian

Dapatan kajian ini dijangkakan dapat membantu kaunselor pelatih dalam meningkatkan pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan dengan lebih baik semasa mengendalikan sesi kaunseling. Seterusnya dapat memberi nilai tambah kepada pensyarah yang mengajar subjek etika supaya lebih menerapkan kepentingan etika kerahsiaan dalam rangka pengajaran subjek etika. Malahan kepentingan kepada Lembaga Kaunselor (Malaysia) pula dapat memartabatkan profesion kaunseling dengan melahirkan kaunselor yang mampu menjalani sesi kaunseling dengan berpegang teguh kepada etika kerahsiaan.

2.0 KAJIAN LITERATUR

Mohamad Bokhari, Syed N. H & Rosli S. (2012) mendapati tahap kefahaman perundingan dan etika kerahsiaan dalam kalangan kaunselor berdaftar menunjukkan pencapaian pada tahap rendah. Hal ini jelas menunjukkan kaunselor berdaftar mempunyai kesedaran tentang etika kaunseling kerahsiaan ketika mengendalikan sesi kaunseling, namun tidak memiliki kefahaman yang mendalam tentang peruntukan etika ini. Menurut kajian ini, kaunselor hanya mempunyai kefahaman dan kesedaran tentang peruntukan etika hanya secara permukaan (*surface*). Pernyataan ini jelas menunjukkan kajian yang dilakukan terhadap kaunselor berdaftar menunjukkan tahap kefahaman yang rendah terhadap etika kaunseling kerahsiaan di dalam seting yang sebenar. Umi Shamsiah Abu Bakar (2007) pula menyatakan faktor demografi yang meliputi kaunselor pelatih yang berbangsa Melayu kurang memberi penekanan kepada kerahsiaan ketika mengendalikan sesi kaunseling berbanding kaum Cina dan India. Oleh itu, dalam kajian ini penyelidikan kualitatif digunakan untuk mengetahui dengan lebih mendalam tentang pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan dalam kalangan kaunselor pelatih prasiswazah di Universiti Putra Malaysia.

3.0 METODOLOGI KAJIAN

Untuk memahami fenomena yang dikaji, penyelidik akan mengkaji konteks dan pelbagai sumber data termasuk nota yang dicatat semasa pemerhatian di lapangan, dokumentasi peserta kajian terpilih, dan hasil temu bual dengan peserta kajian.

3.1 Reka Bentuk Kajian

Kajian ini turut menggunakan kajian kes interpretasi bagi meneroka, memahami dan mentafsirkan tentang kefahaman penggunaan etika kaunseling kerahsiaan dalam kalangan kaunselor pelatih di Universiti Putra Malaysia. Reka bentuk kajian kes interpretasi melibatkan pengumpulan maklumat secara sistematik dan mendalam mengenai tingkah laku individu tertentu, keadaan sosial atau peristiwa khusus dengan tujuan mengetahui perubahan dan tingkah laku individu dalam konteks persekitaran sosial (Chua, 2011). Justeru itu, bagi memperoleh ketepatan dan keselarasan maklumat yang dikumpul kaedah triangulasi boleh diaplikasikan (Neuman, 2000).

3.2 Sampel Kajian

Dalam kajian ini, seramai lima orang peserta kajian yang telah dipilih secara pensampelan bertujuan (*purposive sampling*). Pemilihan peserta kajian ini dilakukan berdasarkan persoalan dan objektif kajian yang telah ditetapkan.

3.3 Instrument Kajian

(1) Borang Maklumat Demografi: Peserta kajian akan diminta untuk menyatakan maklumat demografi berkaitan umur, jantina dan kaum.

(2) Penyelidik: Penyelidik akan menjadi instrumen utama untuk pengumpulan dan analisis data. Berdasarkan Merriam (2009), pengkaji merupakan alat utama sesebuah penyelidikan yang berbentuk kualitatif kerana pengkaji berperanan dalam meneroka pengalaman peserta kajian berdasarkan kaedah temu bual, pemerhatian dan analisis dokumen. Penegasan kepada enam elemen turut diberi perhatian sebagai instrumen yang berkesan iaitu: (1) komunikasi yang baik dan berkesan, (2) pemerhati yang teliti, (3) pentafsir yang cekap, (4) mempunyai perasaan dan mampu membentuk perasaan empati, (5) tidak bias, dan (6) beretika.

3.4 Kesahan dan Kebolehpercayaan

Kajian ini memfokuskan kepada triangulasi dan *audit trail* dalam melihat pengetahuan, pemahaman dan pengamalan etika kaunseling kerahsiaan dalam kalangan kaunselor pelatih prasiswazah di Universiti Putra Malaysia. Berdasarkan Weirisma (1991), triangulasi adalah satu teknik kesahan silang yang diaplikasikan untuk menilai atau mentafsir dapatan sama ada mencukupi melalui pemusatan maklumat untuk mencapai persetujuan bersama. Sementara *audit trail* digunakan dalam pendekatan ini untuk memantapkan kredibiliti dapatan penyelidikan. Menurut Cutcliffe & McKenna (2004) menyatakan *audit trail* boleh merangkumi aspek teori/ metodologi yang digunakan oleh penyelidik. Oleh itu, kesahan dan kebolehpercayaan kajian ini boleh dikenal pasti melalui kaedah yang diguna pakai oleh penyelidik iaitu triangulasi dan *audit trail*.

3.5 Analisis data

Data daripada kajian ini akan dianalisis dengan menggunakan perisian NVivo10 untuk mengimport dan menganalisis data media sosial, fail audio, gambar digital, dokumen, data bibliografi, dan dokumen teks biasa. Perisian ini dibina bagi memudahkan kajian berbentuk kualitatif untuk: (a) menguruskan maklumat yang tidak berstruktur; (b) mengkod teks bagi memanipulasi, mencari, dan melaporkan tentang teks yang berkod; menjalankan analisis sebenar data dengan menyediakan peralatan untuk membantu penyelidik memeriksa hubungan dalam data; dan membangunkan teori dan menguji hipotesis. Proses menganalisis segala material yang diperoleh adalah dimulakan dengan melihat, menyusun, menyaring, memilih, mengklas dan mengekod tema-tema untuk memilih kategori dan seterusnya mendapatkan kandungan yang mendalam berdasarkan kepada fokus dan persoalan kajian (Ghazali Darulsalam & Sufean Hussin, 2016).

4.0 KESIMPULAN

Kerahsiaan berperanan penting dalam melindungi klien dan kaunselor ketika proses kaunseling dijalankan bagi memberi perlindungan serta mewujudkan perasaan selesa dalam diri klien dalam melakukan perkongsian isu. Keberhasilan proses kaunseling diukur berdasarkan pegangan utama kaunselor pelatih terhadap etika kerahsiaan kerana mampu memberi kesejahteraan secara holistik kepada klien. Justeru pengaplikasian etika kerahsiaan dalam kalangan kaunselor pelatih perlu dititikberatkan supaya

proses kaunseling mampu mencapai spesifikasi kaunseling berdasarkan Akta Kaunselor (Akta 580). Adalah menjadi keutamaan kepada kaunselor pelatih untuk mengetahui, memahami dan mengamalkan etika kaunseling kerahsiaan dengan tepat. Diharap hasil dapatan kajian ini mampu memberi info dalam usaha melahirkan kaunselor yang profesional dan mampu menjadi nilai tambah kepada perkhidmatan kaunseling di Malaysia.

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PREDICTING THE ATTITUDE TOWARDS CRITICAL THINKING SKILLS OF UNDERGRADUATE STUDENTS BASED ON THINKING STYLES

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ABSTRACT

This study is conducted to research whether or not a specific thinking style can predict critical thinking skills of undergraduate students in the Faculty of Educational Studies of Universiti Putra Malaysia. This study involves undergraduate students in year 1 until year 4 with their ages ranging from 19-24 years old. It is expected that there will be a significant difference between thinking styles and attitude toward critical thinking skills among undergraduate students. Through a series of ANOVAs, it is expected that executive, judicial and legislative thinking styles could each predict a certain level of critical thinking skills among undergraduate students.

KEYWORDS: *Thinking styles, critical thinking skills, college students*

1.0 INTRODUCTION

Nurturing individuals to develop themselves are one the education's main goals. By way of education, students come to be learned and attain new perspective not only in educational experience but also real-life experience. In view of that, students should be able to contribute the knowledge and skills gained throughout the experience and exposure by becoming more valuable and democratic citizens. Pykett (2004) stated that producing more citizens who are well and democratic in the public is the product of making the knowledge of learning critical thinking skills in schools available. Paul (1990 as cited in Aksu and Korulu, 2015), opined that in an education setting, teachers should make inquiries to the students to solve the problems that they came across instead of deliberating the subject matter based on textbooks. Correspondingly, students should talk about and examine their personal thoughts about the covered content and continuously creating their own sorting about the associated content. This process will eventually stimulate their critical thinking skills. Paul and Elder (2006, as cited in Aksu and Korulu, 2015), defined critical thinking as a type of reasoning in which a person enhances his or her potential in thinking through analysis of problems, issues and subject matter as well as assessing and restructuring processes. Though critical thinking generally identified as thinking in a negative manner and fault detection, it is in point of fact a concept that encompasses skills in term of cognition and intellect that are required in defining, analyzing, evaluating and deciding actions (Bassham, Irwin, Nardone & Wallace, 2002).

This is in line with Bloom (1957 cited in Pikkert and Foster, 1996), in which he argues that possessing "higher level thinking skills" means being able to use the mental ability to be critical in analyzing, applying, synthesizing and evaluating facts or materials. Hence, the ability to think critically

can be viewed as crucial to every student. Without a doubt, taking into account of one's styles of thinking is vital as one of the prerequisites to the progress of styles of critical thinking. Sternberg, 1988, 1997) stated that styles of thinking are referred as individuals' chosen approaches of utilizing the capabilities that we possess in dealing with our endeavor and thus styles that we deem the most suitable are selected (Sternberg, 1988, 1997).

Taking into consideration the potentially important role may be played by thinking styles in critical thinking, and the skills of utilizing critical thinking are one of the country's the significant goals in tertiary level of education, the differences among the variables are worth to be studied in enhancing the quality of students produced by local universities particularly.

1.1 Problem Statement

In Malaysian's context, a study indicated that students are incapable to employ critical thinking skills either in education or real life condition (Rosnani and Suhailah, 2003; Konting et al., 2007). Additionally, a study performed by the Malaysian National Higher Education Research Institute (NHEM, 2003) on unemployment problems among graduates revealed that the respondents' applications have been rejected due to their lack of critical thinking skills even though they, in general, are certain that they are fit for the job market in term of qualification. Based on an EPU survey, 60,000 Malaysian graduates were jobless in 2005. 81 per cent of which were graduates from the public universities (The Star, 2005). Being a dynamic developing nation, this superfluous in the number of unemployed graduates could very well draw attention to the feebleness of the country's education system and human capital development programs.

Thus, higher learning institutions especially universities in Malaysia, are to make certain that the graduates meet the terms with the country's human resource needs, producing graduates with critical thinking skills ability is expected by the nation. Studies have shown that there exist relationships between the two variables. The importance of examining the association between critical thinking skills and thinking styles sit not only in contributing to literature but also in its implication at the level of assessment and instruction along with at the level of academic and non-academic development. However, a dearth of studies which investigate the differences of thinking styles among Malaysian university students and its association to critical thinking skills are hardly documented.

1.2 Significance of Research

It is broadly known that examining the relationship between the two variables can be advantageous not only for students and academicians but also curriculum designers and the general public (Sternberg & Lubart, 1995; Zhang, 2003). By identifying the correlation between the two variables would contribute valuable information to academicians and authorities so that they can utilize suitable methods according to student's personal differences, in effort to enable them to inculcate critical thinking in students. By conducting this study, it is hoped that students will aware about the global market's needs and eventually they can take immediate actions in setting new strategies to develop their critical thinking skills by exploring the styles of their thinking.

1.3 Objectives of the Research

This study aims to investigate the predictive value of thinking styles on critical thinking skills among undergraduate students i.e. pre-service teachers of the Faculty Educational Studies, Universiti Putra Malaysia.

1.3.1 To profile thinking styles of undergraduate students.

1.3.2 To assess critical thinking skills of undergraduate students.

1.3.3 To investigate the significant associations in thinking styles between three level of critical thinking skills among undergraduate students.

1.3.4 To investigate whether the styles of thinking (judicial, executive and legislative) can predict critical thinking skills of undergraduate students.

2.0 RESEARCH METHODS

This section discusses sampling method, instruments, data collection and analysis of data.

2.1 Research Design

The goals of this study are to find out the relationship between thinking styles and attitude toward critical thinking styles among undergraduate students. To meet that goals researchers will use quantitative research method. This study is based on correlational study where researcher will use Statistical Package for the Social Sciences (SPSS) software to determine the prediction between the two variables.

2.2 Sample of Research

The respondents in the research will consist of undergraduate students in Faculty of Educational Studies of Universiti Putra Malaysia, Serdang in year 1 until year 4 who were selected by using simple random method. The sample is chose because of they are undergraduates and are preparing to be teachers. In the world today, the educators want the individuals approach the problems and matters and solve the problems creatively and as well as can utilize their critical thinking ability.

2.3 Instrument of Research

The researchers will use a survey as the instrument. Therefore, the questionnaire will be distributed among the participants. The questionnaire will be divided into two main parts which is Thinking Styles Inventory with 24 items that will measures three types of students' styles of thinking that includes the judicial, executive and legislative. Meanwhile the other part of questionnaire will be a questionnaire developed by Okan Sarigoz which uses five types of score which are "never, rarely, sometimes, often and always". 5 point Likert-type questionnaire make up of 21 questions which was developed by Okan Sarigoz . The main purpose researchers will be using this type of test is to assess the level of undergraduate students toward critical thinking skills.

2.4 Collection and Analysis of Data

The questionnaire will be divided into two parts as well. The three thinking styles in function's dimension will be proposed by using TSI (Sternberg & Wagner, 1992), a 24-item scale with eight questions targeting each style. The researchers will write the items in a random order. Individuals rate the item within each subscale from 1-7 indicating how well each statement which is 1 = not at all well and 7 = extremely well.

Other than that, for attitude toward critical thinking skills scale will be assessed using a questionnaire developed by Okan Sarigoz which uses five types of score which are "never, rarely, sometimes, often and always". Data analysis involve descriptive statistical and IBM SPSS Statistics software will be used. Data collection was conducted during students' leisure time in the faculty. In order to discover the associations between the variables, the regression and correlation analyses will be carried out.

3.0 EXPECTED RESULTS AND DISCUSSION

The purpose of this study is to discover the connection between thinking styles and critical thinking skills among International School Teachers. Our sample will be Primary teachers only. An expected finding

of this study will be diverse type of thinking style will result to a diverse level of critical thinking skills among the International Primary School Teachers.

From the expected findings, we can conclude that human's critical thinking skills were determined by their own thinking style. People with executive thinking style are known to follow established rules and look into problems faced by them in a very systematic way. By doing so, they are becoming more successful when they are given a very probable consequences set of facts, conditions, reasons or evidence to handle.

This is proven by the connection between executive thinking style and inference. Therefore, it becomes more difficult when executive thinking style people have to make evaluation and analysis. They need to identify the assumptions, reasons, claims and arguments. People need to have strong analytical, interpretation and explanatory skills to face the problems whereas this is not easy with an executive people. From the expected findings, we can also indicate that person with judicial thinking styles will have a good critical thinking skills. It is because a person with judicial thinking style tends to analyse and evaluating existing rules and procedures systematically and also they are more likely to critique the works of others. This is the evidence for the associations between judicial thinking styles with components of critical thinking skills.

Lastly, the expected findings also show that legislative person will be good in analysis and inference thinking skills and not in evaluation skill. It is because legislative person enjoys more creating their own rules of doing things and they prefer to come out with their own decision and solutions to solve problems they face. They will be basically determining how those elements will be interacting. Besides that, people legislative style of thinking is more likely to use inference when they provide suggestions and hypotheses. This shows that, there is a connection between legislative, analysis and inference thinking skills.

However, we must also be aware that people with legislative thinking don't always success in their evaluation skills. This is because, we can't always come out with our own solution or decision when we are solving a problem. A thorough plan of problem solving skills must be applied especially when another party is involved in the problem.

More studies should be carried out in a well planned manner with a complete explanations and the decision to be taken must be based on a very high evidence and rationality. This is the reason why there are no significant associations between legislative thinking style and evaluation thinking skills.

4.0 LIMITATIONS AND DIRECTIONS FOR FUTURE DIRECTIONS

There were some possible limitations in this study should be considered when generalizing these findings to others. This research is about the associations of thinking styles of students and their critical thinking skills among undergraduate students in faculty of education studies. However, due to time constraints, the researchers will only cover three subscale of function's thinking style dimension which are legislative, executive and judicial only. In addition, researchers will also investigate the associations between thinking styles and three level of critical thinking skills which are analysis, argument evaluation and inference. It is important to consider more dimension in thinking styles and level of critical thinking skills for future studies.

Furthermore, only 80 students will be used by the researcher for this project. They were selected via survey. The target group for this research paper is all undergraduate students of faculty of education studies in Universiti Putra Malaysia. It is possible that all types of studies being offered in the faculty should be included in the future study such like for master and PhD students, instead by using only undergraduate students.

5.0 CONCLUSION

In summary, there are some empirical evidences found in this study about the associations between thinking styles and critical thinking skills. The findings allow us to theorize that the critical thinking skills is determined by the thinking styles which are executive, judicial and legislative. Thus, from the findings it goes to show that the thinking styles variable can be a predictor for critical thinking skills of undergraduate

students. Also, we can conclude that there will be some thinking styles that may predict critical thinking skills but some may not at all.

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PREDICTING ACADEMIC ACHIEVEMENT OF PRE-SERVICE TEACHERS BASED ON CRITICAL THINKING DISPOSITIONS

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ABSTRACT

The aim of this research is to predict the significance between critical thinking disposition and academic achievement among pre-service teachers. The critical thinking disposition consists of seven elements of cognitive skills which are truth seeking, open mindedness, analyticity, systematicity, inquisitiveness, self-confidences and maturity as indicated by the Critical Thinking Disposition Inventory (CTDI). Data was analysed using IBM Statistics to gather descriptive data and analyse the inferential data through ANOVA. Further analyses are expected to show that there will be a relationship between each elements of critical thinking disposition and academic achievement of pre-service teachers. Based on review of past studies, it is expected that the ANOVA outcome will be significant for the seven elements of cognitive skills of thinking disposition. It is also be presumable that high critical thinking disposition among pre-service teachers could enhance their academic achievement.

KEYWORDS: critical thinking disposition, academic achievement, pre-service teachers

1.0 INTRODUCTION AND REVIEW OF RELATED LITERATURE

Higher education is one of important phases of education and it is significant for individuals' future directions. Thus, for achieved that, it is necessary for higher education students to be assisted. Academic achievement for student is an important based on education system in Malaysia. The role of education in schools and various levels is crucial for the quality of the education and achievement as an output that students reveal in aspect of chosen mission by the manner for accomplish the goal. Kızılhan (2011) stated that academic achievement as level of understanding and skills which students acquire in their learning. Kızılhan (2011) further declared that the factors of academic achievement initiate by the students themselves or their external, which the impact of academic achievement in may originate by critical thinking (Gülveren, 2007) or adaptation and attitudes of learners (Şeker, Çınar & Özkaya, 2004).

In addition, academic qualifications of the teachers also predicted as an indicators of professionalism and teachers potentiality. Since teachers as oriented to knowledge, thus teachers play an important role in developing the nation. Zulelawati & Zaini (2015) mentioned the nature of in teaching profession definitely requires teachers to have satisfied academic qualifications and attend training

programs before and during service. Teachers need to constantly dispose their thinking skills and knowledge in education as well as trying to apply in via teaching and learning

The challenges of nowadays teacher are also to enhanced students' mind and thinking which necessary for developing individuals towards dynamic, knowledgeable and competitive to meet the challenges of Vision 2020. This need is in line with the *Falsafah Pendidikan Negara* (FPN), which the focus of education development is in holistic aspects of intellectual, spiritual, emotional and physical. Thus, pre service teacher have a challenges to reaching the *Falsafah Pendidikan Negara* (FPN) as it is fundamental for teaching profession (Kahirool et. al, 2008). Pre service teachers also need to realize that teaching profession have special role in creating quality generation (Khairul Anuar, 2013). It started from the formation of excellence teacher and knowledge itself. Competent teachers developed if the teacher prepared to equip themselves with the skills, knowledge and tendency to have the thinking personality of a teacher (Zulelawati & Zaini, 2015).

The thinking disposition proposed with essential elements for productive educators especially and necessary for teacher self-adequacy. The disposition of thinking can be generate, grow and cultivate (Usher, Usher & Usher, 2003). There is an interest in disposition of thinking thus several idea to invent the expansions in one's disposition include creating an atmosphere that initiate the engagements and contribution, present the relevant understanding and knowledge and exploring own sense and interpretation. The three principles of learning circumstances are strategies to facilitate teacher and future teacher, to apply disposition in their individual projects, teaching and learning, courses, units and entire programs of study.

Thinking is the process in which a person tries to identify a problem and solve it according to the past experiences; thinking opens the way for further education. Accurate and effective thinking is a process in which the sense, memory, and imagination are in balance and these abilities focus on the goal. Critical thinking involves the process of conceptualizing, applying, analysing, synthesizing, and assessing information. These information's generated through observation, analysis, logical explanation and also reasoning (Mahin, Farzanah, Mahjoobah, & Abdolazim, 2015). According to Tapper (2004) and Barnett (1997), they stated that critical thinking is defined as the characteristic of student's in higher education. It also refers to the determination of whether to accept, decline or delay judgment (Moore & Parker, 2004) and the process of decision making (Ennis & Millman, 1985).

The challenges in education today requires future educators to perform beyond their knowledge capacity thus its vital for them to build up and boost the critical thinking skills, including the disposition of thinking, making judgements and solving problem (Miri, David & Uri, 2007). The rapid revolutions in education today requires the steadiness of future teachers in higher order thinking, decision making, reflectivity and critically thinking which is necessary for development of a quality teachers in the future.

The thinking disposition is actually on going with the learning process, by the curiosity, creativity, maturity in understanding, analytically and flexibility and pride in efforts. It is significant for pre-service teachers to understand the disposition of thinking as it is a significant for their learning performance and being effective teacher in future. By adapt and mastering these thinking skills, it helps in cultivating these characteristics in students and assists them to reach the disposition (Taylor & Wasicsko, 2000).

Teaching is not only transitory of information and knowledge to the students, there is beyond that. Teachers with critical thinking disposition are able to enhance their students' critical thinking practise (Evans, 2008; Fullan, 2001). Hence, it is necessary for teacher to models the critical thinking and encourage their students through knowledge sharing, competence, experiences, value and beliefs (Ironsides, 2006). Review by European Union (EU) Commission highlights the important for teachers to acquire high degree of thinking disposition as enduring their reflective, critical thinking and metacognition skills. To reach this quality, the future educators and pre-service teachers should be disclosed to the thinking disposition as well as discover their own critical thinking disposition.

Sufficient studies of thinking disposition are conducted in relationship with problem solving and academic achievement. The recent study by Ibrahim and Sinan (2015) expressed that the high levels of thinking disposition of teacher increased their achievement and vice versa. Although a number of studies has been conducted, this research attempt to focus on pre-service teachers in Malaysia. The teacher training programme and educational school has propose a several courses related to thinking skills as a complementary subject for educator professionalism, either in universities of Institute of Teacher Education. Indirectly, the pre-service teachers and future educators are exposed to and have an ideal thinking skills.

Our education today prepare students toward an excellent generation with the implementation in curriculum on higher order thinking skills (HOTs), beyond the role of regular education. So, it is essential to the future teacher to have a high critical thinking disposition for cultivating the thinking classroom on-going with HOTs curriculum in any subject specific. Thus, this study aim to identify the patterns of cognitive skills in disposition of pre-service teachers, the association between critical thinking disposition and academic achievement among pre-service teachers and also analyse the seven qualities in critical thinking disposition that is most significant on academic achievement of pre-service teachers.

1.1 Research Objectives

This study to be conducted with objectives as below:

To identify the patterns of cognitive skills in critical thinking disposition among pre-service teachers.

To analyse the significance different between each elements of critical thinking disposition and academic achievement among pre-service teachers.

To determine the elements of thinking disposition that is most significant on academic achievement of pre-service teachers.

1.2 Conceptual framework

The conceptual framework for this study is built with components of critical thinking disposition as independent variables and academic achievement as dependent variables as shown in Figure 1. The unit of independent variable, the critical thinking disposition comprise of seven cognitive skills of thinking disposition elements.

The second component is the dependent variable, which is CGPA as academic achievement which comprise of pre-service teachers' coursework, examination and practical teaching.

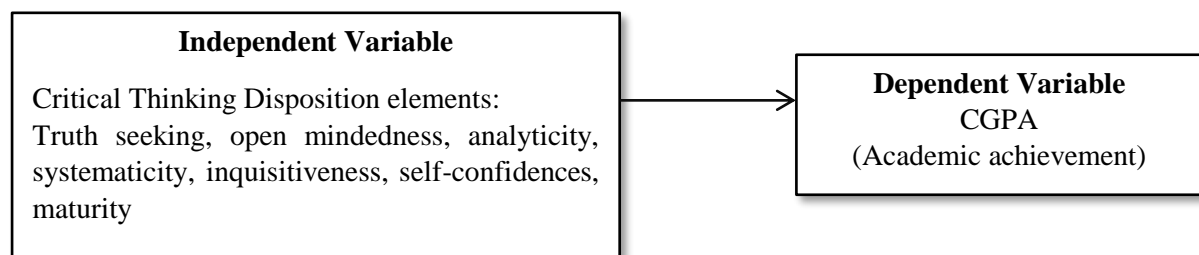


Figure 1. Conceptual framework

2.0 METHODS

2.1 Participants

This study will use a non-probability sampling which is purposive sampling by which the target samples will be chosen to meet the specific purpose of the study. The pre-service teachers are randomly

selected from any institutions that prepare future educators which are from public university, private university and Institute of Teacher Education (*Institut Pendidikan Guru IPG*). Estimation is around one hundred fifty pre-service teachers as respondents in the study.

2.2 Instrument

The Critical Thinking Disposition Inventory (CTDI) will be used in this study. This instrument was adapted from the California Critical Thinking Disposition Inventory (CCTDI). It is constructed to measure a individual consistency in exhibits the mind set of an ideal critical thinker. It consisted of 75 items which measuring seven elements of disposition such as truth-seeking, open-mindedness, analyticity, systematicity, inquisitiveness, self-confidence and maturity (Kokdemir, 2003). It is reported in study Ibrahim and Sinan (2015) the reliability of Cronbach alpha coefficient of the scale was .89, indicates it is highly reliable to be measured.

The researcher also include a question on a participant's demographic background such as field of study and latest CGPA. The CGPA is a measurement of pre-service teachers academic achievement consist of coursework, examination and practical teaching.

2.3 Procedures

The questionnaire will be distributed through paper and online. The researchers will briefly explain to participants in answering the questionnaire. Each participant needs to complete all the sections in the questionnaire. The forms will be collected by the given period. After collected and received the questionnaire, the next processes were carried out by analysing the data. All information of participants is private and confidential.

2.4 Data Analysis Procedures

Data or information obtained will be collected and processed in order to reach the findings and results of the study. IBM SPSS Statistics is use to analyse the data and information. The descriptive statistic will be run for classify pre-service teachers institutions, field of study, academic achievement and patterns of cognitive skills in critical thinking disposition among pre-service teachers and inferential statistics which is ANOVA for analysing the significant difference of critical thinking disposition and pre-service teachers academic achievements.

3.0 EXPECTED RESULTS

The results from the analysis of pre-service teachers dispositions of critical thinking and academic achievements is predicted to show a significant relationship between:

- i) Truth-seeking thinking disposition and academic achievement among pre-service teachers
- ii) Open-mindedness thinking disposition and academic achievement among pre-service teachers
- iii) Analyticity thinking disposition and academic achievement among pre-service teachers
- iv) Systematicity thinking disposition and academic achievement among pre-service teachers
- v) Inquisitiveness thinking disposition and academic achievement among pre-service teachers
- vi) Self-confidence thinking disposition and academic achievement among pre-service teachers
- vii) Maturity thinking disposition and academic achievement among pre-service teachers

The result also expected to reveal the high level of cognitive skills in critical thinking disposition of pre-service teachers and their patterns of thinking disposition. It also expected to illustrate which thinking disposition by teacher show the most significant with pre-service teachers' academic achievement

4.0 DISCUSSION

This study predicts the outcome to show that the seven elements of cognitive skills of thinking disposition which are truth seeking, open mindedness, analyticity, systematicity, inquisitiveness, self-confidences and maturity have a meaningful relationship towards pre-service teachers academic achievement.

Expectation of this study likely to show the positive and strong association of pre-service teachers academic achievement and critical thinking disposition. To summarize this, as mentioned by Ersoy (2014) that critical thinking dispositions are interrelated towards the achievement in education and it is meaningful for teachers' different important ways of skills regarding academic achievement, scientific processes skills and their responds to adapt with challenging circumstances. Similarly, the study done by Akbıyık (2002), Kökdemir (2003) and Gülveren (2007) shown that higher critical thinking disposition of students' cognitive skills did impact on their academically more successful. Consequently, it is believed that the students which can develop and have a strong skills of critical thinking disposition can be assumed to be more excellent in academically and performance and vice versa. Recently, the study conducted by Ibrahim and Sinan (2015) towards the teachers has declared that the levels of thinking disposition are in line with teacher achievement. However, there is a contradict result by Çevik's (2013) study, which the result showed that there is no connection between teacher's critical thinking disposition and achievement. This inconsistency of Çevik's (2013) study and recent researches because different sample in study.

However, this research towards pre-service teachers attempt to prove that pre-service teachers with higher critical thinking disposition in each element give an impacts on their coursework, examination and practical teaching as their academic achievements.

5.0 CONCLUSION

It is crucial for pre-service teachers to have and foster the ideal cognitive skills in critical thinking disposition as they are future educators that will deal with school-based field experience. The finding from this study, hope to open eyes of the future teachers to concern on their thinking disposition that it is an influential on their academic achievement which incorporate with the components of coursework, examinations and practical teaching. As a pre-service teachers are exposed to teacher professionalism complementary courses such as thinking skills and problem solving. So, it is expected the pre-service teachers to develop their thinking skills and have high critical thinking disposition which necessary as future educators.

The future teacher with strong cognitive skills in their critical thinking disposition indirectly can enhance and construct effective teaching and lesson, as well as encouragement on the skills and ability to design and implement lesson and instruction in significant manner. The teacher itself must be a great model in cultivating critical thinking disposition in teaching and learning to achieve the certain outcome. By result of this study, it is optimism that pre-service teachers, future educators and teachers to have a strong critical thinking disposition of the seven features which are truth-seeking, open-mindedness, analyticity, systematicity, inquisitiveness, self-confidence and maturity not only to achieve the good academic achievement and successful teaching and learning, but also to model the students' habit of thinking disposition in academic learning and real life learning in future.

Furthermore, the results from this study of relationship between critical thinking disposition and academic achievement among pre-service teachers hopes that people know the important of this study towards education nowadays on determining achievement and also performance. It also unearthed areas for further and new research. While, further research has been recommended in a variety of areas, outstanding is the need for additional work in identifying cognitive skills of critical thinking disposition that can be successfully developed for other courses too.

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LOGICAL THINKING PERFORMANCE IN DIFFERENT LEVELS OF MALAYSIAN AUTISTIC CHILDREN

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ABSTRACT

The aim of this study was to examine the overall performance of different levels of autistic children aged from 4- 8 years on a logical thinking test in the Malaysian context. The study was conducted at the National Autism Society of Malaysia (NASOM) center in Klang Lama. The instrument used in this study is the Logical Operations and Conservation (LOC) test developed by by Vianello and Marin (1997). ANOVA was used to compare the mean of LOC score and autism levels among the participants. The results revealed that there is a significant difference between LOC score and autism levels among the participants ($F(2,26) = 11.449, p = 0.000$). There is no significant difference between male ($M = 3.7500; SD = 3.7500$) and female ($M = 3.7500; SD = 8.66025$ children). This signifies that logical thinking ability among autistic children is not affected by their gender. The discussions and suggestions are discussed further in the article.

KEYWORDS: autism traits, logical thinking, Piagetian task, LOC test

1.0 INTRODUCTION AND REVIEW OF RELATED LITERATURE

Autism, which is a lifelong, complex developmental disability was defined by the following syndromes: (a) social withdrawal, (b) language retardation, (c) communication difficulties and (d) ritualistic or restricted behaviours (Dawson, Soulières, Gernsbacher & Mottron, 2007). Cognitive impairment identified to be a major characteristic of autism in which autistic individuals face difficulties in understanding abstract concepts, ambiguous ideas and integrating multiple contexts simultaneously (Frith, 1989). Ozonoff (1995) had attributed the cause of these impairments to prefrontal deficits in the brains of autistics. Researchers had also suggested that individuals with autism lack the ability to know about the mental states of self and others. According to Gopnik (1993), this ability referred as Theory of Mind usually starts to develop in typical children by the age of 4 years. It was discovered that a majority of autistic children were unable to understand that others may have beliefs, values and knowledge that were different from theirs (Leekam & Perner, 1991). Other scholars proposed that the deficit in "Theory of Mind" ability in autistic individuals also limits them to perform tasks that involves mental representation and requires ignoring overt perceptual information (Hughes & Russell, 1993).

With regards to cognitive development, Piaget's Theory of Cognitive Development was being studied and referred by many investigators. Piaget (1964) suggested that children move through four different stages of mental development. Sensorimotor stage happens during infancy where infants utilize their basic motor and sensory skill to acquire knowledge while exploring the world. At the Pre-operational

stage, the child matures their language ability, improves their memory and imagination. However, children in this stage think in an egocentric, illogical and non-reversible way. Next, Concrete-operational stage occurs during early adolescence. In this stage, children develop their intelligence through logical and systematic manipulation of symbols involving concrete objects. Egocentric thoughts gradually diminishing and replaced by operational thinking. Lastly, in the Formal-operational stage, adolescents show improvement in logical thinking and are capable to reason deductively as well as understanding abstract concepts. At this stage, adolescents are able to foresee several potential solutions to solve problems.

Several researchers used the Piagetian framework to study the cognitive development of autistic children (Lancy and Goldstein, 1982). Specifically, the Piagetian Conservation Task which involves 7 types of conservation namely number, length, liquid, mass, weight, area, and volume was applied to investigate the intellectual development of children with autism. The task aim to test a child's logical thinking ability, whether he or she is able to see that some properties are conserved after an item undergoes physical transformation in term of shape, size and etc. It also helps researchers to observe the stages of cognitive development the children pass through according to their ability to conserve. Based on the findings from Bettelheim's (1967) and Uzigiris and Hunt's (1975) studies, children with autism did not appear to have truly developed beyond the last stage of sensorimotor development. Ornitz (1971) also found out that autistic children show poor achievement in sensorimotor integration, leading to their linguistic incompetence.

Piagetian tasks have been extensively modified so as to gain insight into the cognitive development of a wider range of population such as children with learning difficulties (Braine 1959). One example of a modified Piagetian Task is the Logical Operation and Conservation (LOC) Test elaborated by Professor Renzo Vianello and collaborators (1997) in Italy. The procedures in the modified Piagetian task minimize the requirements for communication with the tester and increase the possibility that the child would stay focused and concentrate. The purpose of the test is to examine the intellectual performance of children with learning disorders or mental handicap.

The research problem that prompted us to conduct the present study is that the assumption that individuals with autism are cognitively retarded pervades the existing literature. A contradicting perspective was provided by Kanner (1943) such that the cognitive abilities of autistic children could be regarded as normal. According to Dawson et.al (2007), intelligence has been underestimated in autistics. Lancy & Goldstein (1982) also remarked that intelligence of children with autism might be masked by their communication and attentional deficits which interfere with the development and expression of intellectual abilities. Last but not least, Lovaas (1977), Risley & Wolf (1967) stated that autistic children are able to learn complex discriminations and develop communication skills through treatment programs.

Most previous studies on cognitive abilities used low-functioning mentally-impaired individuals with autism. Few studies were conducted on Asian autistic children and particularly, in the Malaysian context. As an effort to contribute to the existing literature, the present study aimed to investigate the intellectual abilities of autistic children to see whether they are cognitively impaired as suggested by most literature or otherwise. We attempted to achieve this objective by examining the overall performance of different levels of Malaysian autistic children on the Logical Operation and Conservation (LOC) Test. In relation to the objective, this study envisioned to respond to the subsequent questions:

1. What is the overall mean (SD) of LOC scores of different levels of Malaysian autistic children?
2. Is there a significant relationship between age and LOC scores of Malaysian autistic children?
3. Is there a significant relationship between level of autism and LOC scores of Malaysian autistic children?

Three hypotheses were developed in relation to the research questions. The first hypothesis is for each level of autism, children of older age will score higher than the younger age. Secondly, we hypothesized that mild autistic children would score higher on the LOC test than moderate and severe autistic children. Lastly, severity of autism is a determining factor in the LOC test performance as compared to age. This

means that a 4-year-old child with mild levels of autism is expected to score higher than a severe autistic 8-year-old child, despite his younger age.

2.0 METHODS

2.1 Sampling

This study included a non-probability sampling by which the participants were chosen to meet the specific purpose of the study. A total of 27 autistic participants consisting of 24 males and 3 females from the National Autism Society of Malaysia (NASOM) center in Klang Lama was involved. The levels of autism severity of these children ranged from mild, moderate to high. Among the participants, 11 were mild, 10 were moderate and 6 were high in autism severity. The participants' age ranged from 4 to 8 years. The family status and backgrounds of the participants were from middle to upper-middle class. Table 1.0 summarized the background information of the participants.

Table 1.0 : Background Information of Participant

AUTISM TRAITS	4 YEARS		5 YEARS		6 YEARS		7 YEARS		8 YEARS	
	M	F	M	F	M	F	M	F	M	F
HIGH	1	-	2	-	3	-	-	-	-	-
MODERATE	3	-	-	-	1	1	4	-	-	1
MILD	1	-	1	-	-	-	2	-	6	1

2.2 Instrument

The present study adopted a survey design. The Logical Operations and Conservation (LOC) test developed by Vianello and Marin (1997) was used as a survey instrument. The LOC test was inspired by the popular Piagetian tasks which is to be valid and reliable. The test consists of 4 areas of logical operations which are seriation, numeration, classification and conservation. A total of 24 test items was assigned to the participants in which each of the 4 areas consisted of 6 test items. Each item was assigned 1 point in case of success and 0 in case of failure. According to these scoring, the minimum score for the test is 0 and the maximum score is 24.

The anonymity and confidentiality of the participants were assured. The rules and regulations were explained by the NASOM center person incharge. Clear instructions were provided to the participating children prior to the completion of the LOC test. The participants were tested individually and an expected test time for each participant was about 30 minutes.

2.3 Procedures

Before the study was carried out, necessary permissions were obtained from the Head Quarter of NASOM. Informed consent was obtained from the NASOM authorities after the researchers explained the main purpose of the study. On the day of the visit, the person in charge of the NASOM center provided basic information about the center as well as the participants' background. The researchers asked permission to use an empty classroom in the center as a place for conducting the test. Three researchers were placed in the same room to conduct the LOC test. The aids and materials were prepared and set up before the test.

Each participant needed to enter the classroom individually and sat in front of one researcher. The researchers provided a brief explanation about the test in the beginning. 24 test items provided with the materials were conducted with the participants. Firstly, the participants had to complete tasks on seriation by arranging objects in order from the largest to the smallest or from the longest to the shortest. The 6 tasks on seriation used materials such as pictures of houses of different sizes and also rods of different lengths.

The second part of the LOC test is numeration. In this part, the researchers instructed the participants to count the objects given. The materials used in the 6 numeration tasks were bottles, glasses, red and blue counters, cut-out boys and sticks. The test items started from easy and the difficulty increased from task to task.

The third part of the test was classification where participants were asked to classify pictures or figures that were similar or have something alike. The researchers provided the participants with different geometrical figures of different shapes, colors and dimensions. The participants had to choose and arrange the geometrical figures in groups based on the instruction given by the researchers.

For the conservation part, the participants were required to determine whether an object remained with the same amount or changed in quantity (i.e., volume, mass) after adjustment of its shape, apparent size or container. The instrument used for these tasks were transparent glasses of same and different sizes, and also clays.

3.0 FINDINGS AND DISCUSSION

Research question 1: What is the overall mean (SD) of LOC scores of different levels of Malaysian autistic children?

The first objective of this study is to examine the overall performance of logical thinking ability among children of different autism levels. The findings below show the scores of the LOC test among autistic children in the NASOM center. They were given 24 tasks in total and the maximum score was 24 points. The overall mean score for the LOC test conducted on the participating autistic children is 3.89. A past study which used the same test on unautistic children recorded a mean score of 14.99. By comparing the results, it can be concluded that autistic children performed poorer than normal developing children in logical thinking tasks. Table 2.0 and 3.0 presented the LOC test scores of both groups of children.

Table 2.0: LOC score for Autistic Children

Total Children	27
Mean	3.8889
Std. Deviation	6.51232

Table 3.0: LOC score for Unautistic Children

Total Children	550
Mean	14.99
Std. Deviation	2.84

Research Question 2: Is there a significant relationship between age and LOC scores of Malaysian autistic children?

The second objective of this study is to identify the relationship between age and LOC test scores among autistic children. The tables below show the results.

Table 4.0: Age 4 and LOC scores

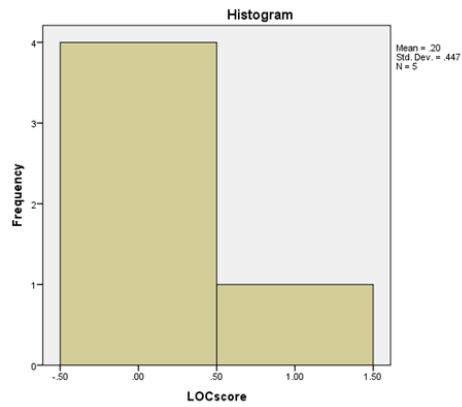


Table 5.0: Age 7 and LOC scores

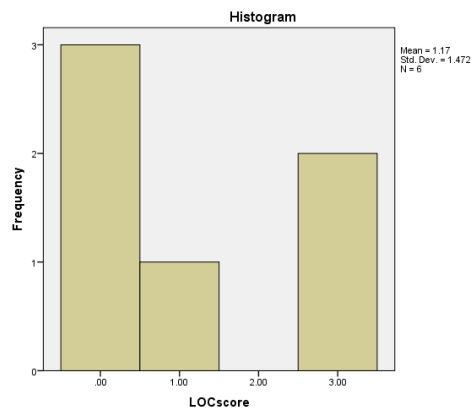


Table 6.0: Age 8 and LOC scores

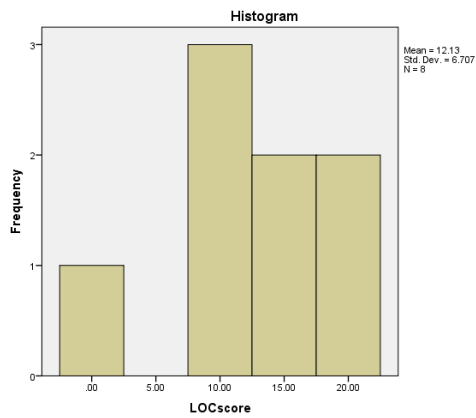


Table 7.0: Mean and standard deviation for LOC scores and Age

Age	Mean	Std. Deviation
4	.2000	.44721
5	0	0
6	0	0
7	1.1667	1.4720
8	12.1250	6.70687

Tables above show that the higher the age, the higher the LOC test scores among children with autism. This finding is parallel with our first hypothesis. Also, this fact is supported by Piaget's Developmental Theory which mentioned that at the pre-operational stage which occurs at the age of 2 to 7 years old, kids usually learn through pretend play but they are still struggling with logic. It is hard for them to take the point of view of others and this is referred as egocentrism. According to Piaget (1970), they also often have difficulties in understanding the idea of constancy and reversibility. This is proven by a research done by him. He took a lump of clay and divided it into two equal pieces. Then, one piece of clay was rolled into a ball and the other was flattened into a pancake shape. He let the child to choose one piece of clay to play with. Since the flattened-shaped clay looked larger, most of the pre-operational children chose that piece even though two of them were actually the same in size and weight (Piaget, 1970). The same situation also happened among the participating autistic children in this study and it follows Piaget's Rule of Development.

Table 8.0: Independent t-test for LOC result and their gender

Gender	N	Mean	SD	T	(df)	Significance
Male	24	3.7500	3.7500			
Female	3	3.7500	8.66025	-.308	25	0.761

According to the table above, there is no significance difference between male (M=3.7500; SD = 3.7500) and female (M=3.7500; SD = 8.66025). This signifies that logical thinking ability among autistic children is not affected by their gender.

Research Question 3: Is there a significant relationship between level of autism and LOC scores of Malaysian autistic children?

The third objective of this study is to identify the relationship between level of autism and LOC scores. The result shows that there is a significant difference between the two variables, agreeing that the level of autism affects the children's logical thinking abilities.

Table 9.0: Annova between Austim Level and LOC Scores among Autistic Children

ANOVA					
LOC scores					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	538.385	2	269.192	11.449	.000
Within Groups	564.282	24	23.512		
Total	1102.667	26			

Table 10.0: Post Hoc Tests between Austim Level and LOC Scores among Autistic Children

Multiple Comparisons						
Dependent Variable: LOC scores						
Scheffe						
(I) Autism	(J) Autism	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
mild	moderate	8.97273*	2.11863	.001	3.4457	14.4997
	high	9.27273*	2.46091	.004	2.8528	15.6926
moderate	mild	-8.97273*	2.11863	.001	-14.4997	-3.4457
	high	.30000	2.50396	.993	-6.2322	6.8322
high	mild	-9.27273*	2.46091	.004	-15.6926	-2.8528
	moderate	-.30000	2.50396	.993	-6.8322	6.2322

* The mean difference is significant at the 0.05 level.

Table 11.0: Descriptive Analysis of Autism Level and LOC Score

Austim Level	Mean	Std. Deviation
Mild	9.2727	7.45776
Moderate	.3000	.94868
High	0	0

An Analysis of Variance (ANOVA) was used to compare the mean of LOC scores and autism level among the participants. The results revealed that there is a significant difference between LOC scores and autism level ($F(2,26) = 11.449, p = 0.000$). A descriptive analysis was carried out to identify children of which level of autism scored higher in the LOC test. According to the descriptive analysis above, mild autistic children scored higher ($M = 9.2727; SD = 7.45776$) as compared to moderate autistic children ($M = 0.3000; SD = 0.94868$). Participants with a high level of autism severity scores nil ($M = 0, SD = 0$). This signifies that logical thinking performance among autistic children is affected by their level of autism. This finding is consistent with our second hypothesis. Below are the histograms of the LOC scores and the autism levels. There is no histogram for high level of autism as the participants scored 0 in all activities.

Figure 1: Histogram for mild autism level and LOC scores

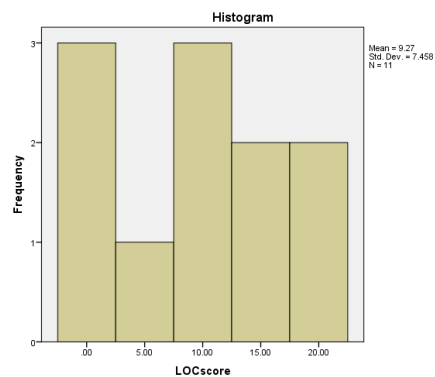
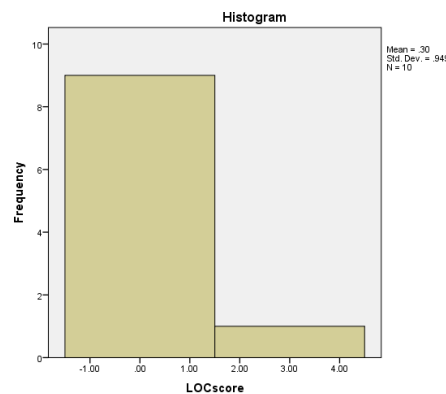


Figure 2: Histogram for moderate autism level and LOC scores



4.0 CONCLUSION AND SUGGESTION

This study had achieved the research objective and the findings had supported all of the hypotheses. Firstly, it was confirmed that autistic children of higher age performed better than younger children in the LOC test. The results also indicated that the level of autism affects the logical thinking ability of autistic children. Also, it was proven that the level of autism had a more profound effect on autistic children's logical thinking performance as compared to age.

Some limitations of the study were noted. The findings showed that there is no significant difference between gender and LOC test scores. This happened because the number of male and female participants in this study was imbalance (i.e., 24 males, 3 females). The female sample was not large enough to distinguish the relationship between the variables. As such, future research that involves larger samples with a balanced number of male and female participants is recommended. Furthermore, this study was conducted at the NASOM center in Klang Lama only. This restricted the generalizability of the findings. Besides, the study was conducted in one room with 3 researchers conducting the test at the same time. Future researchers are advised to locate only one tester in one room when carrying out the test to avoid distraction and maintain concentration of the participants. Lastly, as this study only included participants from 4-8 years old, additional research may involve participants aged from 9-13 years to further examine their intellectual development.

All in all, this study concluded that children with autism are cognitively-challenged as suggested by most literature. Nevertheless, every individual with autism is unique and should be treated equally as other children. A specific autism intervention plan, such as early diagnosis, treatment and special education should be tailored to cater different needs of autistic children. Parents, schools and the government are urged to support autistic individuals through constructive means to help them develop to their full potential and function in the society.

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SCHOOL CLIMATE, GENDER, AND BURNOUT AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN SELANGOR

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ABSTRACT

Teachers' welfare should be taken into consideration due to the rise in reported cases of mental illness among school teachers, which later lead to the wrong perception of teaching profession as the most stressful profession. Factors that contributed towards burnout among school teachers need to be found out. Previous studies that have been reviewed provided clearer understanding on the factors that have caused burnout among school teachers. This research is focusing in identifying the climate and burnout profile of public secondary school in Selangor and also to identify differences in burnout experience between male and female teachers. This research applied descriptive research design that involved 258 public secondary school teachers that have been selected from around Selangor. Instruments that have been used in measuring variables in this research are The Effective School Battery – Teacher Inventory (to measure school climate), Big Five Inventory (to measure personality types), and Copenhagen Burnout Inventory (to measure burnout). Research data was analyzed by using descriptive statistics. Analysis that has been done showed that most of the schools in Selangor are having positive school climate. In general, it can be seen that teachers are experiencing moderate burnout. In relation to gender, analysis that has been done showed that female teachers experience more burnout as compared to male teachers. Findings from this paper may be useful to increase the understanding on factors that contribute towards burnout among school teachers and for the development of future intervention that will help to reduce the occurrence of burnout among teachers.

KEYWORDS: School climate, Gender, Burnout, Big Five Personality, Copenhagen Burnout Inventory

1.0 INTRODUCTION

Other than being a doctor, teaching profession has been seen as a very noble profession among Malaysians. Despite being a very noble profession, teachers are quitting the profession earlier and the popularity of the profession has also decreased (Stokking, Leenders, de Jong, & van Tartwijk, 2003). This, according to Stokking, Leenders, de Jong, and van Tartwijk could be due to several reasons such as false expectations of teaching career and teaching career itself has becoming too demanding. As the name itself, teacher is an important figure that will help to build the nation by providing knowledges and values to help build the cognitive ability and attitude of the today's youth.

As time passed by, role of a teacher is no longer limited to merely teaching in the classroom. It has been extended way beyond teaching. Nowadays, teachers' tasks have included clerical works, numerous projects paper, which also include store keeping and maintenance. Other than that, changes in policy to accommodate current needs in education has also influenced the role of a teacher. Due to constant changes in policy, teachers' workload has also increased where teachers are no longer capable to focus on their main responsibility as a teacher, which they need to teach.

Due to abundance workload that a teacher needs to handle, including responsibilities towards family, more teachers are experiencing burnout (Kyriacou, 2001). According to a newspaper report by *Berita Harian* ("Pekerjaan paling stress di Malaysia," 2011), a research that has been done by Department of Community Health, National University of Malaysia Medical Centre on the most stressful occupation in Malaysia showed that profession as a teacher was on the fourth place on this list of the most stressful

occupation in Malaysia. However, this study did not highlighted on factors that could have caused teaching profession to be included in the list and this call for further research to be done. Teaching profession should not be a stressful career since it will affect the quality of education (Uline & Tschannen-Moran, 2008). Therefore, in avoiding unnecessary factors that could lead to burnout to get in the way of having a good quality education, research on the factors that could contribute to burnout should be carried out.

Other than that, another report by a Senior Consultant Psychiatrist at University Malaya Medical Centre revealed that 22,000 patients seek psychiatric treatment and 10% of the patients are among the teachers ("*Elak tekanan kerja melampau,*" 2012). Another newspaper report by *Utusan Melayu* exposed an alarming statistic where 530 teachers which represents 0.128% of teachers nationwide are suffering from mental illnesses ("*530 guru dikenalpasti berdepan masalah mental,*" 2012).

The aforementioned statistics left a question on what could have gone wrong with the teaching profession in Malaysia nowadays. Sharif (2009) stated that the occurrence of burnout among teachers could be due to school environment that is not healthy enough and trigger stressful condition to the teachers. Unhealthy environment could be caused by several factors such as the behaviour of the students in the school, the relationship between school administrators and teachers, as well as school facilities and physical condition of the school. Several studies that have been conducted showed that occupation as a teacher is among the most susceptible to burnout. For example, a research that was done by Kyriacou and Suttcliffe (1978) showed that a profession that has plenty of workload can contribute to the occurrence of burnout. As what have discussed earlier, current job specification of a teacher is no longer limited to teaching only. It has been expanded to a certain extend to accommodate the needs of the current education policies.

To ensure an efficient education, teachers' welfare and well-being has to be took care of. This is because, teachers that experienced burnout will no longer have the interest towards what s/he is doing and this will significantly affect students' academic performance (Cohen, McCabe, Michelli, & Pickeral, 2009). Therefore, current research intended to find out the school climate and burnout profiling of teachers teaching at public secondary schools in Selangor as well as to find out the difference of burnout level between male and female teachers of the selected population.

2.0 DEFINITION OF TEACHER BURNOUT

The term burnout was first discussed in the literature by two scholars, Freudenberger (1974) and the term, was further developed two years later by Maslach (1976) where Maslach and Jackson (1981) defined burnout as a condition where a particular individual that is experiencing burnout will encounter emotional tiredness, depersonalization, and reduced personal achievement. On the other hand, Freudenberger defined burnout as the effect of prolonged experience of negative stress. He added that, when a teacher is not able to control the effect of negative stress on him/herself, it will lead to the experience of burnout. In defining burnout, Schaufeli and Greenglass (2001) defined burnout as a condition of being physically, emotionally, and mentally exhausted due to prolonged engagement in work situations that are emotionally challenging for the teachers. Another famous scholar in burnout research, Shirom (1989) defined burnout as a combination of physical weariness, cognitive exhaustion, and emotional exhaustion.

Is burnout similar to stress? According to Smith, Segal, and Segal (2016), stress is a condition when there are too many pressures that demand a lot on individual physical and psychological energy. However, individuals that are stress still have the chance to feel better if they are able to control all the demands that are making them to feel stress. On the other hand, if an individual is experiencing burnout, s/he has the feeling that there is no positivity and escape on what s/he is experiencing at the moment. Other than that, those who are experiencing burnout often did not notice it when it happens.

3.0 THEORY OF TEACHER BURNOUT

Hobfoll and Freedy (1993) has introduced the application of Conservation of Resources Theory in reviewing burnout. This theory was previously used in studying stress and through thorough researches, Hobfoll and Freedy implemented this theory in their attempt to create a theory that can be a base in

illustrating relationship between burnout and mental and physical health. After the success implementation of the Conservation of Resources Theory in studying burnout, this theory has been widely used in research discussing on burnout among teachers.

Based on the Conservations of Resources Theory, the initial stage of burnout can be explained as the process of diverting an individual's energy in coping with work-related burnout as well as other matters that require the use of energy (Gorgievski & Hobfoll, 2008). However, the natural reaction of human being that wanted to have control over the stressful situation will cause negative impacts on them. As a result, an individual will feel disappointed on him/herself. The feeling of disappointment will destruct his/her emotion which later will lead to depression. Other than that, individuals that are experiencing burnout will start to become very defensive of themselves and are distrustful on their surrounding environment be it at the workplace or other places, depending on the type of burnout that the individual is experiencing.

According to this theory, when an individual is experiencing a loss in sources of energy, the body will react by giving signal that makes the individual to have the tendency to use energy that is stored. The energy that is stored is supposed to be used for other important tasks that will be handled later. The usage of stored energy will produce a negative consequence towards the individual where for instance, a teacher will experience lack of energy in doing other personal tasks unrelated to work when all of the energy, including the stored energy has been consumed in doing tasks related to work. The constant lack of energy in doing other tasks unrelated to work will have a negative effect on an individual which this will cause a person to experience burnout.

4.0 SOURCES OF BURNOUT

In the literature, there are a lot of factors that can cause burnout among teachers. According to Yong and Yue (2014) in their research of investigating the causes of burnout among secondary school teachers, they have highlighted several factors that can cause burnout among school teachers such as student factor, job factor, school organization factor that includes school climate, personal factor, and factors external to the school. Maslach and Leiter (2008) stated that different factors will cause different type of burnout where factors related to personal relationship will cause personal burnout and factors related to workplace or job scope will cause work-related burnout.

4.1 School Climate Factor

Generally, school climate is the culture of an organization that is seen from several aspects such as its' physical setting, people within the environment, relationships of people within the organization, dynamics of the group and also the behaviours of each of the individual in the setting (Kowalski & Reitzug, 1993). Since all of the mentioned aspects are those aspects that are not stagnant (e.g. teachers and students are changing), the climate of a school is something that can be changed or improved across time. Pioneer scholars in school climate provide the definition of school climate as the reflection of an individual's personality and how teachers are trying to achieve organization level of the school climate (Halpin & Croft, 1963). According to Moos (1976), school climate can be defined as the atmosphere, social environment, or character of the learning environment.

According to Juvonen, Le, Kaganoff, Augustine, and Constant (2004), it is crucial for a school to have a positive climate that it plays a significant role in determining the effectiveness of teaching and learning in that particular school. Other than that, a positive school climate is also important in ensuring that the physical condition as well as the school atmosphere is caring and supportive enough to promote a good mental health of the community inside the school (Cohen, McCabe, Michelli, & Pickeral, 2009). With regard to this statement, teachers are not excluded. Therefore, it can be said that a positive school climate will help in ensuring teachers to not experience burnout that is related to work and students; which this can be confirmed by further research that will investigate the relationship between school climate and the occurrence of burnout among school teachers.

Zakrzewski (2013) stated that if a school administrator is to deal with the issue of burnout among teachers, positive school climate will help to solve the issue. She has highlighted a few ways that can be done in order to maintain a positive school climate. According to her, there are three steps that can be followed in order to have a positive school climate. The first one is by constantly assessing the current climate of the school. By doing this, the school administrator will be promptly updated with the changes of the school climate before it get worsen. Secondly, Zakrzewski suggested that collaboration and shared vision will promote sense of belonging of an individual towards the institution. Lastly, the shared vision have to be worked out together in an enjoyable way. By doing this, it will help to lessen workload which could lead to work-related burnout.

4.2 Gender Factor

Among other demographic variables that were studied in a research, gender has been the most studied factor in psychology and education studies. According to Silverman (1993), most of the researches in the literature revealed that female teachers were more susceptible to experience burnout due to multiple roles as a teacher herself, as a mother and also as a wife.

In a research that was done by Purvanova and Muros (2010) in the United States of America, it was found out that both male and female are susceptible to burnout. However, the type of burnout that was experienced by male and female are different. Male respondents showed strong relationship with depersonalization while female respondents showed positive relationship with emotional burnout. Another research that was done by Antoniou, Polychroni, and Vlachakis (2006) in comparing the influence of gender on occupational stress and professional burnout between primary and high-school teachers in Greece revealed that female teachers experienced considerably higher burnout as compared to male teachers. Other than that, a research done by Hogan and McKnight (2007) also yielded the same finding where female teachers were found out to experience burnout more compared to male teachers. Research by Adekola (2009) showed that female teachers were also the group that scored high burnout level as compared to male teachers. However, a research that was done by Fang and Yan (2004) in China showed that the occurrence of burnout among male teachers is more severe as compared to female teachers. In Malaysia, Mukundan and Ahour (2011) has carried out a research in studying the occurrence of burnout among female teachers. It was found out that teachers in Malaysia experienced burnout with respect to several factors such as age and number of children.

Based on the above previous researches, it can be seen that both male and female teachers are susceptible to burnout. However, the occurrence of burnout is more common on female teachers as compared to male teachers. The aforementioned research also showed that burnout has no longer to do with the influence of gender. According to a research by Silverman (1993), most of the female teachers that participated in researches that have been done reported on high burnout level and he concluded that it could be due to their multiple roles as a mother, a teacher, and also a wife. However, male teachers also reported on the experience of burnout. Similarly, male teachers are also juggling their roles between a teacher, a father, and also a husband. With this, it can be said that the roles that a gender possess could significantly contribute to the occurrence of burnout.

5.0 METHODOLOGY

5.1 Population and Sample

Population for this research was among public secondary school teachers that teach at school in Selangor which consisted of 258 teachers. Population for this research consisted of male and female teachers which are not of an equal amount. Therefore, in order to achieve samples that were representative of the population (Oliver-Hoyo & Allen, 2006), stratified random sampling was used. Researcher has ensured an equivalent ratio of the gender in the population with the gender in the sample. Other than that,

this sampling technique ensured that the number of sample selected from each subgroup is sufficient to represent the subgroup.

5.2 Data Collection

258 questionnaires were distributed to teachers that have been selected earlier as the sample for this research. Respondents that participated in this research have been given a week to complete the questionnaire. 258 questionnaires have been returned to the researchers after a week.

5.3 Research Instrument

In measuring school climate, The Effective School Battery – Teacher Inventory (Gottfredson, 1999) has been used and Copenhagen Burnout Inventory (Kristensen, Borritz, Villadsen & Christensen, 2005) has been used to measure teachers’ burnout level. The Big Five Inventory by John and Srivastava (1999) was used to measure teachers’ personality type. Other than that, the questionnaire also consisted of demographic profiling of the respondents which consisted of questions such as gender, age, teaching experience, and education background.

5.4 Data Analysis

In this research, IBM SPSS statistics version 22 has been used to descriptively analyse the data collected from the respondents in order to answer the research questions.

6.0 FINDINGS

6.1 School Climate Profiling

Table 1. School Climate Profiling of Schools in Selangor

School Climate	Frequency	Percentage (%)
Positive	239	92.6
Negative	19	7.4

From Table 1, it can be seen that 92.6% (N = 239) teachers that participated in this study reported to have a positive school climate while the remaining 7.4% (N = 19) teachers reported to have a negative school climate. From the statistics, it shows that most of the secondary schools in Selangor are having a positive climate that is beneficial for teachers’ well-being.

6.2 Teacher Burnout Profiling

Table 2. Burnout Profiling of Secondary School Teachers in Selangor

Type of Burnout	Statistics	Burnout Level		
		Low	Moderate	High
Personal Burnout	Frequency	86	158	14
	Percentage (%)	33.3	61.2	5.4
Work-related Burnout	Frequency	61	180	17
	Percentage (%)	23.6	67.8	6.6
Student-related Burnout	Frequency	53	133	72
	Percentage (%)	20.5	51.6	27.9

In this study, burnout is categorized into three types which are personal burnout, work-related burnout, and student-related burnout. Based on Table 2, it can be generally seen that most of the secondary school teachers in Selangor are having moderate burnout. For personal burnout category, 5.4% (N = 14) teachers reported high burnout meanwhile 33.3% (N = 86) teachers reported low burnout. This can be seen that less teachers are having burnout due to personal matters. For work-related burnout, 6.6% (N = 17) teachers reported high burnout level and 23.6% (N = 61) teachers reported low burnout level. Next, 27.9% (N = 72) teachers reported high student-related burnout while 20.5% (N = 53) teachers described themselves as having low student-related burnout. However, if all types of burnout and its level are to be compared, the statistics showed that 67.8% (N = 180) of the teachers are having moderate burnout level for work-related burnout.

6.3 Gender and Burnout

Table 3. Gender and Personal Burnout

Variable			Burnout Level		
			Low	Moderate	High
Gender	Male	Frequency	12	28	3
		Percentage (%)	27.9	65.1	7
	Female	Frequency	74	130	11
		Percentage (%)	34.4	60.5	5.1
Total	Frequency	86	158	14	
	Percentage (%)	33.3	61.2	5.4	

From Table 3, it can be seen that 27.9% (N = 12) male teachers are having low personal burnout while 34.4% (N = 74) female teachers are having low personal burnout level. On the other hand, 7% (N = 3) male teachers are experiencing high personal burnout and 5.1% (N = 11) female teachers are experiencing high personal burnout. These statistics indicate that more female teachers are experiencing high level of personal burnout.

Table 4. Gender and Work-related Burnout

Variable			Burnout Level		
			Low	Moderate	High
Gender	Male	Frequency	12	26	5
		Percentage (%)	27.9	60.5	11.6
	Female	Frequency	49	154	12
		Percentage (%)	22.8	71.6	5.6
Total	Frequency	61	180	17	
	Percentage (%)	23.6	69.8	6.6	

Table 4 shows that 27.9% (N = 12) male teachers are having low work-related burnout while 22.8% (N = 49) female teachers are having low level of work-related burnout. Conversely, 11.6% (N = 5) male teachers are experiencing high work-related burnout and 5.6% (N = 12) female teachers are experiencing high work-related burnout. This shows that female teachers are experiencing higher work-related burnout as compared to male teachers.

Table 5. Gender and Student-related Burnout

Variable			Burnout Level		
			Low	Moderate	High
Gender	Male	Frequency	21	15	7
		Percentage (%)	48.8	34.9	16.3
	Female	Frequency	32	118	65
		Percentage (%)	14.9	54.9	30.2
Total	Frequency	53	133	72	
	Percentage (%)	20.5	51.6	27.9	

From Table 5, it can be seen that 48.8% (N = 21) male teachers are having low student-related burnout while 14.9% (N = 32) female teachers are having low level of student-related burnout. On the other hand, 16.3% (N = 7) male teachers are experiencing high student-related burnout and 30.2% (N = 65) female teachers are experiencing high student-related burnout which shows that female teachers are experiencing higher level of student-related burnout as compared to male teachers.

7.0 DISCUSSION AND SUGGESTION

The present study wanted to find out the climate profiles of secondary school in Selangor. School climate—by definition—is the culture of an organization that is seen from several aspects such as its’ physical setting, people within the environment, relationships of people within the organization, dynamics of the group and also the behaviors of each of the individual in the setting (Kowalski & Reitzug, 1993). Finding from this study has shown that most of the secondary school in Selangor are having a positive school climate. This finding will be useful to direct further research in identifying the relationship between school climate and burnout among school teachers where this study also indicates that teachers participated in this study are experiencing burnout (regardless of its level) though most of them reported to have a positive school climate. According to Kyriacou (2001), it is not necessary for teachers to be working at school with negative climate in order for them to experience burnout. Working at high performing school with positive climate could also cause them to experience burnout due to high expectation from administrators and parents as well as an abundance of task unrelated to teaching and learning. Therefore, further research should also consider on the type of school that the teacher teaches at in order to clearly outline the relationship between school climate and burnout among teachers.

In this study, the differences of burnout level between male and female teachers have been identified. From the finding, it can be seen that female teachers are experiencing higher burnout as compared to male teachers for all the three dimensions of burnout which are personal burnout, work-related burnout, and student-related burnout. This finding is aligned with finding from research that has been done by Hogan and McKnight (2007) where their research found out that female teachers experienced more burnout as compared to male teachers. According to Purvanova and Muros (2010), female tend to experience more burnout as compared to male is due to multiple roles that a modern female has to juggled. They have to take care of family and children while at the same time, they have to think of the never-ending workload they have to handle. Purvanova and Muros added that, though female are having higher tendency to experience burnout, attention should also be given to recognize the occurrence of burnout among male teachers to avoid them not receiving proper attention and care when they do experience burnout.

8.0 CONCLUSION

From the research that has been done, it is understood that gender influenced the occurrence of burnout where female teachers experienced greater burnout as compared to male teachers. Now, the focus needs to be shifted to how this understanding can help to reduce burnout phenomenon among public secondary school teachers. Such understanding will be helpful in developing standard and guidelines that

can be used in nurturing a healthy work environment as well as a healthy physical and mental. Nevertheless, there are still unsolved issues pertaining to the nature and sources of burnout among public secondary school teachers especially when it involves factors that are internal to the teachers such as teachers' personality and resilience. In combating the occurrence of burnout among teachers, the effectiveness of actions taken should be put into consideration as well. Further research should consider on the practice adopted by schools that can influence burnout among teachers so that it would be clear to school management how some organizational practice can be vulnerable towards teachers. Other than that, further research can also be done in identifying the relationship between school climate and burnout since finding from this research showed that burnout still occurred in school with positive climate. This research will be useful in identifying the best way to help teacher to reduce work-related stress that could lead to burnout.

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THE EFFECTS OF I-THINK GRAPHIC ORGANIZERS ON READING COMPREHENSION OF PRIMARY SCHOOLS STUDENTS IN SEREMBAN, NEGERI SEMBILAN

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ABSTRACT

The current research investigates how i-Think graphic organizers impacts on reading comprehension of primary school students. Participants were purposively assigned to aged 9 to aged 11 primary schools' students. The sample of this study was 264 primary schools students. This study was lasted for four weeks. Data were gathered through a questionnaire was analyzed quantitatively to indicate impact of i-Think graphic organizers in students' reading comprehension. The results suggest that i-Think graphic organizers can be effective apply in reading comprehension of learners of English as a second language.

KEYWORDS: i-Think graphic organizers, interests, perceived benefits, reading comprehension

1. INTRODUCTION

Reading comprehension is a highly interactive process between a text and a reader. The reader constructs meanings from the information on the printed page and retains the knowledge in the reader's head. It involves intentional thinking while constructing the meaning through interactions between text and reader. Carrell (2001) and Nation & Deweerdt (2001, as cited in Halim & Mariam Mohamed, 2011) stated that comprehension is one of the main issues in Malaysian primary schools. Hence, many of the students face they require higher readability and comprehension levels. Besides, due to the learners' lack of reading comprehension, other tasks like daily communication skill also becomes a challenge.

The Higher Order Thinking Skills (HOTS) concept was introduced by the transformation of the education curriculum in the Malaysia education Development Plan (PPPM) 2013-2025, in order to produce knowledgeable students who are able to think critically, creatively and innovatively to ensure that they can compete at the international level. It also creates the new generation which can resolve the problems and be adaptable knowledge to meet future challenges. Besides that, it would ensure that students are able to understand and apply the knowledge they have acquired instead of merely memorizing or rote learning facts to face examinations. Therefore, HOTS as an element in the curriculum which is preparing a HOTS standard from pre-school to Form Five. HOTS curriculum would be an effective pedagogy in the classroom based on the use of learning instruments such as i-Think. The i-Think programme is innovative ideas that using graphic organizers based on Bloom's Taxonomy. It promotes analytical, critical and creative thinking towards producing more expressive and self-lean students in the learning process. It aims to prepare the Malaysia's next generation to become knowledgeable and skilled individuals to adaptable the challenges of the 21st century. There are three main objectives of i-Think programme which are nurture and develop innovative human capital, raise thinking skills amongst children and equip the higher order thinking skills for future generations.

Graphic organizers are visual teaching tools that foster and encourage lifelong learning which helps teachers and students work smarter with enhanced communication between teachers and students, transforming the teaching process from a teacher-centric system into a student-centric system. Based on Paivio's (1990) study, he stated that 90 percent of information that attain one's brain through visual form.

Thus, graphic organizers attract students' attention and activate their thinking the natural way. Therefore, graphic organizers are visual tools representation of thinking that assist students to identify information structure. Graphic organizers clearly define cognitive skills link to dynamic visual representations to support the students eliminate the confusion and enable them to move from concrete to abstract concepts. It also drives the students to think with dept and apply their thinking to complex tasks directly. Students' comprehension of the text directly affected by lack of reading comprehension skills. Therefore, researcher focused the study on the specific reading comprehension through i-Think graphic organizers to determine how these are used by students.

Osborne (2010) identified that most of the students facing reading problem especially when they are unable to extract the meaning of every single word of a text and the general idea from the passage. The students struggle to comprehend the theme of the passage although they may be good at pronouncing and recognizing the words. Thus, they fail to identify the main idea of a reading while reading. According to Malaysian Education Blueprint 2013-2025, the Malaysia students have a deficiency in thinking and solving problems especially in analytical and critical thinking skills as they help them to evaluate the problem and to make good decisions. Even though, they are having a closed mind-set but they will not be able to accept feedback and learn from what others have to offer. In addition, they are not exposed to high standards and challenges and this cause them unable to cope with diversity. In addition, previous studies showed that teachers and students in Malaysia possessed the very low level of thinking skills. Previously, the students were taught merely learning, memorizing and absorbing information instead of enquiring minds to be innovative, analytical, and able to adapt to crisis, throw ideas, think out of the box and be able to solve problems. As a result, a program i-Think was launched and carried out in all the schools in Malaysian in 2014. i-Think is a program which utilizes eight types of thinking maps to enhance students' higher order thinking skills.

Specifically, the following objectives were addressed in this study:

1. To identify the level of students' interest and reading comprehension among primary schools' students.
2. To identify the level of students' perceived benefits and reading comprehension among primary schools' students.
3. To identify the differences in students' interests between male and female students.
4. To identify the differences in students' perceived benefits between male and female students.
5. To identify the differences in students' interests in i-Think graphic organizers among years.
6. To identify the differences in students' perceived benefits in i-Think graphic organizers among years.
7. To investigate the relationship between students' interests, students' perceived benefits and reading comprehension among primary schools' students.
8. To determine the unique predictors of reading comprehension among primary schools' students in Seremban, Negeri Sembilan.

2. LITERATURE REVIEW

Ellis (2004) defined that a graphic organizer (GO) is a simply graphical representation of text concepts that can help students to extract and construct the information from the text concepts and relate with other concepts. Moreover, the GOs' spatial arrangement enables the students to identify the missing information connect with one's thinking strategies. GOs used as a visual tool to illustrate students' prior knowledge about section of text or a topic that have been suitable to be used in classrooms. Meanwhile, Meyen (1996) justified that graphic organizers are "visual displays teachers use to organize information in a manner that makes the information easier to understand and learn". Furthermore, Ausubel (1960) suggested that GOs serve as a visual framework to help students and teachers to develop concepts, better understand subjects and apply information to achieve a variety of purpose and outcomes. Thus, GOs help students sort, simplify, show relationships, make meaning, and manage data quickly and easily (Crawford & Carnie, 2000). Kirylo and Millet (2000) justified that a GO can be encourages students to connect new

material to prior knowledge and to place information in clear manner. Also, it helps confused learners eliminate extraneous information from the texts.

Armbruster (1987) and Chang (2002) found that practices enhance learners' summarization abilities. Another study (Jiang and Grabe, 2007) showed the strong evidence for the effectiveness of GOs representing the extended text structures on improvement in comprehension of reading materials. Novak (1991) noted that GOs are used to represent the conceptual understanding of children. He also believed that GOs is not only one of the powerful learning tool but also as an evaluation tool. As a result, the students are encouraging to use meaningful-model learning patterns. Burdumy (2006) and Zmach (2007) also purposed using graphic organizers as multiple strategies to teach students to improve their reading comprehension including questioning, predicting and summarizing. Students can use graphic organizers to understand structures in a text and improve reading comprehension. The students' reading comprehension performance will improve significantly, perhaps by using graphic organizers in the classroom.

Students can use GOs to understand the structures of text and improve reading comprehension. Kirylo and Millet (2000) suggested that students want to become independent learner must understand the relation between the written and content of text of what is read. To achieve that connection, teachers must make planning, consideration and implementation to use GOs to enhance students' achievement and performance in reading comprehension (Eagen, 1999). Montelongo (2010) justified that graphic organizers capture the relationships between main ideas and supporting details of the text. Graphic organizers can help students recognize the different text structures through deconstructing and reconstructing paragraphs. Visual representation of graphic organizers help the learners organize their thoughts and allow them to organize their thinking skills in a more orderly manner (Miller, 2011).

3.0 METHODS

3.1 Sample

Participants included 264 students from two primary schools in Seremban, Negeri Sembilan. This study took place in the Year 3, Year 4 and Year 5 English Language classroom and lasted for 4 weeks. The research sampling method used in this study was a purposive sampling to obtain a result. For this research, students were directly involved in the assessment of reading were selected from Year 3 to Year 5 of primary school as the respondents. They were 66 females and 66 male students from each school were selected as a participant in this study. A sample of 84 students from Year 3, 84 students from Year 4 and 85 students from Year 5 was selected from population of 739 students in the schools. The age of students' range between 9 to 11 years of age.

3.2 Instruments

This study adopted an ex-post facto research design. This non-experimental design was chosen because the study involves comparison groups that already exist yet differ on the independent variable, which is not under the control of the researcher and cannot be manipulated (McMillan & Schumacher, 2001). A design of this study is a quantitative research design that consisted of a sample of 264 students (132 students from each primary school). To measure students' interest and perceived benefits on i-Think graphic organizers towards reading comprehension, a set of open-ended questions questionnaire was administered. The questionnaire is embedded in three main contexts: students' interests, students' perceived benefits and reading comprehension. The data collected from the respondents was analyzed using IBM Statistic technique in order to examine the value of Cronbach's Alpha for each of the research instrument. Table 1 below shows the Cronbach's Alpha realibility coefficient obtained in the pilot study.

Table 1: Values of Cronbach's Alpha Realibility Coefficient for Each Instrument

Section	Description	Cronbach's Alpha value
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B	Student's Interest on i-Think	.855
C	Perceived Benefits of using i-Think	.813
D	Reading Comprehension	.521

Hence, the reliability of the scales used in this study is considered acceptable and high.

3.3 Data Collection and Analysis

The data for this study were collected through a questionnaire. The questionnaire consisted 36 items. 12 items were presented to measure students' interests, 15 items were presented to measure students' perceived benefits and 9 items were presented to measure students' perceived benefits with a 5-point Likert-scale answer scale ranging from 1 (strongly disagree) to 5 (strongly agree). Data analysis involved descriptive statistical and inferential statistics conducted using IBM SPSS Statistics version 24. Descriptive results are reported using frequency, percentage, mean, variance and standard deviation. On the other hand, inferential statistics used in this study were independent sample t-test, ANOVA, Pearson correlation and multiple regression analysis. Data collection was conducted in two primary schools in Seremban, Negeri Sembilan.

4.0 RESULTS

4.1 Student's Interests on i-Think among Primary School Students

In this study, a total of 12 items was used to assess respondents' interests. Table 2 shows the mean and standard deviation of interests of the respondents as well as the frequency distribution of respondents' interest of using i-Think graphic organizers. The results of the study revealed that the mean of interest is 2.1304 with standard deviation of .56991. Thus, it indicated those primary schools' students in Seremban, Negeri Sembilan had moderate level of interests in using i-Think graphic organizers in promoting their reading comprehension. As presented in Table 2, majority of the respondents obtained moderate score in interests, which consisted of 82.6%. Moreover, there was 11% of the respondents obtained high score in interests. However, there was 6.4% of the respondents obtained low score in interests.

Table 2: Mean, Frequency and Standard Deviation of Interest

Variable	f	Percentage (%)	Mean	SD
Level of Interests			2.1304	.56991
Low (score 0 – 1.44)	17	6.4		
Moderate (score 1.45 – 2.88)	218	82.6		
High (score 2.89 – 4.33)	29	11.0		

4.2 Perceived Benefits among Primary Schools' Students

In this study, a total of 15 items was used to assess respondents' perceived benefits. Table 3 shows the mean and standard deviation of perceived benefits as well as the frequency distribution of respondents' level of perceived benefits. The results of the study revealed that the mean of perceived benefits is 2.0646 with standard deviation of .40382. Thus, it indicated that primary schools' students in Seremban, Negeri Sembilan had moderate level of perceived benefits in using i-Think graphic organizers in promoting their reading comprehension. As exhibited in Table 3, a large proportion of the respondents (92%) obtained moderate score in perceived benefits. However, there was 6.9% of the respondents obtained high score in perceived benefits. On the other hand, there was 1.1% of the respondent in this study obtained low score in perceived benefits.

Table 3: Mean, Frequency and Standard Deviation of Perceived Benefits

Variable	f	Percentage (%)	Mean	SD
Level of Perceived Benefits			2.0646	.40382
Low (score 0 – 1.36)	3	1.1		
Moderate (score 1.37 – 2.72)	243	92.0		
High (score 2.73 – 4.08)	18	6.9		

4.3 Gender Difference in Students' Interest

To identify the differences in students' interest between male and female students, independent sample t-test was performed to compare the mean of interests between genders. The results are displayed in Table 4.

Table 4: Result of interests by gender

Gender	N	Mean	SD	t	df	Significant (p)
Male	132	2.16	.596			
female	132	2.10	.543	.891	262	.774

The findings of the study showed that there was significant difference in interests between male ($M = 2.16$, $SD = .596$) and female students ($M = 2.10$, $SD = .543$; $t(262) = .891$, $p = .774 > .05$). As a result of null hypothesis 1 predicted that there is no significant difference in interests between male and female students, therefore, null hypothesis 1 was to be rejected. Thus, the results of this study revealed that there was gender difference in interests.

4.4 Gender Difference in Students' Perceived Benefits

To identify the differences in perceived benefits between male and female students, independent sample t-test was performed to compare the mean of perceived benefits between genders. The results are displayed in Table 5.

Table 5: Result of perceived benefits by gender

Gender	N	Mean	SD	t	df	Significant (p)
Male	132	2.11	.449			
female	132	2.02	.350	1.713	262	.432

The findings of the study showed that there was significant difference in perceived benefits between male ($M = 2.11$, $SD = .449$) and female students ($M = 2.02$, $SD = .350$; $t(262) = 1.713$, $p = .432 > .05$). As a result of null hypothesis 2 predicted that there is significant difference in perceived benefits between male and female students, therefore, null hypothesis 2 was to be rejected. Thus, the results of this study revealed that there was gender difference in perceived benefits.

4.5 Differences in Interests among Years

In order to identify the differences in interests among year, one-way ANOVA was conducted to compare the mean of interests by years. The results are presented in Table 6.

Table 6: Result of one-way ANOVA for interests by years (Three, Four and Five)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.693	2	6.847	24.913	.000
Within Groups	71.730	261	.275		
Total	85.423	263			

The results of this study showed that there was a significant differences in interests ($F(2,263) = 24.913, p = .000$) between Year Three, Year Four and Year Five students. As a result of null hypothesis 3 predicted that there is no significant difference in interest among years, therefore, null hypothesis 3 was to be rejected. Thus, it indicated that there were years (i.e., Three, Four and Five) differences in interests.

4.6 Differences in Perceived Benefits among Years

In order to identify the differences in perceived benefits among years, ANOVA was conducted to compare the mean of perceived benefits by years. The results are presented in Table 7.

Table 7: Result of one-way ANOVA for perceived benefits by years (Three, Four and Five)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.048	2	1.524	9.983	.000
Within Groups	39.840	261	.153		
Total	42.888	263			

The results of this study showed that there was a significant differences in perceived benefits ($F(2,263) = 9.983, p = .000$) between Year Three, Year Four and Year Five students. As a result of null hypothesis 4 predicted that there is no significant difference in perceived benefits among years, therefore, null hypothesis 4 was to be rejected. Thus, it indicated that there were years (i.e., Three, Four and Five) differences in perceived benefits.

4.7 Relationship between Students' Interests and Students' Perceived Benefits among Primary Schools' Students in Seremban, Negeri Sembilan.

The seventh objective of this study is to investigate the relationship between students' interests and students' perceived benefits and reading comprehension among primary schools' students in Seremban, Negeri Sembilan. In order to achieve the seventh objective, Pearson correlation coefficient was conducted to analyse the relationship between the two research variables. The results are shown in Table 8.

Table 8: Pearson correlation test for the relationship between students' interests and students' perceived benefits

	Students' Perceived Benefits	Correlation Interpretation
Students' Interests	.612	Moderate correlation

The results of this study showed that there was a moderate significant relationship between students' interests and students' perceived benefits ($r = .612, p = .000$). It indicated that there was a positive relationship and significant between students' interests and students' perceived benefits, therefore, null hypothesis 5 was accepted.

4.8 Predictor of Reading Comprehension among Primary Schools' Students in Seremban, Negeri Sembilan.

The eighth objective of this study is to determine the unique predictors of reading comprehension among primary schools' students in Seremban, Negeri Sembilan. In order to achieve the eighth objective, linear regression analysis was conducted.

Table 9: Regression Model of Reading Comprehension

Variable	Reading Comprehension		
	B	SE.B	Beta
Students' Interests	.434	.035	.612
R2		.374	
Adjusted F		.372	
		156.803***	

Note: * $p < .05$; ** $p < .01$; *** $p < .001$
 $F(1, 263) = 156.803, ***p < .000$

The results of this study showed that reading comprehension was significantly and positively predicted by students' interests. Students' interest significantly explained 37.4% of the variance in primary schools students' reading comprehension ($F_{1, 263} = 156.803, p = .000 < .05$). The results of the regression coefficient ($\beta = .434$), ($t = 12.522, p < .05$) showed a significant correlation between students' interests and reading comprehension was a significant linear regression. As a result of null hypothesis 6 predicted that there is no significant predictor of reading comprehension, therefore, null hypothesis 6 was rejected.

5.0 DISCUSSION AND CONCLUSIONS

The results of the study indicated that there was a significant difference in students' interests and perceived benefits between male and female students. Therefore, this proved that male students had higher reading comprehension than female students. Besides, the findings of this study showed that there was a significant difference in students' interests and perceived benefits between Year Three, Year Four and Year Five. Furthermore, the findings of the study revealed that there was a significant relationship between students' interests and perceived benefits. It was found to have a positive correlation with reading comprehension in this study. Additionally, the results of this study revealed that reading comprehension was found to be significantly and positively predicted by students' interests. This means that students' interests contributed to their reading behavior.

There were some possible limitations in this study should be considered when generalizing these findings to others. Firstly, the study populations were limited to primary schools' aged 9 to aged 11 (Year Three, Four and Five) students. It is possible that all ages of primary school's students get involved in the study. Secondly, type of primary schools was limited to Sekolah Jenis Kebangsaan Cina (SJKC). It is important to consider that different types of school such as Sekolah Kebangsaan (SK) and Sekolah Jenis Kebangsaan Tamil (SJKT) should be conducted in the study rather than in one type of primary schools. Lastly, the majority races of respondents were limited to Chinese and minority of Malay and Indian students. It is also possible that all different races of primary school's students participate in the study.

From the results of this study, it can be concluded that i-Think graphic organizers are effective to develop the students' reading comprehension. The use of i-Think graphic organizers with a group of primary schools students did have a significant positive impact on students' reading comprehension as well as on their interests and perceived benefits towards this skill. Moreover, there are some empirical evidences found in this study about effect of i-Think graphic organizers to students' reading comprehension. The findings allow us to theorize that the interests differences between the students (Year Three, Four and Five) in primary schools were influenced by the i-Think graphic organizers in reading comprehension. Thus, i-Think graphic organizers has an effect on how students perceived reading comprehension. However, majority of the students for primary schools achieved a moderate level of interests and perceived benefits towards i-Think graphic organizers in this study. Furthermore, the respondents' interests and perceived benefits towards reading have changed dramatically. The students started enjoy using graphic organizers on reading.

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PERILAKU INDIVIDUALISM TERHADAP AMALAN PENGHAKIMAN DAN MEMBUAT KEPUTUSAN DALAM KALANGAN PELAJAR SEKOLAH RENDAH DAN MENENGAH DI DAERAH SEREMBAN, NEGERI SEMBILAN

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ABSTRAK

Kajian ini bertujuan untuk mengenal pasti tahap perilaku individualism dalam kalangan pelajar sekolah rendah dan menengah, membandingkan perbezaan dalam amalan penghakiman dan membuat keputusan antara jantina, membandingkan perbezaan dalam amalan penghakiman dan membuat keputusan antara pelajar berbangsa Melayu dan Cina, membandingkan perbezaan dalam amalan penghakiman dan membuat keputusan antara pelajar sekolah rendah dan menengah dan mengkaji perkaitan perilaku individualism terhadap amalan penghakiman dan membuat keputusan dalam kalangan pelajar sekolah rendah dan menengah tersebut. Kajian ini telah dijalankan di dua buah sekolah daerah Seremban, Negeri Sembilan yang hanya melibatkan responden seramai 60 orang iaitu 30 orang pelajar yang berumur 9 dan 19 tahun sahaja. Metodologi kajian yang digunakan adalah kaedah deskriptif-korelasi. Oleh itu, borang soal selidik telah diedarkan kepada semua responden. Dapatan kajian menyatakan terdapat perkaitan perilaku individualism terhadap amalan penghakiman dan membuat keputusan.

KATA KUNCI: *Individualism, Amalan Penghakiman, Membuat Keputusan, Teori Rasional Terbatas*

1.0 PENDAHULUAN

Kemampuan seseorang manusia dalam amalan penghakiman dan membuat keputusan merupakan perkara penting dalam kehidupan manusia. Dalam hampir setiap hari, setiap manusia akan mengambil beberapa keputusan sama ada menggunakan pertimbangan yang wajar atau tidak. Sebagai contoh, ketika seseorang menentukan aktiviti fizikal, persekolahan, pekerjaan, perjumpaan bersama teman, kejayaan dalam pendidikan ataupun ketika ingin mendapatkan pekerjaan yang baik. Kesemua perkara tersebut dilakukan setelah mengambil kira kesan-kesan yang akan berlaku. Walau bagaimanapun, boleh dikatakan amat jarang seseorang itu mengambil sesuatu keputusan tersebut sebagai keputusan yang amat penting dan tidak semestinya muktamad dalam kehidupan mereka. Hal ini demikian kerana, mereka percaya bahawa seseorang itu boleh menukar fikiran mereka ketika membuat sebarang keputusan.

Sebaliknya, terdapat segelintir manusia yang cenderung mempunyai amalan penghakiman dan membuat keputusan yang hanya mendatangkan manfaat terhadap diri mereka sendiri tanpa memikirkan kesan ke atas orang lain. Ting-Toomey (1999) dan Triandis (1995) menyatakan bahawa individualism menekankan identiti, hak dan keperluan seseorang individu. Manusia yang mengamalkan individualism merupakan individu yang cenderung untuk memenuhi kehendak diri sendiri, keseronokan dan matlamat peribadi. Hal ini membuktikan bahawa individualism akan memberi kesan terhadap amalan penghakiman dan membuat keputusan seseorang manusia dalam beberapa keadaan (Triandis, 1995).

Pada dasarnya, amalan penghakiman mengambil kira beberapa perkara ketika membuat apa-apa keputusan dalam mana-mana keadaan tertentu. Amalan penghakiman itu berbeza daripada membuat keputusan yang rasional kerana ia tidak mengikut peraturan pentaakulan tetapi amat bergantung kepada pengalaman yang dimiliki oleh seseorang itu ketika membuat pilihan. Oleh itu, ia boleh dipelajari, diamalkan dan digunakan dalam mencipta peluang dan pilihan tanpa memusnahkan nilai dan asasnya. Keupayaan untuk membuat penghakiman yang baik boleh dipelajari secara praktikal dengan mengumpulkan seberapa banyak pengalaman dengan mengambil kira kesan yang wujud berdasarkan pilihan-pilihan yang telah dibuat.

Selain itu, keputusan yang lemah adalah disebabkan oleh kekurangan maklumat yang merupakan asas dalam amalan penghakiman. Andrey Glazov (1995) menyatakan bahawa tahap amalan penghakiman yang longgar dan kualiti sesuatu maklumat adalah berkait rapat dengan kualiti keputusan yang rendah dan mempunyai unsur-unsur heuristik yang dilakukan oleh seseorang manusia dalam membuat keputusan. Menurut Siegel dan Shim (2005), membuat keputusan adalah pilihan yang penuh makna yang terdiri daripada satu set alternatif dalam mencapai sesuatu matlamat tertentu.

Yang jelas, membuat keputusan adalah satu proses dan kemahiran yang penting dengan mengambil kira penyelesaian atau alternatif yang sistematik dalam menyelesaikan masalah atau ketika merancang untuk melaksanakan tindakan lanjutan bagi mengelakkan masalah yang sama berulang kembali. Dalam membuat keputusan yang rasional, terdapat satu proses yang sistematik yang terdiri daripada lima langkah penting. Proses pertama ialah kita perlu mengenal pasti apa masalah yang wujud. Kedua, kita perlu mengenal pasti semua alternatif yang mungkin untuk digunakan dalam menyelesaikan masalah tersebut. Ketiga, kita perlu memilih alternatif terbaik yang memberikan manfaat dan dapat menyelesaikan masalah. Keempat, dengan menggunakan alternatif yang dipilih, kita perlu melaksanakannya. Akhir sekali, kita perlu mendapatkan semua maklum balas sama ada alternatif yang sedang dilaksanakan telah berjaya menyelesaikan masalah tersebut.

Kami mendapati bahawa terdapat masalah dalam kalangan pelajar-pelajar sekolah ketika berhadapan dalam membuat keputusan. Mereka melengah-lengahkan dan amat sukar dalam membuat keputusan. Terutamanya, mereka berdepan dengan kesukaran untuk membuat penghakiman dan keputusan secara individu. Di sekolah, kebanyakan pelajar akan bergantung kepada guru-guru dan rakan-rakan mereka. Tambahan pula ketika berada di rumah, mereka turut bergantung kepada ibu bapa mereka dalam membantu mereka untuk membuat penghakiman dan keputusan bagi menyelesaikan masalah-masalah yang mereka hadapi. Kami sedar bahawa mereka kurang mempunyai keyakinan, pengetahuan dan strategi mengenai amalan penghakiman dan membuat keputusan dalam menyelesaikan masalah dan persoalan yang kompleks.

Teori Rasional Terbatas telah digunakan dalam kajian ini. Teori ini mentakrifkan bahawa seseorang yang menghadapi kesukaran dalam menyelesaikan masalah atau persoalan dan tidak mampu membuat keputusan adalah kerana mereka mengalami kekurangan maklumat dan keupayaan yang sepenuhnya. Oleh yang demikian, mereka berusaha untuk membuat keputusan yang rasional tetapi tahap kognitif mereka yang terhad akan menghalang mereka daripada membuat pilihan yang terbaik.

Selain daripada itu, sesetengah pelajar akan menggunakan pendekatan heuristik dalam membuat keputusan yang singkat ketika mereka tidak mampu mendapatkan maklumat yang mencukupi. Heuristik akan mengakibatkan amalan penghakiman dan membuat keputusan yang berat sebelah dalam sesuatu keadaan. Sehubungan dengan itu, dalam mencari alternatif baru dan penyelesaian yang terbaik bagi sesuatu masalah, pelajar tersebut perlu memandang serius perkara heuristik dan berat sebelah.

1.1 Objektif Kajian

- 1.1.1 Untuk mengenal pasti tahap perilaku individualism dalam kalangan pelajar sekolah rendah dan menengah.
- 1.1.2 Untuk membandingkan perbezaan dalam amalan penghakiman dan membuat keputusan antara jantina.

- 1.1.3 Untuk membandingkan perbezaan dalam amalan penghakiman dan membuat keputusan antara pelajar berbangsa Melayu dan Cina.
- 1.1.4 Untuk membandingkan perbezaan dalam amalan penghakiman dan membuat keputusan antara pelajar sekolah rendah dan menengah.
- 1.1.5 Untuk menentukan perkaitan antara perilaku individualism terhadap amalan penghakiman dan membuat keputusan dalam kalangan pelajar sekolah rendah dan menengah.

2.0 METODOLOGI KAJIAN

Bahagian ini membincangkan reka sampel kajian, instrumen kajian, cara mengumpulkan data dan cara menganalisis data.

2.1 Sampel Kajian

Responden kajian ini terdiri daripada 60 orang pelajar iaitu 30 orang pelajar sekolah rendah dan 30 orang pelajar sekolah menengah di daerah Seremban, Negeri Sembilan. Mereka terdiri daripada 30 orang pelajar lelaki dan 30 orang pelajar perempuan.

2.2 Instrumen Kajian

Reka bentuk kajian ini adalah kajian tinjauan. Bagi mengukur hubungan perilaku individualism terhadap amalan penghakiman dan membuat keputusan, satu set soalan terbuka telah ditadbir. Borang soal selidik tersebut terbahagi kepada tiga bahagian utama iaitu tahap perilaku individualism, amalan penghakiman dan membuat keputusan.

2.3 Pengumpulan dan Analisis Data

Data dalam kajian ini telah dikumpulkan dengan menggunakan borang soal selidik. Borang soal selidik tersebut mengandungi 51 item. 14 item tersebut adalah bertujuan mengukur tahap perilaku individualism dengan menggunakan Skala Likert 4 poin yang berskala daripada 1 (tidak semua tepat ke atas saya) hingga 4 (sangat tepat ke atas saya). 17 item seterusnya adalah bertujuan untuk mengukur amalan penghakiman dengan menggunakan Skala Likert 3 poin dengan berskala daripada 1 (tidak efektif) hingga 3 (efektif), sementara 20 item soalan seterusnya untuk mengukur amalan membuat keputusan dengan menggunakan Skala Likert 5 poin iaitu berskala daripada 1 (sangat bersetuju) hingga 5 (sangat tidak bersetuju). Data analisis melibatkan statistik berbentuk deskriptif yang menggunakan IBM Statistics versi 24.0. Pengumpulan data ini ditadbir di sekolah rendah dan sekolah menengah di daerah Seremban.

3.0 DAPATAN KAJIAN

Bab ini menerangkan keputusan dan analisis data berdasarkan tahap individualism, perbezaan dalam amalan penghakiman dan membuat keputusan di antara jantina, kaum, peringkat sekolah dan perkaitan tahap perilaku individualism terhadap amalan penghakiman dan membuat keputusan dalam kalangan pelajar sekolah di daerah Seremban, Negeri Sembilan.

3.1 Tahap Perilaku Individualism dalam Kalangan Pelajar Sekolah Rendah dan Sekolah Menengah

Jadual 1 menunjukkan min dan sisihan piawai tahap perilaku individualism dalam kalangan responden serta taburan kekerapan bagi tahap perilaku individualism responden. Keputusan kajian menunjukkan bahawa min tahap perilaku individualism adalah 1.967 dengan sisihan piawai .181. Oleh itu, ia menunjukkan bahawa pelajar-pelajar sekolah rendah dan menengah di Seremban, Negeri Sembilan

mempunyai tahap perilaku individualism yang sederhana. Seperti yang dinyatakan dalam Jadual 1, majoriti daripada responden memperoleh skor sederhana dalam perilaku individualism, yang terdiri daripada 96.7%. Selain itu, terdapat 3.3% daripada responden memperoleh skor rendah dalam tahap perilaku individualism. Walau bagaimanapun, tidak ada responden yang memperoleh skor tinggi dalam tahap perilaku individualism.

Jadual 1: Min, Frekuensi dan Sisihan Piawai bagi Tahap Perilaku Individualism

Pembolehubah	f	Peratusan(%)	Min	SP
Tahap Perilaku Individualism			1.9667	.18102
Rendah (skor 14-30)	2	3.3		
Sederhana(skor 31-44)	58	96.7		
Tinggi (skor 45-56)	-	-		

3.2 Perbezaan Jantina Dalam Membuat Keputusan

Untuk membandingkan perbezaan dalam membuat keputusan di antara pelajar lelaki dan perempuan, Ujian-t Sampel Bebas telah dilakukan untuk membandingkan min membuat keputusan antara jantina. Keputusan dipaparkan dalam Jadual 2.

Jadual 2: Membuat Keputusan Mengikut Jantina

Jantina	N	Min	SP	t	f	Signifikan (p)
Lelaki	30	2.94	.354	-.408	58	.685
Perempuan	30	2.99	.309			

Dapatan kajian menunjukkan bahawa tidak terdapat perbezaan yang signifikan dalam proses membuat keputusan di antara pelajar lelaki ($M = 2.94$, $SP = .354$) dan pelajar perempuan ($M = 2.99$, $SP = .309$ dan; $t(58) = -.408$, $p = .685 > .05$). Hipotesis nol 1 meramalkan bahawa tidak terdapat perbezaan yang signifikan dalam proses membuat keputusan di antara pelajar lelaki dan perempuan. Oleh itu, hipotesis nol 1 telah diterima. Sehubungan dengan itu, keputusan kajian ini menunjukkan bahawa tidak terdapat perbezaan jantina dalam membuat keputusan.

3.3 Perbezaan Jantina dalam Amalan Penghakiman

Untuk membandingkan perbezaan dalam amalan penghakiman di antara pelajar lelaki dan perempuan, Ujian-t Sampel Bebas telah dilakukan untuk membandingkan min amalan penghakiman antara jantina. Keputusan dipaparkan dalam Jadual 3.

Jadual 3: Amalan Penghakiman Mengikut Jantina

Jantina	N	Min	SP	t	f	Signifikan (p)
Lelaki	30	2.03	.219	1.550	58	.127
Perempuan	30	2.12	.241			

Dapatan kajian menunjukkan bahawa tidak terdapat perbezaan yang signifikan dalam proses membuat keputusan di antara pelajar lelaki ($M = 2.03$, $SP = .219$) dan pelajar perempuan ($M = 2.12$, $SP = .241$ dan; $t(58) = 1.550$, $p = .127 > .05$). Hipotesis nol 1 meramalkan bahawa tidak terdapat perbezaan

yang signifikan dalam amalan penghakiman di antara pelajar lelaki dan perempuan. Oleh itu, hipotesis nol 1 telah diterima. Sehubungan dengan itu, keputusan kajian ini menunjukkan bahawa tidak terdapat perbezaan jantina dalam amalan penghakiman.

3.4 Perbezaan Membuat Keputusan Mengikut Bangsa

Untuk membandingkan perbezaan dalam membuat keputusan di antara pelajar berbangsa Melayu dan Cina, Ujian-t Sampel Bebas telah dilakukan untuk membandingkan min dalam membuat keputusan mengikut bangsa. Keputusan dipaparkan dalam Jadual 4.

Jadual 4: Membuat Keputusan Mengikut Bangsa

Bangsa	N	Min	SP	t	f	Signifikan (p)
Melayu	30	2.94	.385	-.603	58	.549
Cina	30	2.99	.269			

Dapatan kajian menunjukkan bahawa tidak terdapat perbezaan yang signifikan dalam proses membuat keputusan di antara pelajar bangsa Melayu ($M = 2.94$, $SP = .385$) dan pelajar bangsa Cina ($M = 2.99$, $SP = .269$ dan; $t(58) = -.603$, $p = .549 > .05$). Hipotesis nol 2 meramalkan bahawa tidak terdapat perbezaan yang signifikan dalam proses membuat keputusan di antara pelajar bangsa Melayu dan Cina. Oleh itu, hipotesis nol 2 telah diterima. Sehubungan dengan itu, keputusan kajian ini menunjukkan bahawa tidak terdapat perbezaan bangsa dalam membuat keputusan.

3.5 Perbezaan Amalan Penghakiman Mengikut Bangsa

Untuk membandingkan perbezaan dalam amalan penghakiman di antara pelajar berbangsa Melayu dan Cina, Ujian-t Sampel Bebas telah dilakukan untuk membandingkan min amalan penghakiman mengikut bangsa. Keputusan dipaparkan dalam Jadual 5.

Jadual 5: Amalan Penghakiman Mengikut Bangsa

Bangsa	N	Min	SP	t	f	Signifikan (p)
Melayu	30	2.16	.217	3.024	58	.004
Cina	30	1.99	.220			

Dapatan kajian menunjukkan bahawa terdapat perbezaan yang signifikan dalam amalan penghakiman di antara pelajar bangsa Melayu ($M = 2.16$, $SP = .217$) dan pelajar bangsa Cina ($M = 1.99$, $SP = .220$ dan; $t(58) = 3.024$, $p = .004 < .05$). Hipotesis nol 2 meramalkan bahawa tidak terdapat perbezaan yang signifikan dalam amalan penghakiman di antara pelajar bangsa Melayu dan Cina. Oleh itu, hipotesis nol 2 telah ditolak. Sehubungan dengan itu, keputusan kajian ini menunjukkan bahawa terdapat perbezaan bangsa dalam amalan penghakiman iaitu pelajar berbangsa Melayu didapati dapat membuat penghakiman yang lebih baik berbanding pelajar berbangsa Cina.

3.6 Perbezaan Membuat Keputusan Mengikut Sekolah

Untuk membandingkan perbezaan dalam membuat keputusan di antara peringkat sekolah, Ujian-t Sampel Bebas telah dilakukan untuk membandingkan min dalam membuat keputusan mengikut peringkat sekolah. Keputusan dipaparkan dalam Jadual 6.

Jadual 6: Membuat Keputusan Mengikut Peringkat Sekolah

Peringkat Sekolah	N	Min	SP	t	f	Signifikan (p)
Rendah	30	3.00	.275			
				.799	58	.428
Menengah	30	2.93	.379			

Dapatan kajian menunjukkan bahawa tidak terdapat perbezaan yang signifikan dalam membuat keputusan di antara pelajar sekolah rendah ($M = 3.00$, $SP = .275$) dan pelajar sekolah menengah ($M = 2.93$, $SP = .379$ dan; $t(58) = .799$, $p = .428 > .05$). Hipotesis nol 3 meramalkan bahawa tidak terdapat perbezaan yang signifikan dalam membuat keputusan di antara pelajar sekolah rendah dan menengah. Oleh itu, hipotesis nol 3 telah diterima. Sehubungan dengan itu, keputusan kajian ini menunjukkan bahawa tidak terdapat perbezaan peringkat sekolah dalam membuat keputusan.

3.7 Perbezaan Amalan Penghakiman Mengikut Sekolah

Untuk membandingkan perbezaan dalam amalan penghakiman di antara peringkat sekolah, Ujian-t Sampel Bebas telah dilakukan untuk membandingkan min dalam amalan penghakiman mengikut peringkat sekolah. Keputusan dipaparkan dalam Jadual 7.

Jadual 7: Amalan Penghakiman Mengikut Peringkat Sekolah

Peringkat Sekolah	N	Min	SP	t	f	Signifikan (p)
Rendah	30	1.98	.213			
				3.611	58	.001
Menengah	30	2.17	.212			

Dapatan kajian menunjukkan bahawa terdapat perbezaan yang signifikan dalam amalan penghakiman di antara pelajar sekolah rendah ($M = 1.98$, $SP = .213$) dan pelajar sekolah menengah ($M = 2.17$, $SP = .212$ dan; $t(58) = 3.611$, $p = .001 < .05$). Hipotesis nol 3 meramalkan bahawa tidak terdapat perbezaan yang signifikan dalam amalan penghakiman di antara pelajar sekolah rendah dan menengah. Oleh itu, hipotesis nol 3 telah ditolak. Sehubungan dengan itu, keputusan kajian ini menunjukkan bahawa terdapat perbezaan dalam kalangan pelajar sekolah rendah dan menengah dalam amalan penghakiman iaitu pelajar sekolah menengah didapati dapat membuat penghakiman yang lebih baik berbanding pelajar sekolah rendah.

4.0 PERBINCANGAN

Tujuan kajian ini adalah untuk mengkaji bagaimana tahap perilaku individualism dapat memberi kesan terhadap amalan penghakiman dan membuat keputusan dalam kalangan pelajar sekolah rendah dan menengah. Berdasarkan hasil kajian, pengkaji mendapati bahawa tiada perbezaan yang ketara di antara pelajar lelaki dan perempuan dalam amalan penghakiman dan membuat keputusan. Oleh yang demikian, kajian telah membuktikan bahawa kemampuan dalam penghakiman dan membuat keputusan dalam kalangan pelajar perempuan di sekolah rendah dan menengah tidak berbeza berbanding pelajar lelaki di sekolah rendah dan menengah. Hal ini membuktikan sangkaan masyarakat luar terhadap kemampuan jantina perempuan yang sinonim dengan peribadi tidak berupaya membuat penghakiman dan membuat keputusan yang sewajarnya kerana cenderung dengan pengaruh emosi boleh disangkal. Hal ini juga membawa maksud bahawa pelajar perempuan didapati tidak cenderung untuk menjadi lebih individualism ketika mereka membuat amalan penghakiman dan membuat keputusan berbanding pelajar lelaki.

Selain itu, pelajar-pelajar berbangsa Melayu dan Cina tidak mempunyai apa-apa perbezaan dalam membuat keputusan. Kajian ini menunjukkan bahawa tidak ada perbezaan dalam bangsa ketika membuat

keputusan. Oleh itu, ia menunjukkan bahawa pelajar Melayu dan Cina tidak mempunyai banyak masalah dalam membuat keputusan di antara satu bangsa dengan bangsa lain. Hal ini juga membawa makna bahawa tiada etnik tertentu yang mempunyai perilaku individualism ketika mereka membuat keputusan. Tetapi, terdapat bukti yang jelas menunjukkan bahawa perbezaan di antara pelajar berbangsa Cina dan Melayu dalam amalan penghakiman. Kajian ini menunjukkan bahawa pelajar berbangsa Melayu amat ketara boleh membuat penghakiman yang lebih baik daripada pelajar berbangsa Cina. Ini juga bermakna bahawa pelajar Melayu adalah secara tidak langsung lebih cenderung mempunyai perilaku individualism ketika membuat penghakiman berbanding pelajar berbangsa Cina.

Sebaliknya, tidak terdapat perbezaan dalam peringkat sekolah dalam membuat keputusan. Walaupun masyarakat luar sering mempertikaikan kemampuan pelajar sekolah rendah dalam membuat keputusan yang disebabkan faktor usia yang masih muda, kajian ini membuktikan bahawa faktor umur bukan penghalang ketika membuat apa-apa keputusan. Namun, kajian ini telah mendapati bahawa pelajar sekolah menengah lebih mempunyai kemampuan dalam amalan penghakiman dan cenderung ke arah perilaku individualism berbanding pelajar sekolah rendah.

Tambahan pula, dapatan kajian menunjukkan bahawa amalan penghakiman itu cenderung kepada perilaku individualism. Ia menunjukkan bahawa individualism adalah peramal positif dalam amalan penghakiman. Ini bermakna bahawa semakin seseorang manusia itu berperilaku individualism, semakin mereka berupaya menyumbang kepada amalan penghakiman mereka. Walau bagaimanapun, hasil kajian ini menunjukkan bahawa kebanyakan pelajar cenderung berada pada tahap sederhana perilaku individualism. Jadi, ia juga akan menggambarkan kepada tahap sederhana dalam amalan penghakiman dan membuat keputusan.

5.0 BATASAN KAJIAN DAN KAJIAN LANJUTAN

Terdapat beberapa batasan dalam kajian ini yang perlu dipertimbangkan dalam membuat generalisasi penemuan kajian ini kepada pihak lain. Pertama, populasi kajian adalah terhad kepada pelajar sekolah rendah yang berumur 9 tahun dan pelajar sekolah menengah yang berumur 19 tahun. Ia adalah wajar sekiranya terdapat semua peringkat umur pelajar sekolah rendah dan pelajar sekolah menengah yang dilibatkan dalam kajian ini. Kedua, jenis sekolah rendah adalah terhad hanya kepada Sekolah Jenis Kebangsaan Cina (SJKC). Ia adalah penting untuk mempertimbangkan jenis sekolah yang berbeza seperti Sekolah Kebangsaan (SK) dan Sekolah Jenis Kebangsaan Tamil (SJKT) dan bukannya dalam satu jenis sekolah sahaja. Akhir sekali, bangsa responden juga terhad kepada pelajar-pelajar berbangsa Melayu dan Cina sahaja. Ia juga sepatutnya melibatkan kepelbagaian bangsa di sekolah tersebut.

6.0 KESIMPULAN

Secara ringkasnya, terdapat beberapa bukti empirikal yang ditemui dalam kajian ini tentang perkaitan perilaku individualism terhadap amalan penghakiman dan membuat keputusan dalam kalangan pelajar. Hasil kajian membolehkan kita untuk membuat teori bahawa perbezaan dalam amalan penghakiman di antara pelajar (pelajar Cina dan Melayu) dan sekolah (Sekolah Rendah dan Menengah) telah dipengaruhi oleh perilaku individualism. Oleh yang demikian, perilaku individualism mempunyai perkaitan ke atas bagaimana pelajar melihat amalan penghakiman dan membuat keputusan. Walau bagaimanapun, majoriti pelajar bagi kedua-dua buah sekolah ini telah mencapai tahap sederhana dalam perilaku individualism terhadap amalan penghakiman dan membuat keputusan.

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PREDICTING STUDENT ACADEMIC ACHIEVEMENT BASED ON DIFFERENT TYPES OF MINDSETS AMONG COLLEGE STUDENTS

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ABSTRACT

A common and maladaptive opinion is that only smart people can succeed with high CGPA. The purpose of this study was to determine the mindset status of bachelor level students in Universiti Putra Malaysia (UPM) and to investigate the differences between the types of mindset on gender, household income, parents' education level and CGPA. This study used questionnaires which adopted from Dweck, C.S. (2006) to measure fixed and growth mindsets to look at their associations to gender, SES, CGPA and also parents education levels of college students. The results suggested that there is a significant difference between the growth mindset in regard to gender, household income, parent's education level and CGPA. However, for the fixed mindset, the expected result seems to be contradicted as only parent's education level has a significant difference whereas the other variables do not bear any significance.

1.0 INTRODUCTION

How we perceive intelligence that is, whether students see their capabilities as fixed or growth - have an influence on student performance in the classroom (Dweck, 1986). Students who view their intelligence as fixed are discouraged mistakenly and come across roadblocks whereas learning. Opinion some students hold is that high CGPA are retained for the smart students and it is a capability that only a few of the students can do. This is typical of a fixed mindset, which can hold back students. On the other hand, students, who consider intelligence as growth a study from errors and view challenges as barriers to be overcome. The purpose of this research was to determine the degree student's mindset status in UPM and examine the relationship between types of mindset on household income, gender, CGPA, and education level of parents.

All subjects are a series of skills needing to be improved. Students need to get rid of themselves from the fixed mindset that high CGPA is a capability they either possess or do not possess and begin to be aware that with endeavor they can improve skills and grow that intelligence. For this cause, students ought to take a growth mindset of building their intelligence and improving skills. Studying is never completed; failures and challenges need to be hugged. According to Blazer (2011), growth in mindset is something that an individual has about an opinion in which his or her intelligence can shift, either positively or negatively, relying on education and endeavor. The fallacy that high CGPA is difficult likewise is connected with student's mindset in the study as well. The influence of mindset on student's achievement does not typically come out until academic troubles or students face challenges (Dweck, 2008; Blackwell et al., 2007). The mindset would be associated with the fact that they are not smart enough to get high CGPA. If students

have a fixed mindset and they would believe that high CGPA is very difficult. This is overstated with low academic performance (Dweck, 2008).

Students with growth mindset would not see high CGPA as difficult, but a skill to be acquired. Dweck (2008) stated that academic performance has the possibility to enhance if a student has the opinion that intelligence can increase by endeavoring. Besides, it is significant for the students to possess a growth mindset since it instructs them that there is no limit to their intelligence; it does not rely on basic qualities such as genes (Dweck, 1999). Intelligence depends on persistence and effort. Students' intelligence can increase or decrease rely on what they put into it (Dweck, 1999). Students' mindset has been discovered to affect their academic performance (Burns & Isbell, 2007; Murphy & Thomas, 2008; Jones et al., 2009). Students with growth mindsets substantially surpass their classmate who with fixed mindsets. Besides, instructing students to possess growth mindsets can result in considerable rises in their accomplishment grades (Atwood, 2010; Dweck, 2010b; Cury et al., 2008; Blackwell et al., 2007). Therefore, this project was aimed at the degree students in UPM to explore their opinion of intelligence and investigated the relationship between the types of mindset on household income, gender, CGPA, and education level of parents. The research questions of this study were as follows:

1. What is the mindset levels of bachelor degree student in UPM?
2. Does gender, household income, parents' education level and CGPA predict a certain types of mindset among UPM students?

In the following part, the authors will present a review of the literature and relevant research associated with this topic. Next, the authors will present the methodology and procedures used for data collection and analysis and then followed by an analysis of the data and presentation of the results. In the end, the authors will offer a summary and discussion of the findings, implications, and recommendations for future research.

2.0 LITERATURE REVIEW

2.1 Mindset

According to Jones et al (2009), every student is different and the way they think also different such as for high school student, most of them belief about their intelligence differently. Some of them think that intelligence is fixed and basically from their traits and some of them belief their intelligence based on their effort to gain something (Dweck, 1999). Dweck (1999) divided the mindsets into two views which are growth and fixed mindset and these views have been linked to the student's behavior. Individual with fixed mindset believe that their qualities are carved in stones and remain fundamentally unchanging throughout the life span. While for individual who are growth mindset believes that their basic qualities are malleable and can be improved through effort and learning (Carol Dweck, 2006). Student's achievement according to Dweck (2006) explained that direct result of intelligence view each individual student holds. Views of intelligence are clarified whether the students see the abilities as fixed or malleable and influence students' performance (Dweck, 1986). Students who see their intelligence as fixed, they are discouraged by mistakes and not willingly to put fully effort in learning process compared to students who have incremental views of intelligence (Dweck 2008). Both beliefs are still commonly held among the students due to the recent neuroscience research that show the brain's architecture continually adapt as we learn (OECD, 2007). This indicates that belief in a growth mindset is scientifically accurate and belief in a fixed mindset is a misconception.

2.2 Mindset and Academic Achievement

The students that have fixed mindset will avoid challenges, helpless and always think that effort is negative for them and also more likely to avoid learning new information (Dweck, 1999). Blackwell et al (2007) found that junior high school students who thought that their intelligence was growth quality that

could be developed through learning goals believes that working hard was necessary and effective in academic achievement. Besides that, student with growth mindset had more positive motivational beliefs and turned to increasing their grades (Dweck, 1999). According to the previous study, growth mindset has been linked to academic achievement, so that teachers have responsibility to change their students from fixed mindset to a growth mindset. Alpay and Ireson (2006) stated that from their study, changing mindset are the main keys to increase student performance and fulfillment. The researcher also found that students with growth mindset will appreciate the team works compared to student who are fixed mindset. The impact of the student's mindset does not emerge unless they face challenges or academic failure (Blackwell et al, Dweck, 2008). Besides that, the mindset also gives huge impact as they advance in the academic career. According to Miele and Molden (2010), the mindsets also influence their interpretation of processing when making decision judgments of ability. The researcher also mentioned that people who are fixed mindset have lower self-efficacy specifically when challenged while people who are growth mindset showed high level of self-efficacy when they handling task difficulty (Miele and Molden, 2010). As student move to advance science classroom, the amount of challenge are great and different subject matter because the students being asked about the understanding concept and go beyond the common sense. In addition, the students also need to decision making during experimentation process which sometimes differ from what student has previously done in the class.

Teachers play a big role in order to emphasize effort and progress in teaching and learning process because having a growth mindset is very important in terms of academic achievement and to support students where this type of mindset is encouraged them to give the very best performance to their academic achievements (Mueller and Dweck, 1998). This means that teacher has to find ways so that students will enjoy and understand the subject covered and focus more in the students' improvement throughout the task. The challenge will create in depth understanding at a deeper level of students and increase student's learning abilities (Dweck, 2010a). According to Dweck (2010a), it is importance for teacher to create a classroom culture with growth mindset so that can help students become more comfortable with the idea and slowly understand the benefits of having a growth mindset. Ones of the ways to having growth mindset is praising student for their effort and not their intelligence also can help students to change their mindset from fixed mindset to become students with growth mindset and automatically remove the idea that the student's ability is a talent compared to the ability to learn (Dweck, 2010b). Besides praising students, differentiation also a good way to acknowledge that not everyone is at the same level of ability and the important is the effort that students put is the important part. Different student have different difficulties with different topics and the purpose of teacher is to create task that challenge their student to improve the student when struggling subjects and topics to achieve goal of growth mindset (Dweck, 2010a). Labeling student will create negative expectation to student in learning process and decrease their level of self-efficacy. It is important not to label student as smart or slow because these label stay with the students and they will not make it as far as other students no matter how much amount of effort they put into the task. Label student as smart also may create the students overconfident and feel that they do not have to study hard and do not learn too much (Mueller and Dweck, 1998).

2.3 Change of Mindset

According to Blackwell et al (2007), students become ambitious when they realize that intelligence can be change through effort by telling and teaching them about how the brain learns and how intelligence is expendable. The researcher also found that teaching students to have growth mindset help the students to increase their grades and achievement test scores significantly. The teachers should provide task that challenge their students in a way where they do not fail and require them to put effort while doing their task and at this time teacher will evaluate the student's mindset whether they achieved the mastery of the task given. This automatically helps students to try new thing that is difficult or things that students has yet to be introduced to their studies. Besides student itself, the teacher also need to believe that intelligence is always growing instead thought that students cannot be changed. Teachers' belief helps students to increase their motivation toward learning process and increase academic achievement of student (Dweck, 1999).

3.0 METHODS

3.1 Research Design

According to Bless and Smith (1995), a research design is a planning of any research from the first step to the last step. It is a specification of the most adequate operation to be performed to test a specific hypothesis under a given condition. For this study, the survey is employed by means to gather the data in order to determine the relationship between the mindset and student academic achievements. The survey in this research is in term of questionnaires which categorized under quantitative methods where it is constructed in terms of testing theories and making prediction in an objective and value the free-way. This quantitative studies measure the significant difference between independent variables of fixed and growth mindset and the dependent variables which is students' academic achievements.

3.2 Sampling Technique

The sample comprised of undergraduate students from UPM. The student consists of different gender, ages, socioeconomic status (SES) and different level of parent education. The sample used is non-probability sampling which is purposive sampling. A purposive sample is used because during this study, it is very difficult to find the framework of sample from the groups.

3.3 Data Collection Procedure

In this study, the questionnaires method is used to collect data in order to identify the relationship between mindset and student's academic achievement. By using the questionnaires, the researcher can meet the respondents in person and it is less expensive compared to other method. It might be take around 20 minutes to complete the survey question. It is assumed that most of the students have an equal opportunity to be asked for participation. Justification for selecting UPM students is simple due to difference gender, ages, socioeconomic status (SES) and different level of parent education. The researcher prepared the instruments through reading of the questionnaires-checklist of other studies just to obtain some ideas.

3.4 Instruments

The instruments to be used for collecting data are the questionnaires-checklist. The questionnaires are referred from Dweck, C.S. (2006) *Mindset: The new psychology of success*. New York: Random House Inc. There are 20 items with 4 Likert scale start with strongly disagree, disagree, agree and strongly agree. The questionnaire is to measure fixed and growth mindset related to the gender, SES, CGPA and also parents' education levels.

4.0 EXPECTED RESULT AND DISCUSSION

Majority of the respondent is expected to fall under the types of growth mindset. There will be four categories of mindset which are strong growth mindset, growth mindset with some fixed ideas, fixed mindset with some growth idea and strong fixed mindset. The scoring is based on Dweck method of calculation. Every student is different and this is include with the way they think which is supported by the research done by Jones et al (2009).

The result is also expected to have a significant different between growth mindset with gender, household incomes, parents' education levels and CGPA. However, for the fixed mindset only parents' education levels is significant with growth mindset whereas the other demographic factors have no significant different. This result is supported by the Alpay and Ireson (2006) which stated that changing mindset are the main keys to increase student performance and fulfillment.

5.0 CONCLUSION

The purpose of this research is to determine if encouraging students to see their abilities as malleable improved their academic performance. Students with growth mindsets significantly outperformed their classmates who hold fixed mindset (Blackwell et al, 2007). Thus, this study will change student's belief that their abilities are fixed. The stronger the growth mindset, the higher the academic performance of the students. Every student has different ways of thinking and fixed mindset should be prevented so that they can appreciate their effort and embrace challenge in specifically in learning process.

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MALAYSIAN VERNACULAR SCHOOL TEACHERS' OPINION IN USING LANGUAGE OF THINKING IN TEACHING SCIENCE TO YOUNG LEARNERS IN PRIMARY 1

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ABSTRACT

Teaching the language of thinking is a subject that had gained much popularity as it concerns our future generation. This research reports preliminary reports on the investigation on school teachers' opinions in using the language of thinking to help young learners (Primary 1) in understanding teaching materials better. In this research, the concentration is on one specific group of teachers – Primary 1 Science teachers in Malaysia. Individual interviews of five Primary 1 Science school teachers from five different schools we conducted. The interviews started out in gathering information about awareness of the concept of 'language of thinking.' It was followed by simple explanation of the language of thinking. Interviewees were then asked if they think incorporating the language of thinking in their teaching could help their students in understanding the materials better. The results of the interview showed a zero score in the awareness of the concept 'language of thinking.' They all unanimously agreed that incorporating the language of teaching would help their learners in achieving better understanding of their teaching.

KEYWORDS: Language of Thinking, Teaching Material

1.0 INTRODUCTION

Language and thinking both has a very different meaning. Language is defined as the ability to acquire and use the acquired system to communicate. Thinking on the other hand, refers to mental activity that is not accessible via our five senses. Language is a very important tool as it enables us to express our thoughts, our emotions, and our ideas (Lennox, 2013). But would language be put to the best of use if there is no presence of thinking? Most likely not. Combination of both language and thinking, or better known as language of thinking is critical in producing intelligent and rational leaders of tomorrow.

According to Tishman, Perkins, & Jay (1995), language of thinking is the words used in a language that refer to mental processes and mental products. In other words, language of thinking is the words used to elicit more meaningful mental processes that will result in a more intelligent communication as a byproduct. Teaching the language of thinking can be achieved by using specific terminology, and posing critical questions in a classroom context (Costa, & Marzano, 1987). Language of thinking should be

exposed to children since young so that they would be able to guide and manage their own thinking (Tishman, Perkins, & Jay, 1995). A huge part of children's social environment is the school, and given the fact that social environment plays a very important role in nurturing a culture of thinking in children (Salmon, 2007), teaching of language of thinking should really start in school.

1.1 Problem Statement

Language of thinking plays a big role in helping students to develop their thinking skills. The usage of language of thinking in primary schools is sparse and most of the teachers are not aware of the importance of language of thinking. Students will be able to improve their thinking skills if they were thought on how to think (Black, 2005). When language of thinking is being recognized by the students, they will be able to think effectively, critically, creatively and coherently (Nickerson, 1994). The language of thinking shall be taught as early as primary school level. This is to enhance students' learning process specifically in Science subject. Science subject usually contains a lot of term or adjectives that can be used to inculcate the language of thinking. They are also required to think more critically using language of thinking during experiments. So this study is done to identify the awareness of language of thinking in primary Science teachers.

1.2 Research Objectives

In this study, the focus would be Malaysian Science teachers' opinions in using language of thinking to help young learners in understanding teaching materials better. Science teachers are picked as interviewees because Science is a subject where language of thinking could be used in almost every topic. Young learners in this study would be primary 1 learner as primary 1 is the first official school year for students in Malaysia. The objectives of this study are:

- 1) To explore Malaysian teachers' opinion on the awareness of 'language of thinking.'
- 2) To explore whether language of thinking would help young learners understand teaching materials better
- 3) To explore positive anticipated result to serve as inclusion of language of thinking across classrooms and schools in Malaysia

1.3 Research Questions

- 1) What is the Malaysian teachers' opinion on the awareness of 'language of thinking'?
- 2) Does language of thinking would help young learners understand teaching materials better?
- 3) Does positive anticipated result to serve as inclusion of language of thinking across classrooms and schools in Malaysia?

2.0 LITERATURE REVIEW

2.1 Language of Thinking

Studies in the past, and recent years advocate the importance of teaching the language of thinking to students and the benefit of it's application in daily life. Teaching the Language of teaching is defined as using specific terminology, pose critical questions, and as a process of creating new labels to structure perceptions (Costa. A.L, Marzano.R, 1987).

Chernikova, I. V. (2015) research in Evolutionary Approach to Understanding Language and Thinking revealed that language is understood as a tool of cognition, a sophisticated and special ability of the brain which manages communication signals and lead to specific way of thinking. The language and thinking are looked at as a factor for cognitive evolution and social evolution, and it was found that it brings on the new level of conceptualization, which is characterized but the levels of difficulty and recursive interaction with the environment.

Mantell, J. (2000) investigated how children use language as a tool for thinking in design and technology at key stage 2. The researcher has identified the characteristics of the language to be used as a tool through analysis of spoken and written language collected during the process of student doing their work. Language is looked at a purposeful tool which is used for particular purposes. Young children, have also learnt the use of language for variety of functions by the time they reach the age to enter school. For this research, the children were found able to express and present their ideas, make decision, judgments and to improvise during the process of learning design and technology.

2.1 Benefits of Language of Thinking

In a research by Filipovic (2016), it was clearly shows that language has impact on learner's thinking skills and pattern. The study linking to speaking in second language (English) but thinking in the first language (Spanish) is made and how the language - specific effect the participants were looked at. It was found that the use of language of thinking strategies in learner's first language significantly affect their usage of the newly learnt second language. In this research too, the findings stated that all second language speakers relied on their first language patterns in spite speaking only using the second language during the experiment.

Benner, Ralston, & Feuerborn, (2012) in "The Effect of the Language for Thinking Program on the Cognitive Processing and Social Adjustment of Students with Emotional and Behavioral Disorders" relates language with processing speed. Thus they adopted the language use as an intervention for students with emotional and behavioural disorders. During the post test, the authors found there are significant reductions on the child behaviour checklists, teacher's report form and also results from their other instruments used showed significant gains. Language has its impact on many level of cognition.

3.0 METHODS

3.1 Research Design

The study is a survey study done using interview research design. This study used a qualitative approach on the responses of a sample. The qualitative design was used to gain deeper understanding of respondents' opinions about teachers' awareness of teaching language of thinking. The respondents were chosen according to their background of teaching.

3.2 Participants

In this study, the purposive sampling was used where the respondents were chosen purposely based on the criterion selected to fulfil the aims of the study. For this study, the researchers chose five teachers that would be gathered at one specific group of teachers- Primary 1 Science teachers in Malaysia.

3.3 Instrument

In this qualitative study, the structured interview was used. Structured interview will help the researcher to go deeper upon the matter that the researchers would like to study. A set of questions were asked during the interview session. All of the interviews data were transcribed and analysed using manually coding system in Microsoft Word. The questions were referred based on previous study which were revised according to the purpose of this study.

3.4 Procedure

First, the questions were interviewed directly to the respondents and respondents were asked to answer briefly according to the questions given. The interview sessions were done in different time and

places for each respondent according to the respondent's leisure time and adequate place. The interviews started out by gathering information about awareness of the concept of 'language of thinking.' It was followed by simple explanation of the language of thinking. Interviewees were then asked if they think incorporating the language of thinking in their teaching could help their students in understanding the materials better. At the same time, all of the interviews were recorded for analysis.

3.5 Data Analysis

Data were recorded and collected from the interviews. All of the interview sessions were recorded and transcribed for analysis by using the coding processes. Coding process was done because it will be practical for the researcher to classify the data into specific categories and different term that is related to the study. The first phase was open coding where the researcher read the transcription frequently and figure out the ideas related to the study. Second step is axial coding where the researcher relates the first phase with the second phase to categorize the ideas into several categories. Then the last phase is, the phase for selective coding where the researcher will choose and identify the primary categories that is related to the aims of the study. The coding is manually typed on Microsoft Word to transcribe the collected data.

4.0 EXPECTED RESULTS

The expected result to be achieved is that all teachers would agree that using the language of thinking would help young learners (Primary 1) in understanding teaching materials better. The teachers' opinions on awareness of language of thinking were asked so that they are aware of the importance of language of thinking in order to enhance higher order language for thinking skills. This is especially true for early phase of learning process. Acquiring language of thinking at a younger age is easier and vital for their next phase of learning. Once the teachers were made aware about the importance of language of thinking, they will use them in their teaching experience and can easily understand students' personal levels in teaching the subject material to students. Student who was exposed to language of thinking will develop the ability to do effective decision making. They will also have variety of strategies in problem solving during learning process. Even if they are young, Tishman, Perkins, & Jay (1995) mentioned that they will adapt the skills and practice it in the learning process so long teachers educate them. Besides that, this study also wants to explore the teaching strategies that teacher use in order to promote language of thinking in classroom. The respondents are from five different schools and there should be different strategies used in the classrooms. The way they conduct their teaching methods would also be different. This can help to achieve positive anticipated result and serve as inclusion of language of thinking across classroom and schools in Malaysia. The result seems to imply that the respondent must focus on the benefits of using language of thinking in teaching Science subject for primary students for it to be successfully implemented. The respondents also perceive that through language of thinking, students would be able to gain in depth understanding of the subjects they were learning and apply what they have learned in real life. This process will maximize the outcomes of the student's learning experience as they would be able to achieve better result in their subject and perform well in learning process.

5.0 CONCLUSION AND DISCUSSION

As language of thinking is not innately born in human, it will be teacher's major responsibility to cultivate thinking among students where the language will be the best tool ever. Student's thinking can be cultivated and improved for them to better understand the teaching materials. The teachers have to emphasize thinking through explicit instructions and practices via languages in their classroom so that students learn to pose questions and challenges, being independent and come up with innovative and different ideas which is all about understanding towards teaching. Teachers should discover more teaching methodology regarding applying thinking via language in learning process not only to promote student's skill competency but more to cultivate their thinking. Therefore, teachers are expected to make changes in

their role as a cultivator of language of thinking throughout their teaching in classroom. Since cultivation of student's thinking needs a long period of time (lifetime process), teachers are required to measure students' understanding on the language of thinking at the beginning and at the end of teaching process to see the effectiveness of classroom implementation. It can be concluded that practices of language of thinking in teaching can cultivate thinking and strengthen understanding towards teaching materials.

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PERILAKU INOVASI KEUSAHAWANAN REMAJA SELANGOR

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ABSTRAK

Bidang keusahawanan semakin berkembang dan kreatif di seluruh dunia. Inovasi dalam keusahawanan boleh menjana ganjaran yang lumayan. Di Malaysia, usaha ke arah inovasi masih tidak banyak, kajian serta penyelidikan juga tidak memberangsangkan. Objektif kajian ini adalah untuk mengenalpasti tahap perilaku inovasi keusahawanan remaja sekolah di negeri Selangor. Kajian juga akan mengenalpasti adakah terdapat perbezaan tahap perilaku inovasi keusahawanan antara remaja sekolah yang mempelajari bidang Perdagangan dan bidang Sains. Kajian ini adalah berbentuk tinjauan dengan menggunakan soal selidik sebagai instrumen utama. Sebanyak 403 orang responden terlibat dalam kajian ini yang terdiri daripada remaja-remaja Tingkatan 4 daripada 10 buah sekolah menengah harian biasa di negeri Selangor. Kajian ini telah menggunakan 'The Innovative Behaviour Inventory' daripada kajian Lukeš, Stephan, and Černíková (2013). Analisis kajian menunjukkan min skor perilaku inovasi keusahawanan remaja sekolah secara keseluruhan berada pada tahap tinggi. Tidak terdapat perbezaan yang signifikan antara bidang perdagangan dan bidang sains bagi perilaku inovasi keusahawanan remaja dalam kajian ini. Beberapa cadangan diketengahkan dalam kajian ini sebagai lontaran idea untuk merealisasikan dan mewujudkan usahawan-usahawan yang berdaya saing serta berinovasi.

KATA KUNCI : Inovasi, keusahawanan, perilaku, perdagangan

1.0 PENGENALAN

Semenjak krisis kewangan Asia pada tahun 1997-1998, struktur ekonomi Malaysia tidak banyak berubah. Negara kita terperangkap dalam status negara berpendapatan sederhana sejak tahun 1992. Sehubungan itu, dalam RMKe-11 telah digariskan hasrat kerajaan untuk meningkatkan ekonomi dan menjadi ekonomi berpendapatan tinggi (RMKe-11). Untuk keluar daripada perangkap ekonomi yang membelenggu, modal insan bertaraf dunia, termasuklah usahawan perlu dibangunkan. Menurut laporan Model Baru Ekonomi (MBE), ganjaran yang lumayan boleh dihasilkan melalui inovasi dalam keusahawanan.

Laporan dalam Pelan Pembangunan Pendidikan Malaysia (Pendidikan Tinggi) 2015–2025 (PPPM (PT)) 2015, menyatakan bahawa kebanyakan graduan juga tidak berminat menceburi bidang keusahawanan. Hanya 2% sahaja daripada graduan negara bekerja sendiri atau menjalankan perniagaan mereka sendiri. Lebih malang lagi, pada tahun 2013, 45% daripada graduan ini berpendapatan hanya di bawah RM 1,500 sebulan. Selain itu, 58% daripada rakyat Malaysia berpendapat bahawa keusahawanan bukanlah pilihan kerjaya yang baik (KPM, 2015). Satu kerugian besar jika rakyat Malaysia terutama golongan muda tidak menceburi bidang keusahawanan, kerana banyak perbincangan telah mempersetujui bahawa setiap individu perlu didedahkan kepada program pembangunan dan latihan keusahawanan (Gibb 2012) kerana didapati graduan pilihan keusahawanan tiga kali ganda lebih berminat memulakan perniagaan sendiri, graduan ini tiga kali ganda lebih berminat menjadi majikan, mempunyai pendapatan 27% lebih

tinggi, memiliki asset 62% lebih tinggi daripada graduan lain, dan lebih berpuas hati dengan pekerjaan mereka (Vanevenhoven & Liguori, 2013).

Dari segi perkembangan inovasi, menurut laporan Global Innovation Index (GII) tahun 2015, inovasi keseluruhan Malaysia untuk tahun 2014 tidak banyak berubah dan berada di kedudukan ke 32, manakala negara jiran Singapura di tempat ke 7. Dari segi kecekapan inovasi, kedudukan negara kita menurun daripada kedudukan ke 52 pada tahun 2013, kepada kedudukan ke 72 pada tahun 2014. Negara Vietnam dan Indonesia mendahului negara kita dengan masing-masing berada di kedudukan ke 9 dan ke 42 bagi kecekapan inovasi (Dutta, Lanvin, & Wunsch-Vincent, 2015). Menurut Rasiah (2015), punca ketidakcekapan inovasi negara kita adalah kerana aktiviti-aktiviti berasaskan pengetahuan, pekerja kurang pengetahuan, kurang hubungan inovasi antara institusi pendidikan dengan industri, dan terlalu bergantung kepada pengetahuan teknologi yang diimport (Rasiah & Yap, 2015). Tahap inovasi negara kita perlu ditingkatkan dalam semua aspek seperti perniagaan, infrastruktur, pelaburan, dan terutamanya inovasi dalam pendidikan.

Tajuk ini penting untuk dikaji kerana program pendidikan keusahawanan yang dilaksanakan di sekolah menengah sepatutnya dapat diukur pencapaiannya (Fayolle & Gailly, 2013). Kesan program pendidikan keusahawanan terhadap perilaku inovasi keusahawanan pelajar-pelajar remaja boleh dikaji dan boleh diukur. Inovasi dalam keusahawanan adalah penting bagi menghasilkan usahawan muda yang kreatif, inovatif dan berdaya saing di peringkat global. Perilaku inovasi keusahawanan remaja amat perlu dikaji kerana mereka ini adalah corak masa hadapan keusahawanan dan ekonomi negara kita. Hasil kajian ini akan memberi maklumat tentang tahap perilaku inovasi keusahawanan bagi pelajar remaja bidang perdagangan dan bidang sains pada masa kini, seterusnya cadangan-cadangan yang sesuai boleh dibangkitkan bagi mengatasi segala kelemahan yang sedia ada.

Oleh itu, kajian ini akan membincangkan tentang perilaku inovasi keusahawanan remaja masa kini di seluruh negeri Selangor. Remaja di negeri Selangor dipilih kerana negeri ini adalah antara negeri yang kaya dan menyumbang 23% kepada pendapatan ekonomi Malaysia. Antara misi Pebadanan Kemajuan Negeri Selangor (PKNS) ialah untuk membentuk persekitaran kehidupan yang vibran dan lestari melalui inovasi berterusan. Kerajaan negeri Selangor juga sentiasa mempertingkatkan keberkesanan pelaksanaan program keusahawanan yang bertujuan mewujudkan Masyarakat Perdagangan dan Perindustrian Bumiputera (MPPB) yang berdaya maju, berdaya saing dan berdaya tahan (Selangor, 2016). Selangor adalah pilihan yang tepat untuk kajian ini kerana negeri ini menyokong pembangunan keusahawanan dan menggalakkan inovasi yang berterusan.

2.0 TINJAUAN LITERATUR

2.1.1 Konsep Perilaku Inovasi Keusahawanan

Baumol (2010) mendefinisikan keusahawanan sebagai seseorang yang menubuhkan perniagaan baru dalam pelbagai bidang, sama ada dalam bidang perniagaan yang baru atau dalam bidang perniagaan yang telah sedia wujud. Menurut Baumol, dalam realiti dunia perniagaan, kebanyakan usahawan adalah '*replicative*' kerana menceburi bidang perniagaan yang sama dengan perniagaan yang telah sedia wujud. Perilaku inovasi keusahawanan didefinisikan Baumol sebagai perilaku usahawan yang usaha mereka adalah mencari idea baru dan menjadikan idea tersebut sebagai satu output. Menurut Baumol lagi, usahawan yang berinovasi perlu memimpin dan memberi inspirasi bahawa apa yang dipraktikkan hari ini tidak mencukupi untuk hari esok (Baumol, 2010). Konsep perilaku inovasi keusahawanan Baumol adalah penting untuk kajian ini supaya maksud sebenar perilaku inovasi keusahawanan dapat didefinisikan dengan jelas sebelum kajian dilaksanakan. Jelas ditekankan perilaku inovasi keusahawanan mestilah melibatkan idea baru yang boleh direalisasikan.

Menurut Lukes (2009) inovasi keusahawanan adalah proses penciptaan atau pelaksanaan idea baru dan usaha seterusnya untuk membangunkan model baru, produk, perkhidmatan, proses atau perniagaan dengan nilai tambah yang dijangka untuk pengguna yang berpotensi (Lukes, Stephan, & Cernikova, 2009).

Konsep perilaku inovasi keusahawanan Lukes penting bagi kajian ini kerana kajian ini menggunakan instrumen soal selidik yang dibangunkan Lukes sebagai instrumen kajian.

2.1.2 Teori Inovasi dan Pertumbuhan Ekonomi Schumpeter

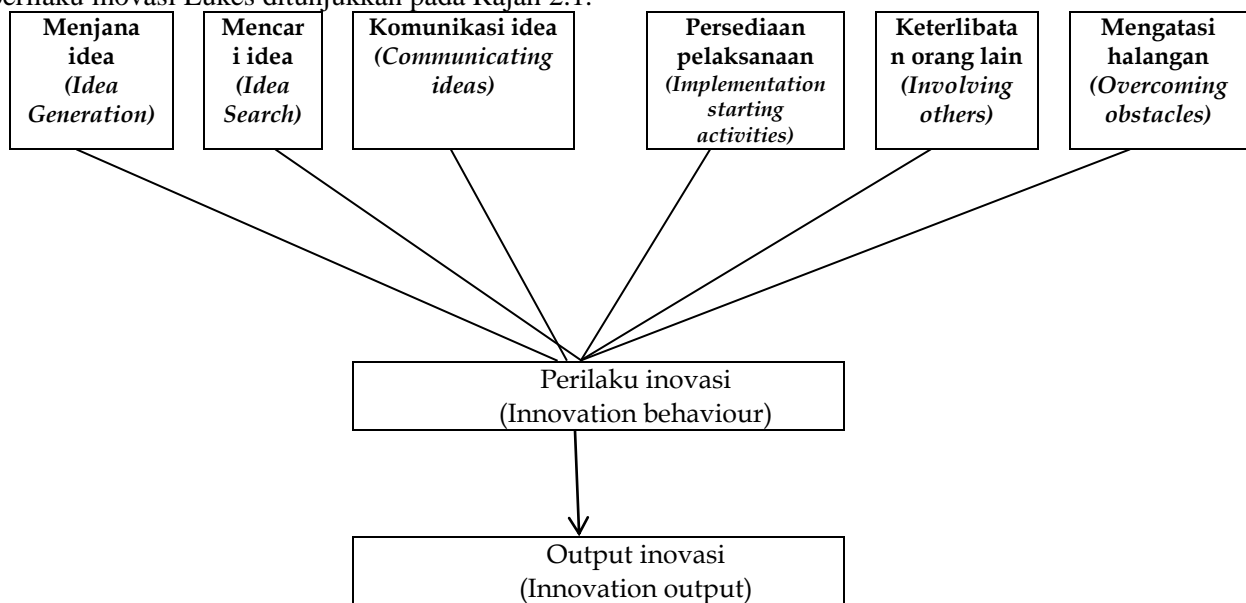
Joseph Alois Schumpeter pertama kali mengemukakan teori pertumbuhan ekonominya pada tahun 1911 dalam bahasa Jerman. Pada tahun 1934, buku tersebut diterbitkan dalam Bahasa Inggeris bertajuk "*Theory of Economic Development*". Menurut Schumpeter, 2 faktor utama pembangunan ekonomi adalah proses inovasi dan para innovator atau usahawan (entrepreneur) yang melaksanakan proses inovasi tersebut. Kegiatan inovasi menurut Schumpeter adalah:

1. Memperkenalkan produk baru.
2. Meningkatkan efisiensi sesuatu produk
3. Memperluaskan pasaran produk.
4. Penemuan sumber-sumber bahan mentah baru.
5. Perubahan organisasi sehingga industri menjadi efisien.

Schumpeter menyatakan bahawa perilaku inovasi keusahawanan hanya akan terjadi jika ada faktor sosial, politik, dan teknologi yang merangsang semangat inovasi. Para innovator atau usahawan dalam masyarakat adalah syarat perlu untuk mewujudkan perilaku inovasi keusahawanan dan merealisasikan idea-idea inovasi. Menurut Schumpeter hanya mereka yang berani mencuba dan melaksanakan idea-idea baru yang boleh disebut entrepreneur ataupun usahawan. Peniaga yang hanya mengelola perniagaan secara rutin bukanlah usahawan, melainkan hanyalah seorang pengurus. Akhir sekali, faktor utama yang menyebabkan perkembangan ekonomi menurut Schumpeter adalah proses inovasi, dan pelaksanaannya adalah para usahawan (Schumpeter, 1934). Teori ini penting bagi kajian ini kerana teori ini menekankan bahawa kemajuan ekonomi sesebuah masyarakat hanya boleh diterapkan dengan adanya inovasi oleh para usahawan. Oleh itu, pembentukan budaya usahawan yang berinovasi dan berani mencuba perlu dibentuk dan dipupuk dip peringkat awal remaja, melalui bidang pendidikan.

2.1.3 Model Teori Perilaku Inovasi Lukes

Lukes telah membangunkan teori model inovasi di tempat kerja yang terdiri daripada perilaku inovasi, inovasi output, dan faktor-faktor yang menyokong perilaku inovasi (Lukes, 2009). Model teori perilaku inovasi Lukes ditunjukkan pada Rajah 2.1.



Rajah 1.2 Model Teori Perilaku Inovasi di tempat kerja (Lukes 2009)

Berdasarkan Model Teori Perilaku Inovasi Lukes (2009), fasa utama proses perilaku inovasi usahawan boleh dibahagikan kepada tiga fasa iaitu permulaan (initiation), membuat keputusan (decision), dan pelaksanaan (implementation).

a) Fasa pertama - permulaan (Menjana idea dan Mencari idea)

Menurut Lukes, fasa atau peringkat pertama (permulaan) terdiri daripada sub konstruk menjana idea dan/atau mencari idea. Kebiasaannya, para penyelidik mengaitkan fasa ini kepada kreativiti seseorang individu, dan faktor-faktor lain yang mempengaruhi inovasi. Aktiviti inovasi bermula dengan motivasi dalaman individu dan inisiatif peribadi, atau dalam persekitaran pengurusan organisasi yang membantu kearah permulaan inovasi. Individu boleh menjana idea sekiranya mereka sendiri kreatif. Atau, berusaha mencari idea dan peluang dalam persekitaran yang memerlukan pelbagai sumber ilmu. (Lukes et al., 2009)

b) Fasa kedua – membuat keputusan (Komunikasi idea dan Persediaan pelaksanaan)

Lukes (2009) menyatakan bahawa inovasi memerlukan lebih daripada kreativiti, ia memerlukan pelaksanaan. Idea baru juga perlu dinilai, keputusan hendaklah ditentukan sama ada perlu bersedia untuk persediaan pelaksanaan. Oleh yang demikian, berkomunikasi idea dengan orang lain akan menjadi langkah seterusnya dalam proses inovasi. Berkomunikasi idea adalah perlu untuk menerima maklum balas dan kebenaran untuk pelaksanaan idea. Pada masa ini, peringkat kedua bermula (membuat keputusan). Penilaian idea cadangan perlu dilakukan. Idea yang baik boleh diterima dan idea tidak begitu baik mungkin ditolak. Untuk idea-idea yang memerlukan sumber kewangan yang besar, analisis tentang berdaya maju atau tidak idea tersebut mungkin diperlukan. (Lukes et al., 2009)

c) Fasa ketiga – pelaksanaan (Keterlibatan orang lain dan mengatasi halangan)

Peringkat ketiga bermula dengan pemilihan idea. Lukes (2009) menggunakan idea yang terpilih sebagai juara inovasi. Juara Inovasi perlu mengatur rancangan untuk persediaan pelaksanaan. Pelaksanaan pelan dan keterlibatan orang yang lain adalah penting dalam pelaksanaan. Juara perlu berkongsi visi tentang inovasi dan menunjukkan semangat dan keyakinan mengenainya. Dalam fasa ini, adalah penting untuk memantau perkembangan perancangan, lakukan perubahan jika perlu, dan mengatasi halangan bersama-sama dengan pasukan pelaksana. Juara mestilah berazam untuk mengatasi sebarang halangan sehingga versi akhir produk, perkhidmatan, proses atau model perniagaan telah tersedia, dan output inovasi yang baru dicapai.

Kajian Lukes (2009) telah mengesahkan perilaku inovasi usahawan terdiri daripada sub konstruk menjana idea, mencari idea, komunikasi idea, pelaksanaan idea, keterlibatan orang lain, mengatasi halangan dan output inovasi (Lukes et al., 2009).

Bagi kajian ini, model teori perilaku inovasi keusahawanan Lukes adalah penting bagi membentuk perilaku inovasi keusahawanan remaja. Dengan memahami model teori Lukes, remaja-remaja ini boleh belajar berfikir secara 'keusahawanan'. Model ini juga dapat memberi panduan kepada remaja-remaja untuk menjadi lebih bersedia ke arah keusahawanan yang berinovasi.

3.0 METODOLOGI

3.1.1 Sampel Kajian

Responden kajian ini merupakan remaja yang berusia 15-17 tahun, iaitu pelajar-pelajar tingkatan 4 bidang perdagangan dan bidang sains di sekolah harian biasa dalam negeri Selangor. Seramai 403 remaja daripada 10 buah sekolah, yang mewakili 10 Pejabat Pendidikan Daerah (PPD) di Selangor telah dipilih sebagai sampel kajian. Responden ini dipilih kerana latarbelakang mereka yang pernah belajar

perdagangan dan keusahawanan dalam mata pelajaran Kemahiran Hidup semasa mereka di tingkatan 1 hingga tingkatan 3. Kesemua responden ini telah mendapat pendedahan awal tentang keusahawanan.

3.1.2 Instrumen Kajian

Kajian ini merupakan satu kajian kuantitatif. Untuk kajian ini, perilaku inovasi keusahawanan diukur dengan menggunakan 'The Innovative Behaviour Inventory' yang mengandungi 23 item berdasarkan hasil kajian Lukeš, Stephan, and Černíková (2013). Skala likert yang digunakan adalah '1=Sangat tidak setuju' hingga '5=Amat setuju'. Pekali kebolehpercayaan *Cronbach Alpha* yang diperolehi bagi instrumen ini ialah 0.893. Kajian juga mengkaji latarbelakang demografi responden yang terlibat.

Instrumen perilaku inovasi keusahawanan ini dibahagikan kepada 7 dimensi, iaitu menjana idea (3 item), mencari idea (3 item), komunikasi idea (4 item), persediaan pelaksanaan (3 item), keterlibatan orang lain (3 item), mengatasi halangan (4 item) dan output inovasi (3 item). Instrumen ini pernah digunakan untuk mengukur adakah usahawan membuat pembaharuan, dan bagaimana mereka berbeza dalam perilaku inovatif mereka berbanding dengan individu-individu lain. Ia adalah instrumen yang berkesan dalam mengukur perbezaan perilaku inovasi keusahawanan usahawan, pengurus dan pekerja (Lukeš, 2013). Dalam kajian ini, instrumen Lukeš digunakan untuk mengkaji perilaku inovasi keusahawanan remaja kerana item-item yang digunakan boleh diadaptasi, bahasa yang digunakan mudah dan mampu difahami oleh remaja-remaja yang masih bersekolah.

3.1.3 Proses Pengumpulan Data

Kajian ini memerlukan satu gerak kerja yang terancang dan teratur. Langkah pertama ialah memohon kebenaran daripada pihak yang terlibat seperti Bahagian Perancangan dan Penyelidikan, Kementerian Pendidikan Malaysia dan Jabatan Pendidikan Negeri Selangor. Setelah mendapat kebenaran dan berpuashati dengan hasil dapatan kajian rintis yang dilaksanakan, proses pengumpulan data dimulakan. Pengkaji menggunakan persampelan rawak kelompok iaitu sampel dibahagikan mengikut 10 buah PPD di seluruh negeri Selangor. Kemudian, teknik 'Fish Bowl' dilakukan untuk memilih satu sekolah dari setiap PPD. Setelah sekolah-sekolah terpilih dikenalpasti, pengkaji menghubungi pihak sekolah dan menerangkan kepada pengetua atau penolong kanan (pentadbir sekolah) tentang kriteria sampel kajian yang dikehendaki. Sebaik sahaja kebenaran daripada pihak pengurusan sekolah iaitu pengetua diperolehi, pengkaji memulakan proses mengedarkan soal selidik kepada sampel sasaran. Sampel yang diperlukan ialah remaja sekolah tingkatan 4 dalam bidang Perdagangan dan bidang Sains.

3.1.4 Penganalisisan Data

Data dianalisis menggunakan SPSS for Windows Version 21 dengan menggunakan statistik deskriptif untuk mendapatkan gambaran terhadap ciri-ciri demografi responden disamping mengenalpasti tahap perilaku inovasi keusahawanan remaja. Analisis ujian-t digunakan untuk melihat perbezaan perilaku inovasi keusahawanan pelajar di antara dua kumpulan responden, iaitu pelajar-pelajar bidang perdagangan dan bidang sains.

4.0 DAPATAN KAJIAN DAN PERBINCANGAN

4.1.1 Dapatan Demografi

Secara keseluruhan, bilangan sampel kajian adalah 403 orang remaja. Bilangan remaja perempuan melebihi bilangan remaja lelaki. 164 (40.7%) responden adalah lelaki, manakala 239 (59.3%) adalah perempuan. Berdasarkan bidang, seramai 212 (52.6%) remaja adalah dalam bidang perdagangan dan 191 (47.4%) remaja bidang sains.

Berdasarkan kajian, didapati hanya 120 (29.8%) remaja pernah berpengalaman berniaga, manakala 283 (70.2%) remaja dalam kajian ini tidak ada pengalaman berniaga. Walaubagaimanapun, seramai 382 (94.8%) remaja bersetuju bahawa keusahawanan mampu menjana pendapatan lumayan. Hanya segelintir remaja berpendapat bahawa keusahawanan tidak mampu menjana pendapatan lumayan.

Hasil kajian juga mendapati, hanya 267 (66.3%) remaja yang berminat untuk menjadi usahawan. Remaja-remaja ini sangat menyedari bahawa keusahawanan boleh memberi sumber pendapatan yang baik bagi mereka. Malangnya, tidak ramai yang berminat untuk menguruskan perniagaan sendiri dan menjadikan usahawan sebagai kerjaya. Dapatan demografi kajian ini ditunjukkan dalam Jadual 1.1 di bawah.

Jadual 1.1 : Hasil Dapatan Demografi Kajian

Perkara	Bidang Perdagangan		Bidang Sains		Jumlah Keseluruhan	
	n=212	%	n=191	%	n=403	%
Jantina						
Lelaki	89	42.0	75	39.3	164	40.7
Perempuan	123	58.0	116	60.7	239	59.3
Pengalaman berniaga remaja						
Ada	59	27.8	61	31.9	120	29.8
Tiada	153	72.2	130	68.1	283	70.2
Menjadi usahawan boleh menjana pendapatan lumayan						
Ya	200	94.3	182	95.3	382	94.8
Tidak	12	5.7	9	4.7	21	5.2
Remaja berminat menjadi usahawan						
Ya	153	72.2	114	59.7	267	66.3
Tidak	59	27.8	77	40.3	136	33.7
Sebab mempelajari bidang perdagangan atau bidang sains						
a. Meminati bidang yang dipelajari	59	27.8	110	57.6	169	41.9
b. Ditetapkan pihak sekolah	144	67.9	74	38.7	218	54.1
c. Disuruh ibu bapa	5	2.4	4	2.1	9	2.2
d. Mengikut kawan	2	0.9	1	0.5	3	0.7
e. Lain-lain sebab	2	0.9	2	1.0	4	1.0

Berdasarkan Jadual 1.1, kajian juga mendapati bahawa kebanyakan remaja bidang Sains (57.6%) mengikuti bidang sains kerana mereka meminati bidang tersebut. Tetapi hanya 27.8% remaja bidang perdagangan mengikuti bidang ini kerana minat. Majoriti remaja bidang perdagangan (67.9%) mengikuti bidang perdagangan kerana ditetapkan oleh pihak sekolah, bukan atas kehendak atau minat mereka. Kesimpulannya, majoriti remaja bidang sains memilih bidang mereka kerana minat. Tetapi kebanyakan remaja bidang perdagangan berada dalam bidang ini kerana ditetapkan oleh pihak sekolah, bukan atas dasar minat.

4.1.2 Perilaku Inovasi Keusahawanan Remaja

Dapatan kajian (n=403) untuk mengenalpasti tahap perilaku inovasi keusahawanan remaja menunjukkan $M=3.73$, (SP:0.56). Dapatan menunjukkan bahawa tahap perilaku keusahawanan keseluruhan remaja berada pada tahap tinggi.

Secara keseluruhan, kajian mendapati hampir semua min sub konstruk perilaku inovasi keusahawanan remaja berada dalam julat tinggi. Berdasarkan Jadual 4.1, analisa keseluruhan kajian mendapati bahawa sub konstruk bagi *menjana idea* (min=3.82, sp=0.67), *mencari idea* (min=3.81,

sp=0.60), *komunikasi idea* (min=3.80, sp=0.61), *persediaan pelaksanaan* (min=3.73, sp=0.67), *keterlibatan orang lain* (min=3.81, sp=0.68), dan *mengatasi halangan* (min=3.69, sp=0.64) adalah pada tahap aras yang tinggi. Hanya min sub konstruk output inovasi (min=3.50, sp=0.70), berada pada tahap sederhana. Secara keseluruhan, remaja-remaja yang dikaji menggambarkan perilaku inovasi keusahawanan remaja yang baik. Lukes (2013) telah menjalankan kajian terhadap penduduk yang bekerja dari Jerman, Perancis, Itali dan Switzerland (n=3508). Hasil kajian Lukes juga mendapati perilaku inovasi keusahawanan bagi sampel kajiannya juga berada pada tahap tinggi.

Pengkaji berpendapat tahap perilaku inovasi keusahawanan remaja ini adalah tinggi disebabkan kemudahan untuk mengakses maklumat pada masa kini. Dalam kajian Engel (2015), memperbaiki infrastruktur teknologi maklumat dan komunikasi (ICT) adalah antara tiga fokus utama Malaysia dalam usaha meningkatkan tahap inovasi negara ini (Engel & Shepherd, 2015). Banyak usaha yang dilakukan untuk meningkatkan penggunaan ICT di Malaysia. Kemudahan internet, dengan penciptaan telefon pintar (*smart phone*) ibarat maklumat dihujung jari. Kewujudan pelbagai alat telekomunikasi yang pelbagai fungsi memudahkan dan mempercepatkan remaja-remaja ini mendapat maklumat untuk mencari, menjana idea mahupun berkomunikasi idea mereka. Seperkara lagi, remaja ini mungkin nampak mudah untuk memulakan perniagaan disebabkan ledakan perniagaan secara *online*. Trend perniagaan atas talian ini nampak mudah kerana tidak memerlukan premis perniagaan, pengiklanan dan teknik pemasaran dapat dibuat secara meluas dengan kos yang berpatutan. Kecanggihan teknologi maklumat memudahkan keusahawanan dan inovasi. Menurut Atkinson (2015) ICT adalah teknologi yang menjadi pemandu kepada pertumbuhan inovasi dan ekonomi yang moden. Satu perempat daripada pertumbuhan ekonomi di kebanyakan negara membangun adalah disebabkan oleh kecanggihan ICT (Atkinson & Ezel, 2015). Di Georgia pula, penggunaan ICT adalah terhad. Ini mengakibatkan tahap inovasi dan ekonomi mereka tidak berkembang dengan baik (Chaminade & Moskovko, 2015). Tahap inovasi negara Georgia berada jauh lebih rendah daripada negara kita. Malaysia di kedudukan ke32, Georgia pula di kedudukan ke 73. Jadual 1.2 menunjukkan skor min perilaku inovasi keusahawanan remaja bagi kajian ini.

Jadual 1.2 : Skor Min Dan Sisihan Piawai Perilaku Inovasi Keusahawanan Remaja Secara Terperinci Berdasarkan Bidang dan Keseluruhan

PEMBOLEHUBAH/ DIMENSI	MENGIKUT BIDANG					
	PERD		SAINS		KESELURUHAN	
	n=212		n=191		n=403	
	Min	sp	min	sp	min	sp
PERILAKU INOVASI KEUSAHAWANAN	3.73	.53	3.73	.58	3.73	.55
Menjana idea	3.86	.65	3.79	.69	3.82	.67
Mencari idea	3.80	.62	3.79	.69	3.81	.60
Komunikasi idea	3.80	.58	3.83	.63	3.80	.61
Persediaan pelaksanaan	3.76	.66	3.71	.68	3.73	.67
Keterlibatan orang lain	3.79	.69	3.83	.66	3.81	.68
Mengatasi halangan	3.67	.63	3.68	.65	3.69	.64
Output inovasi	3.49	.68	3.52	.72	3.50	.70

* **NOTA : PERD=PERDAGANGAN**

Kajian juga menganalisa dapatan berdasarkan bidang Perdagangan dan bidang Sains. Jadual 4.1 memberikan analisis min dan sisihan piawai bagi sub konstruk pemboleh ubah perilaku inovasi keusahawanan remaja secara terperinci mengikut bidang sains dan bidang perdagangan. Skor min perilaku inovasi keusahawanan remaja bagi bidang perdagangan (min=3.73, sp=0.53) dan bidang sains (min=3.73, sp=0.53); adalah sama dan pada tahap julat skor min yang tinggi. Kedua-dua bidang juga menunjukkan min

tahap yang tinggi bagi hampir kesemua sub konstruk perilaku inovasi keusahawanan remaja, kecuali output inovasi pada tahap julat skor sederhana.

Analisa secara terperinci (Jadual 4.1) bagi kedua-dua bidang mendapati bahawa min tahap sub konstruk menjana idea, mencari idea, dan persediaan pelaksanaan bagi bidang perdagangan adalah lebih tinggi berbanding bidang sains. Tetapi, min tahap sub konstruk bagi komunikasi idea, keterlibatan orang lain, mengatasi halangan dan output inovasi remaja bidang sains adalah lebih baik berbanding bidang perdagangan. Kesimpulannya, remaja bidang perdagangan baik pada peringkat awal proses perilaku inovasi keusahawanan remaja, tetapi lemah diperingkat mengatasi halangan dan menghasilkan output berbanding remaja bidang sains. Keseluruhannya, remaja kedua-dua bidang boleh menjana atau mencari idea perniagaan, boleh berkomunikasi idea, boleh bersedia melaksanakan idea, dan boleh melibatkan orang lain dengan baik.

Jadual 4.2 menunjukkan bahawa tidak terdapat perbezaan signifikan dalam skor perilaku inovasi keusahawanan remaja bagi bidang perdagangan ($M=3.73$, $SP=0.53$) dan bidang sains [$(M=3.73$, $SP=0.58$); $t(401) = 0.131$, $p=0.896 > 0.05$]. Hasil dapatan jelas menunjukkan bahawa remaja bidang perdagangan dan bidang sains tidak berbeza dari aspek perilaku inovasi keusahawanan. Pengkaji berpendapat tiada perbezaan antara dua bidang ini kerana semasa mereka di peringkat menengah rendah mereka telah mendapat pendedahan tentang keusahawanan dalam mata pelajaran Kemahiran Hidup. Selama 3 tahun mereka mempelajari perkara yang hampir sama tentang keusahawanan. Selain itu kemudahan teknologi maklumat memudahkan semua remaja ini mendapat maklumat tentang keusahawanan dan inovasi. Jadual 1.3 menunjukkan Ujian-t bebas perbandingan tahap perilaku inovasi keusahawanan remaja berdasarkan bidang perdagangan dan bidang sains.

Jadual 1.3 : Ujian-t Bebas Perbandingan Berdasarkan Bidang Terhadap Perilaku Inovasi Keusahawanan Remaja

Pemboleh ubah	Bidang	Bilangan Remaja	Min	Sisihan Piawai	Nilai t	Darjah Kebebasan	Signifikan
Perilaku inovasi keusahawanan murid	Perdagangan	212	3.73	0.53	0.131	401	0.896
	Sains	191	3.73	0.58			

Hasil kajian ini menunjukkan bahawa bidang yang diceburi tidak menentukan dan membezakan tahap perilaku inovasi keusahawanan remaja. Kedua-dua bidang menunjukkan tahap perilaku inovasi keusahawanan remaja yang tinggi. Golongan remaja yang dikaji di negeri Selangor mempunyai perilaku inovasi keusahawanan remaja yang baik. Walau bagaimanapun, output inovasi remaja ini menunjukkan tahap sederhana. Ini bermaksud mereka belum berjaya dalam melaksanakan dan mengamalkan idea-idea mereka. Tidak banyak perkara yang mereka cadangkan boleh diterima dan dapat direalisasikan. Remaja bidang perdagangan akan meneruskan pelajaran mereka dalam mata pelajaran perdagangan yang menjurus kepada keusahawanan. Dalam bidang perdagangan remaja ini perlu di latih untuk merealisasikan output inovasi mereka. Remaja bidang sains pula tidak mempelajari subjek perdagangan. Mereka tiada kesinambungan mempelajari keusahawanan dan inovasi sedangkan tahap perilaku inovasi keusahawanan mereka adalah tinggi. Remaja bidang sains juga perlu diberi pendedahan dan didikan supaya mereka juga mampu menghasilkan output inovasi yang baik dan seterusnya menjadi usahawan berjaya dalam bidang mereka sendiri.

5.0 CADANGAN

Remaja bidang Sains dan bidang Perdagangan mempunyai tahap perilaku inovasi keusahawanan remaja yang sama. Oleh itu peluang mempelajari perdagangan dan keusahawanan perlu dibuka luas untuk

semua pelajar. Bagi mengurangkan jurang mempelajari perdagangan dan keusahawanan bagi remaja bidang Sains, remaja perlu diberi sokongan untuk mengambil mata pelajaran Perdagangan. Situasi sekarang, remaja bidang Sains yang berminat mengambil mata pelajaran Perdagangan bagi peperiksaan SPM tidak boleh berbuat demikian kerana pertembungan jadual peperiksaan. Semenjak tahun 2010, waktu peperiksaan SPM bagi mata pelajaran Perdagangan adalah serentak dengan mata pelajaran Biologi. Oleh itu, remaja bidang Sains yang mengambil mata pelajaran Biologi tidak boleh mengambil mata pelajaran Perdagangan (Lembaga Peperiksaan, 2010). Perubahan jadual waktu peperiksaan SPM yang lebih fleksibel dan membolehkan remaja bidang Sains atau bidang lain mengambil mata pelajaran Perdagangan sebagai subjek tambahan perlu dilakukan segera.

Output inovasi remaja dalam kajian ini adalah sederhana sahaja. Bermaksud ada idea mereka yang tidak diterima atau tidak dapat dilaksanakan. Oleh itu, kerjasama antara sekolah dengan masyarakat yang berpengalaman dalam bidang keusahawanan perlu dilaksanakan. Usahawan berjaya perlu diundang oleh KPM untuk bekolaborasi dan berkongsi kepakaran dengan pihak sekolah dan remaja-remaja ini. Partisipasi daripada pihak industri akan dapat memberi input yang baru yang lebih berinovasi dalam pendidikan keusahawanan. Melantik usahawan sebagai tenaga pengajar atau mentor dalam pendidikan mungkin boleh meningkatkan perilaku inovasi keusahawanan dan seterusnya menambah keyakinan remaja-remaja ini untuk menghasilkan output yang berinovasi.

Selain itu, budaya sesebuah negara juga adalah penting untuk menghasilkan usahawan yang berinovasi. Hasil kajian Lukes (2010) mendapati bahawa budaya sesebuah negara adalah signifikan dan mempengaruhi perilaku inovasi keusahawanan. Kajian beliau mendapati bahawa budaya negara Switzerland adalah yang paling berinovasi. Switzerland mengamalkan budaya perancangan terperinci yang sistematik, tetapi kurang birokratik. Global Innovation Index (GII) tahun 2015 juga telah mengiktiraf Switzerland sebagai negara paling berinovasi di dunia. Sewajarnya Malaysia mencontohi Switzerland dengan mengurangkan birokrasi dalam pentadbiran supaya perilaku inovasi dapat lahir dalam kalangan masyarakat tanpa kekangan birokrasi yang rumit.

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THE RELATIONSHIP BETWEEN SELF-EFFICACY AND LEVEL OF CRITICAL THINKING OF HIGH SCHOOL STUDENTS IN SELANGOR, MALAYSIA

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Abstract

In this day and age, critical thinking is one of the most important aspects of education as educators need to pay more attention on producing students with higher order level of thinking. Critical thinking skills have been introduced in the curriculum to help develop strategic thinking skills in students. This study is aimed to investigate the relationship between student's self-efficacy and critical thinking in student at High School in Selangor. A simple random sampling of 100 students were tested by using Sherer et al.'s (1982) General Self-efficacy Scale and The Cornell Critical Thinking test. The expected result of this study is it will show that there is a positive relationship between critical thinking and self-efficacy belief. Self-efficacy belief will play a role in students' critical thinking.

Keyword: Critical thinking, self-efficacy belief

1.0 INTRODUCTION

1.1 Background of the Study

Critical thinking is important and it is being recognized by educators around the world. Those who can reason well and make good judgment are in demand when it comes to employment, the democratic way of life and making personal decisions. According to *Bowell and Kemp (2005)*, in dealing with daily life, an individual's critical thinking is used to engage in, decide on, and responsible for their actions that they deal with. For students, to perform successfully in a multifaceted and fast changing world, critical thinking serves as an essential tool. According to *(Bullen, 1998)*, our belief and action are derived from critical thinking. However, studies have shown that most schools are neither testing students' capability to think critically in solving academic based problem or to encourage them widen the reasoning abilities needed to

deal productively in the complex modern life despite extensive expressions of concern about developing critical thinkers. Our educational system still continues to graduate students who do not reason well according to (Goodlad, 1984; Goodlad & Keating, 1994; Kennedy, 1991; Paul, 1993). In recent studies done by Perkins and associates, flawed everyday reasoning and poor argumentation skills used by most people have been documented (Perkin, 1989; Perkins, Faraday, & Bushey, 1991) and Kuhn (1992). Moreover, according to (Myers, 1992), he debates that students fail to think critically and their assumptions will not change unless they begin to think so.

Studies have found that unfamiliar environmental and personal factors are affecting the enhancement of critical thinking. These include socio-environmental (Lassing, 2009), personal characteristics, motivational beliefs and self-efficacy beliefs (Hoffman & Gregory, 2009). According to (Maddux, 2002), self-efficacy beliefs have a significant position in different angles of our life. It is also a vital part in an individual's decision making process, thinking modes and ways to solve a problem (Dweck, 1988). This is known as the primary constituent of behavior that can change and ultimately predict the ability to think critically (Sang, Valcke, Braak & Tondeur, 2010). Since the lack of motivational factor such as self-efficacy affect critical thinking in an individual, this study is aimed to examine the relationship between the self- efficacy and critical thinking among high school students in Selangor.

1.2 Problem Statement

Critical thinking is one of the important skills in educational field. Students can use this skill to deal with complex problem and engage with challenging experience that can be adapted in many situations in the real world. Critical thinking develops students to be able to think thoroughly, look at different point of views and to be open-minded. They can perform well when they encounter with some learning activities or tasks given. Therefore, students are mostly introduced to engage their learning with high level of thinking so that they can generate their reasoning skills to analyze and evaluate their own thinking. However, critical thinking skills alone are not enough for students to perform well because these skills require students to be more confident on what they are trying to comprehend and evaluate the knowledge based on their own understanding.

The ability to have trust on their own reasoning and thinking is a matter to them while engaging with high level critical thinking part. In other words, it is believed that self- efficacy belief is correlated with practicing critical thinking skills. Therefore, this study will investigate the relationship between critical thinking and self-efficacy because according to Bandura (1993), self-efficacy belief can influence how people think and act that can affect students' decision making. The influences of both concepts will be discussed in the research to examine the level of high school student's critical thinking in Selangor. The study also focuses on the comparison level of critical thinking and self-efficacy belief between male and female students as to look further if differences between critical thinking and self- efficacy belief happen based on gender.

This descriptive-correlation study is aimed to investigate the relationship between self-efficacy and critical thinking of high school students in Selangor, Malaysia.

1.3 Research Objectives

This descriptive-correlation study aims to investigate the relationship between self-efficacy and critical thinking of high school students in Selangor, Malaysia. The objectives of this study are as follows:

1. To investigate the correlation between self-efficacy and critical thinking among high school students.
2. To examine whether there is a gender difference between self-efficacy and critical thinking among high school students.

2.0 LITERATURE REVIEW

2.1 Perspective on critical thinking

Many studies and reports have been published with regard to determining what critical thinking consists of. However, till today, there is no one specific definition on critical thinking. According to Ten Dam & Volman, 2004, critical thinking can be viewed as cognitive psychological nature. From this point of view, the skills needed to think critically are characterized in relevant literature as higher-order thinking skills. Facione, Facione and Giancarlo (2000) define critical thinking as cognitive skills of analysis, interpretation, inference, explanation, evaluation, and of monitoring one's own reasoning are at the heart of critical thinking.

In addition to this, critical thinking encompasses reflective thinking. A person has to analyse his or her own interpretations and decision making processes (Banning, 2006). The importance of the use of reflective skills in the process of critical thinking is stressed by several authors (Facione, 1990; Edwards, 2007). "Thinking about thinking", defined as a meta-cognition, is related to critical thinking. It is helpful in managing the development of skills such as clinical decision making (Kuiper et al., 2010).

In summary, critical thinking is defined in many different ways, and often confused with concepts. In this study, we consider critical thinking as decision making process.

2.2 Self-efficacy

Self-efficacy is largely grounded in the social cognitive theory. This theory explains that human functioning results from interactions among personal factors (e.g., cognitions, emotions), behaviors and environmental conditions (Bandura, 1986). From this perspective, self-efficacy affects one's behaviors and the environments with which one interacts and is influenced by one's actions and conditions in the environment. Self-efficacy is hypothesized to affect individuals' task choices, effort, persistence and achievement (Schunk, 1995). Compared with learners who doubt their capabilities, those who feel self-efficacious about learning or performing a task competently are apt to participate more readily, work harder, persist longer when they encounter difficulties and achieve at higher levels.

According to Pajares and Schunk (2001) students who beliefs in their abilities achieve desired goals and eventually influence their academic achievement. In view of this Finn and Frone (2004) concluded that academic self-efficacy reflects the extent to which students believe that they can successfully perform in school.

Self-efficacy beliefs develop as a result of information from four types of resources: mastery (enactive) experiences, vicarious experiences, verbal persuasion and physiological states. Mastery or enactive experiences are derived from what one has experienced are said to be the most forceful reference of self-efficacy beliefs. Vicarious experiences are gained by observing a model's performance and comparing it with the observer. A comparatively weak source of self-efficacy is the persuasion like 'I have faith in you' given by others. The last source of students' self-efficacy is physiological reactions which are stress, anxiety and other feelings seen as signs of physical incompetence (Bandura, 1997).

2.3 The Relationship between Critical Thinking and Self-efficacy

Critical thinking is determined as a set of skills, consisting of cognitive components. Bandura (1997) argues that it takes self-efficacy beliefs to make good use of these skills. People can have the same level of cognitive skills, but perform differently. According to Fenollar, Román and Cuestas (2007) suggest that the confidence students have in their own capabilities is helpful to them in determining what to do with their knowledge and skills. Self-efficacy influences how people think and act and is therefore an important contributor to the academic performance of students (Bandura, 1993). This influences the quality of decision making and also academic achievement. In line with this, Zulkosky (2009) relates self-efficacy beliefs to thinking, stating that a strong sense of efficacy facilitates cognitive processes and performance.

3.0 METHODS

3.1 Population

The target population for this correlational study is Form Three students enrolled in Vernacular Chinese School, during academic year of 2016, from which 100 students including boys and girls by using simple random sampling. This sampling technique is used particularly because to emphasis on the element of randomization. Form three students are chosen for this study mainly because there are sitting for PT3 and need to plan well their schedule to score in this examination.

3.2 Instruments

This study included two instruments:

- (a) The Cornell Class Reasoning Test is a series from The Cornell Critical Thinking Test (Ennis et al., 1985) which specially designed to determine the critical thinking skills among school students. The Cornell Class Reasoning Test is a nationally used, standardized instrument considered to be a valid measure of critical thinking skills (Ennis et al.). According to Ennis, reliability of this instrument ranged from .50 to .77 using Spearman-Brown and Kuder-Richardson 20 and 21 formulas.
- (b) Sherer et al.'s (1982) 17-item General Self-efficacy Scale (G.S.E.S-17) consists of 17 question and 4 option Likert scale questions. Each Question has 1-4 score range. The higher scores for these questions (68 as the highest score) and the lower scores (17 as the least score) represent the stronger and the weaker self-efficacy, respectively. In Bosscher and Smith's study (1998), Cronbach's alpha coefficient for reliability was reported 0.69. In this study Kronbach's alpha coefficients was 0.81. Both the Cornell Class Reasoning Test Cornell Critical Thinking Test and Sherer et al.'s (1982) 17-item General Self-efficacy Scale (G.S.E.S-17) will be distributed among From three students in TsunJin High School.

4.0 FINDINGS AND DISCUSSION

4.1. Expected findings of Pearson's correlation coefficient and Independent T-Test

The result of Pearson's correlation coefficient is expected to show significantly positive relationship between students' self-efficacy and critical thinking. Whereas the result for independent t-test is expected to have a significant difference between the self-efficacy of girls and boys, hence girls have greater self-efficacy than boys. In this study, the researchers will examine the relationship between the self- efficacy and critical thinking among high school students.

The expected result of Pearson's correlation coefficient shows significantly positive relationship between the self-efficacy of the student and critical thinking. It is based on the result of Phan's (2009) recent comprehensive study. In clarifying the result, it can be claimed that as Benight et al. (2004) stated, self-efficacy views control human achievements by reasoning and thinking processes, and as claimed by Bandura (1997), self-efficacy causes accomplishment by exercise and manners of the individual. Therefore, high level cognitive processes, like for example critical thinking, and motivational factors (self-efficacy) will directly affect the performance of the students. According to Wanga et al. (2008) stated that students with greater self-efficacy level will be smarter in their learning strategies. The expected result shows the significant difference between the self-efficacy of the students by gender which is girls have greater self-efficacy than boys.

5.0 CONCLUSION

In a nutshell, the deficiency of motivation is one of the difficulties to the development of critical thinking (Myers, 1992) and self-efficacy beliefs is also a core factors for motivation in playing a significant role in the enlargement of critical thinking abilities (Artino et al., 2009).

With the expected result of the study as well as the prominence of critical thinking in higher education system, it can be summarized that holding classes in an argumentative method and connecting students in group dialogue and involvement, as well as lessening the memorization subjects of curricula and enhance their challengeable and contemplative subjects are required for the critical thinking's improvement.

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PARENTAL SUPPORT TO FURTHER STUDY IN MALAYSIAN PUBLIC UNIVERSITY AMONG MALE AND FEMALE SECONDARY SCHOOL STUDENTS

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ABSTRACT

The objectives of the study is to identify whether there has a significant difference in parental support to further study in Malaysian public university based on gender, ethnic, and parent's educational background. The participants involved in this study are form four students from five national secondary schools in Seri Kembangan, Selangor. The total sample size is 347 students (162 males and 185 females). Parental Support to Further Study in Malaysian Public University survey questionnaire was adopted and adapted from FIHSR and FIPHE questionnaires developed by Mundy (n.d.) and Harris (n.d.) respectively to gather data. Kruskal-Wallis Test and Mann-Whitney U Test were used as data analysis techniques in this study. The results revealed a statistically significant difference in parental support to further study in Malaysian public university based on gender, ethnic, and parent's educational background.

KEYWORDS: gender, ethnic, parent's educational background, parental support, further study, Malaysian public university

1.0 OVERVIEW OF THE RESEARCH

1.1 Background of the Study

Equality of educational opportunity is a universally held social value across countries (Guan, 2015), including in Malaysia. Equality has been a goal of the Malaysian education system since independence (Malaysia Education Blueprint, 2013-2025). Education can be a powerful force for social and economic change (Goldin & Katz, 2010). Besides that, educational attainment has a strong determinant of an individual's future occupational outcomes and lifelong prosperity (Guan, 2015). Coming into the late 1980s, females were less likely to attain higher education. The Ministry of Education provides equal educational opportunities to all students regardless of their gender in order to ensure females become part of the Malaysian citizens who are able to contribute to the betterment of family, society and nation at large. The equal educational opportunities provision has brought substantial gains to females. Coming to the next decade of the 1990s, females' enrolment ratios to higher education equal to and subsequently exceed males (Ministry of Women and Family Development Malaysia, 2003; Tey, 2006; Lee & Nagaraj, 2006).

The sudden reversal of females more than males in higher educational attainment has caused the "lost boys" issue happen. To overcome this issue, the Ministry of Education provides top-performing school systems and best possible education for all students in equality regardless of their gender, ethnicity, geographical location, or socioeconomic background (Malaysia Education Blueprint, 2013-2025). The Ministry aspires to halve the current urban-rural, socioeconomic, and gender achievement gaps by 2020 (Malaysia Education Blueprint, 2013-2025). The school systems and education have succeed attract students enrol into public university Malaysia. However, the phenomenon of males far behind females in public university Malaysia enrolment still has not been solved.

Although the previous studies did search about the reasons males far behind females in university, however, most of the researchers focused on gender's behaviour, performance, and scholastic achievement

in school, but less focus on parental encouragement and support. Based on the previous findings, parental support has the ability to affect students' higher education intention (Finn, 2006). Parental support is the general factor that determines students' decision to further study in university (Louie, 2007). In the Malaysia context, there has a significant relationship between parental support and higher educational attainment (Wagner & Fard, 2009). Thus, it is significant to identify whether there has a significant difference level of parental encouragement and support the parents' provide for their daughters and sons to further study in Malaysian public university when their children are in secondary school. Besides that, parents' educational background also plays a fundamental role to determine students' future educational attainment. However, the previous researches showed inconsistent results as both of the low and high educational levels parents have potential to provide high levels of parental support to further study in university for their children. This can prove by the Rockwell's (2011) study, which found that students with high socioeconomic backgrounds have higher educational aspirations; and Malaysia Sin Chew Daily (2016), which indicated that some students with low socioeconomic backgrounds have strong desire to further their study in university due to parental support. Moreover, few studies about parental support based on ethnic in Malaysia were conducted. Therefore, the further research about that is need.

1.2 Objectives of the Study

The objectives of this study are:

1. to identify whether there has a significant difference in parental support to further study in Malaysian public university based on gender;
2. to identify whether there has a significant difference in parental support to further study in Malaysian public university based on ethnic; and
3. to identify whether there has a significant difference in parental support to further study in Malaysian public university based on parent's educational background.

1.3 Research Questions

The research objectives of this study are:

1. is there a significant difference in parental support to further study in Malaysian public university based on gender?
2. is there a significant difference in parental support to further study in Malaysian public university based on ethnic?
3. is there a significant difference in parental support to further study in Malaysian public university based on parent's educational background?

2.0 REVIEW OF LITERATURE

Why do males today far behind females in higher educational attainment has become one of the questions for researchers to investigate. Based on the previous classroom observations and other ethnographic studies, gender identities affect males and females' interactions and approach to education (Francis, 2000; Pickering, 1997; Salisbury & Jackson, 1996; Skelton, 1997). Females tend to work hard at school but males demand to do little or no work (Epstein, 1998). Males invest less effort on their education and easily to get satisfy on their academic achievement (DiPrete & Buchmann, 2013). Males respond especially positively to an academic orientation among their peers (Legewie & DiPrete, 2012).

The next reason males far behind is because males are more likely to dropout (National Center for Education Statistics, 2007), leading to a situation wherein the males to females ratio for any given cohort decreased from Year 1 to Form 5 (Malaysia Education Blueprint, 2013-2025). Throughout adolescence, males are overrepresented among secondary school dropouts (Legewie & DiPrete, 2012). Females more actively participate in school (Zalizan, Amla, Izwan, Norzaini, Hanizah, Zaleha, Rohana & Ramlah, 2013). Males seldom perceive school as a welcoming place, where classes are intellectually and socially rewarding

(DiPrete & Buchmann, 2013). Males resist to school and underachievement have partially related with the conception of masculinity (Francis, 2000). It is contrast with females' identity, the conception of femininity bring positive attribution for females. Females support schoolwork, have good work habits and strong pro-school orientation (Legewie & DiPrete, 2012). Males are more likely than females to have persistent behavioural problems throughout childhood and adolescence (Duncan & Richard, 2011). Grade retention may therefore mediate the relationship between behavioural problems and educational attainment (Jayanti, 2016).

Besides gender's behaviour, performance, and scholastic achievement, parental support has the ability to affect students' higher education intention (Finn, 2006). According to the Crawford's (2016) study, 70 percent of the ten African American universities students replied that they further their higher education study is because of influenced by their parents. Sometimes, students obtain information and knowledge through interaction with their parents, and this subsequently form their expectations about higher education (Louie, 2007). Students learned their family structure and expectations when they were in child's development stage. Students rely on the opinions of their family members. Parental support was a main encouragement for students to further study in university (Hossler, Schmit, & Vesper, 1999).

Western research studies indicated that significant difference between genders did exist if parents involved in education (Sheng, 2014). Parental influences almost entirely mediate the effects of gender (Gemici, Bednarz, Karmel, & Lim, 2014). Wells, Seifert, Padgett, Park, and Umbach (2011) stated that although parents' educational expectations are positively correlated with their children own educational expectations, the effect of parental educational expectations differ among male and female children. Parents expressed lower educational expectations for their sons compared to their daughters to enroll in university (Carter & Wojtkiewicz, 2000; Reynolds & Burge, 2002), confirming findings using the NCDS and BCS (Schoon, 2006). The previous findings found that parents seldom participated in their sons' academic lives and had lower expectations for their academic attainment (Carter & Wojtkiewicz, 2000; Reynolds & Burge, 2002). Females tend to have more school discussions with their parents (Carter & Wojtkiewicz, 2000; Hossler, Schmit, & Vesper, 1999). Usually the discussions about university expectations with parents have a positive influence on educational plans for daughters rather than for sons (Stage & Hossler, 1989). However, another study stated that males rely on positive feedback and encouragement from their parents on educational attainment stronger than females (Gutman & Schoon, 2012). Lower parental expectations, lower perceptions of self-ability and less school motivation are more likely to lead to lower attainment for males at a later point in time. Thus, parental support is need for males too.

Differences in socioeconomic status become one of the factors need to be considered when talking about the parental support and higher educational aspirations (Kahlenberg, 2004). Middle-class or above students usually will be more beneficial to gain information about higher education because their parents attended university before (Rockwell, 2011). According to Sirin (2005), socioeconomic status has positive link with students' educational attainment and achievement. The researchers found that parents' educational background can predict students' educational aspirations and behavioural outcomes in accurately (Davis-Kean, 2005; James, 2002; Nagin & Tremblay, 2001). However, the lower socioeconomic backgrounds do not imply that the students have lower educational aspirations. Although some of the parents did not attend university, but they have high values on higher education. These parents usually hope their children to acquire more education and more desire their children to further study in university (Bowden & Doughney, 2010; James, 2001). According to a study conducted by Drummond and Stipek (2004), a majority of the 234 lower socioeconomic status parents stated that the best way to assist their children to success in academically is to provide them sufficient support.

Next, sociological studies of social mobility have long identified ethnicity as an important factor in school attainment and achievement (Pong, n.d.). The three major ethnic of Malay, Chinese, and Indian have results in imbalances along the educational dimensions (Joseph, 2008). According to Zakariya, Rambeli@Ramli, Zulkiflee, and Mohamed Noor (2014), Chinese seems to have better education as compared to other ethnics. The study found that nearly 40% (from 13,500 respondents) of Chinese employees hold higher education qualification.

3.0 METHODOLOGY

This research utilized a quantitative research method by gathering data from five national secondary schools in Seri Kembangan, Selangor. The study used cross-sectional type of survey as the information is just collect at one point in time, even though it could take days to gather all the data. This research analysed the administered survey after it had been completed and collected.

3.1 Population and Sample

The population sample was comprised of 1,716 form four students from five national secondary schools in Seri Kembangan. The total sample size is 347 students, which has 162 males and 185 females. The sample size consists of 189 Malay, 126 Chinese, 27 Indian, and 5 other ethnic students. Parent’s educational background categorized into two groups, which is “secondary level and below” and “diploma level and above”, whereas 201 parents with secondary educational level and below, while 146 parents have diploma educational level and above.

3.2 Instrumentation

“Parental Support to Further Study in Malaysian Public University” is the survey instrument utilized to collect data. The instrument was adopted and adapted from the “Factors Influencing Hispanic Student Retention (FIHSR)” and “Factors Influencing Pursuit of Higher Education (FIPHE)” questionnaires developed by Mundy (n.d.) and Harris (n.d.) respectively.

The instrument used consists of 10 demographic information and 7 five-points Likert scale items. The instrument translated into bilingual languages, which is Malay and English. The pilot test was conducted on July, 2016 in Sekolah Menengah Kebangsaan (SMK) Kajang Utama to test the reliability. The validity of the instrument was validated by the experts. Cronbach’s alpha coefficients exceeding .70 were deemed satisfactory on all measure’s items. The survey instrument administers and follows a Likert type scale, ranging from 1 (strong disagree) to 5 (strongly agree).

1.

4.0 RESULTS

This section explains the results about the significant difference in parental support to further study in Malaysian public university based on gender, ethnic, and parent’s educational background. Non-parametric statistical techniques such as Mann-Whitney U Test and Kruskal-Wallis Test were used in this study due to the scores on the dependent variable shown abnormality distributed. The research findings will be interpreted one by one according to the sequence of research questions in this study.

A Mann-Whitney U Test was conducted to evaluate the significant difference in parental support to further study in Malaysian public university based on gender. A Mann-Whitney U Test revealed a significant difference in the parental support levels of males (Md = 27, n = 162) and females (Md = 28, n = 185), $U = 12754$, $z = -2.40$, $p = .02$, $r = .13$.

Table 1 Mann-Whitney U Test Result Based on Gender

	<i>Mann-Whitney U</i>	<i>Z</i>	<i>Asymp. Sig. (2-tailed)</i>
Parental Support to Further Study in Malaysian Public University	12754.000	-2.399	.016

A Kruskal-Wallis Test was conducted to evaluate the significant difference in parental support to further study in Malaysian public university based on ethnic. A Kruskal-Wallis Test revealed a statistically significant difference in parental support levels across four different ethnics (Gp1, n = 189: Malay, Gp2, n = 126: Chinese, Gp3, n = 27: Indian, Gp4, n = 5: Others), $\chi^2(3, n = 347) = 70.84$, $p = .000$. Malay and

Indian recorded a higher median score (Md = 29) than the other two ethnics, which recorded median values of 24 and 27.

Table 2 Kruskal-Wallis Test Result Based on Ethnic

<i>Total Parental Support to Further Study in Malaysian Public University</i>	
Chi-Square	70.835
df	3
Asymp. Sig.	.000

A Mann-Whitney U Test revealed significant difference in the parental support to further study in Malaysian public university levels of Malay (Md = 29, n = 189) and Chinese (Md = 24, n = 126), U = 5446.50, z = -8.18, p = .000, r = .44.

A Mann-Whitney U Test revealed significant difference in the parental support to further study in Malaysian public university levels of Chinese (Md = 24, n = 126) and Indian (Md = 29, n = 27), U = 833, z = -4.16, p = .000, r = .22.

A Mann-Whitney U Test revealed no significant difference in the parental support to further study in Malaysian public university levels of Malay (Md = , n = 189) and Indian (Md = , n = 27), U = 2502.50, z = -.16, p = .87.

Table 3 Mann-Whitney U Test Result between Pairs of Ethnic

<i>Total Parental Support to Further Study in Malaysian Public University</i>			
Ethnic	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Malay Chinese	5446.500	-8.178	.000
Chinese Indian	833.000	-4.163	.000
Malay Indian	2502.500	-.162	.871

A Mann-Whitney U Test was conducted to evaluate the significant difference in parental support to further study in Malaysian public university based on parent's educational background. A Mann-Whitney U Test revealed significant difference in the parental support levels of parents with secondary educational level and below (Md = 26, n = 201) and parents with diploma educational level and above (Md = 29, n = 146), U = 10160, z = -4.90, p = .000, r = .26.

Table 4 Mann-Whitney U Test Result Based on Parent's Educational Background

	<i>Mann-Whitney U</i>	<i>Z</i>	<i>Asymp. Sig. (2-tailed)</i>
Parental Support to Further Study in Malaysian Public University	10160	-4.90	.000

5.0 DISCUSSION

The objectives of the current study is to identify whether there has a significant difference in parental support to further study in Malaysian public university based on gender, ethnic, and parent's educational background. This study only focuses on public university in Malaysia as the "lost boys" issue happen in the public universities for long periods of time and has not been solved. This study is expected to contribute some information to explain the reasons male far behind female in higher education attainment. Four form students as participants due to know their levels of parental support to further study in Malaysian public university when they are in secondary school.

The current finding revealed significant difference in the parental support to further study in Malaysian public university for male and female students. This result has supported the previous findings,

which indicated that significant difference between genders did exist if parents involved in education (Sheng, 2014). Wells, Seifert, Padgett, Park, and Umbach (2011) stated that although parents' educational expectations are positively correlated with their children own educational expectations, the effect of parental educational expectations differ among male and female children.

Next, the current finding revealed a statistically significant difference in the parental support to further study in Malaysian public university levels across Malay and Chinese and also Chinese and Indian. The result was accordance with Joseph's (2008) perspective that the three major ethnic of Malay, Chinese, and Indian have results in imbalance along the educational dimensions. This has explained the reason the parental support to further study in Malaysian public university levels with difference ethnic showed different. However, this study unable to judge which ethnic provides more parental support to further study in Malaysian public university for their children.

Last but not least, the current finding showed a significant difference in the parental support to further study in Malaysian public university based on parent's educational background. The result supported the previous findings that parents' socioeconomic status has positive link with students' educational attainment and achievement (Sirin, 2005). Middle-class or above students usually will be more beneficial to gain information about higher education because their parents attended university before (Rockwell, 2011).

6.0 CONCLUSION

In short, the current research findings revealed a significant difference in the parental support to further study in Malaysian public university based on gender, ethnic, and parents' educational background. These implied that gender imbalance in Malaysian public university enrolment is relevant with the different levels of encouragement and support provided for their children to further study in public university when they were in secondary school. Besides females, males actually need more positive feedback and encouragement from parents on educational attainment. Lower parental encouragement and emotional support are more likely to lead to lower attainment for males and females at a later point in time. Thus, in order to increase total enrolment in balance for males and females in Malaysian public university, parental support is need for both genders.

Parents provide unequal parental encouragement and support to males and females to further study in Malaysian public university maybe due to primary perceptions of gender differences in education. Females support schoolwork, have good work habits and strong pro-school orientation than males. In addition, females like to discuss about school works with their parents. Parents maybe need help to find out the more appropriate ways to encourage both of their daughters and sons to further study in Malaysian public university in the future.

There are no quick solutions to solve the "lost boys" issue, and parental support itself will not directly increase greater numbers of males to pursue Malaysian public university, however, this research mentions the need of parental support to further study in Malaysian public university as this is one of the techniques to increase the number of males and females enrolment in the public universities. Furthermore, this research suggests that parents can utilize the challenges and specific information about university in ways that are differentially impacting males and females to further study in Malaysian public university, but not just simply share the information to them.

Moreover, Malaysian public university is open for all of the students regardless of gender, ethnic, and socioeconomic status. In addition, the Ministry of Higher Education in Malaysia has provided equal financial aids opportunity for students as long as they fulfil the requirements. Thus, parents with different ethnic and educational backgrounds are encouraging to support their children to further study in Malaysian public university.

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ASSOCIATIONS BETWEEN PERFECTIONISM, PROCRASTINATION AND ACADEMIC PERFORMANCE OF STUDENTS AT AN INTERNATIONAL SCHOOL IN SELANGOR

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ABSTRACT

This study aims to examine the associations between procrastination, perfectionism and academic performance of students at an international school in Selangor. A total of 85 Year 7, Year 8 and Year 9 students took part in this study. Lay's Procrastination Scale (1986) and Frost's Multidimensional Perfectionism scale (1990) were used as instruments in this research. For academic achievement, mean value of student's marks from their final examination was calculated. This study employs a quantitative method where a survey questionnaire were distributed to students. Descriptive data analysis was performed to calculate means and standard deviations. Inferential statistical analyses using a series of logistic regressions were conducted to predict students' academic achievement level based on categorical predictor variables. Since the analyses are still on-going at this stage, this paper therefore reports the preliminary descriptive findings. Upon completion of data analysis, it is expected that there that will be significant associations between different levels of procrastination and perfectionism and different levels of students' academic achievement.

KEYWORDS: Procrastination, Perfectionism, Academic performance, International school students

1.0 INTRODUCTION

Education is an integral part of our life as human beings where it teaches us the skills and tools to navigate the world. Without education we are not be able to write, read and communicate with each other. In today's competitive world, education becomes a fundamental element for us after our basic needs for living. According to Michaelowa (2000) a person without basic literacy and numeracy skills is in a difficult situation to master everyday life. Thus schooling is very essential to the students since it gives them the recognition and prepares them for their future careers. Our society also emphasizes more on education especially tertiary education attainment. Thus, the educational stress from the society is on the students shoulder since they started their basic education. This led the students to obtain education through very stressful environment and they learn for the sake of grades and achievement compared to learning for life and experience.

The Malaysian education system comprises of education start from kindergarten to tertiary education. Malaysian government offer free education to students from primary up to secondary school and primary education is made to be compulsory for all students. The government school is currently using KSSR (Kurikulum Standard Sekolah Rendah) and KSSM (Kurikulum Standard Sekolah Menengah) which emphasise on knowledge and skills. Meanwhile, the international schools in Malaysia also get huge attention from parents who wants their children to learn international curriculum such as the British, American, Canadian and Australian curriculum. Based on the Ministry of Education statics updated on 30th June 2015, there are 130 international school across Malaysia which offers a variety of curriculum based on the demands from the local and international community. Even though international curriculum has been taught locally, the pedagogy of lesson and the curriculum determines the effectiveness of lesson. It is not only our national curriculum stress on examination, but international curriculum also focused on examination and assessment. Thus the students are pressured by both parents and teachers to excel in

examination and assessments. Hence, they evolve themselves with higher standards and goals to achieve their target which make them to become perfectionists.

Higher expectations lead students to become more stressful individuals. When teachers have very high expectations, this in turn hampers learning since students need to work under pressurized modes. Since the curriculum itself stresses on the content and focus on assessments, the teacher needs to push the students harder in order to cover the syllabus and prepare them for examination. This make the students feel confused and they force themselves to learn through memorisation and other methods without understanding the actual reason why they are learning a particular topic. Moreover, the students also face difficulties in applying the knowledge and they failed to retain the content knowledge.

Apart from this, the workload that the students receive from school is also burdening them most of the time. Homework, essentially, is given to practice and master the knowledge or topic that students acquire in school. Unfortunately, nowadays students complete homework to avoid being punished by the teachers and parents. They failed to understand that homework is the reflection exercise to the content that they learnt in school. Parents – especially the ones who send their children to private or international schools – generally have even higher expectation because they pay huge amounts of money for tuition fees hence very concerned of their children's academic attainment. For some parents good is never good enough and they seldom praise and reward their children for their achievement but expect even more from them. Thus, for students already struggling in achieving perfection in all they do, students this will be harder and slowly they will develop to procrastinate. Frost et al. (1990) who found that the frequency of academic procrastination was associated positively with reports of high parental expectations and high parental criticism.

Perfectionism is interrelated with procrastination. In fact, students procrastinate in terms of education due to being perfectionists at times. According to Flett, Hewitt, Blankstein, & Mosher, (1991), and Solomon & Rothblum, (1984) procrastination and perfectionism are associated with excessive fear of failure. Hence they hinder students from performing well academically. Therefore, their academic achievement is also deteriorating and the students become demotivated and lack of interest in education. According to Flett et al. (1992), socially prescribed perfectionism was associated with greater fear of failure for both males and females. Hence, this study is carried out to find out the relationship between students' procrastination in delaying to complete the assessments and perfectionism in terms of the spirit of completing the given assessments towards their academic success. However, there are very few research that has been conducted between school students in the Malaysian context especially among international school students. Therefore, this research – carried out among the lower secondary international school students to find out the associations between procrastination, perfectionism and academic achievement of students – is deemed apt and timely.

2.0 LITERATURE REVIEW

According to Patton (1987) evaluation is a process used to make judgement about something in order to improve the effectiveness and to check the outcome. To evaluate the performance of students in classroom, teachers assess the students through examination or test. Thus, academic performance is very essential for the students since it evaluate their performance and their level in terms of education. Based on Balkis, M. (2013) study, the findings shows that showed that academic procrastination was negatively related to rational beliefs about studying, academic life satisfaction, and academic achievement. However in her research, she found students who have high level of rational beliefs about studying more satisfied with academic life where they were able to complete the given task on time and their academic performance also better. However, for those students with irrational belief about studying often face stress, frustration and pressure which reduce their academic performance and their educational satisfaction. Past research reported that irrational beliefs often related to academic procrastination (Steel, 2007)

In this current competitive world everyone should have our desired goal to reach in life. Goal setting is important because it act as the fuel to reach our target. Without the proper plan we might lose motivation and self-confidence and this will inhibit ourselves to reach the target. When we set excessively high and

unattainable goals, thus we emphasize on perfection in everything we do. Perfectionism refers to a set of self-defeating points of view and manners. Perfectionism can be defined as “the overdependence of self-evaluation on the determined pursuit (and achievement) of self-imposed personally demanding standards of performance in at least one salient domain, despite the occurrence of adverse consequences” (Shafran, Cooper & Fairburn, 2002, p. 778). It is a personality disposition characterized by having very high standards for one’s performance, often accompanied with critical evaluations. Parents, teachers and society was the source of development of perfection among students. Positive perfectionism always will give positive energy to the students to perform well academically. However, negative perfectionism leads the students to procrastinate where they will have low motivation and will seek sympathy as an excuse for postponing something. According to Rice and Slaney (2002) the pressure of parents and teachers and the competitiveness in society lead children to develop negative perfectionism in early ages during their developmental period. Thus the students procrastinate because they emphasize perfection in all aspects. Perfectionism has been identified as a common correlate and possible precursor of procrastination (Flett, Hewitt, Davis, & Sherry, 2004).

Punctuality is an important value or characteristic that we need to maintain in daily life to complete all our work on time. Punctuality and proper time management saves time and give us more confidence with a positive frame of mind. However, poor time management and higher expectations always lead us to procrastinate. Procrastination defined as “the behaviour of delaying” (Burka & Yuen, 1983, p.5). Motivation researcher Steel et al (2001) indicated people procrastinate because they fail to take actions which they envisioned to do. Pychyl, Lee, Thibodeau, and Blunt (2000) have found that students reported high levels of guilt and low levels of motivation when they reported procrastinating. Procrastination associated with low achievement motivation where students will have lack of effort, decrease in determination and poor self-regulation skills (Dietz, Hofer, & Fries, 2007). Research suggests that 80 to 95% of students procrastinate, with about 50% doing so consistently and problematically (Steel, 2007). Based on Stober, J., & Joormann, J. (2001) study on 180 students revealed that worry had correlations with procrastination and perfectionism. When students are in psychological distress such as in depression, worry and anxiety they tend to procrastinate. Students faced worry because of the higher expectations of society and parental criticism.

3.0 METHODS

A descriptive-correlational study was used in this research to investigate whether procrastination and perfectionism predicts student’s academic performance where both quantitative and qualitative data were gathered. The Frost’s Multidimensional Perfectionism Scale (1990) which comprised of 35 items and Lay’s Procrastination Scale (1986) comprising of 20 items – both on a five-point Likert scale – and 2 open-ended questions were used as instruments to measure and understand the predictive values of procrastination and perfectionism on academic performance in which students’ academic scores were computed based on the average scores for all the subjects from their final examination result.

3.1 POPULATION AND SAMPLE OF THE STUDY

The research population of this study are students enrolled in an international school in Selangor, Malaysia. A total of 85 Years 7, 8, and 9 students were randomly selected to participate in this study from a total of 140 students. Out of the 85 respondents, 35 students (41.2%) are females and 50 students (58.8%) are males.

3.2 INSTRUMENTS

The research instrument consists of three sections as follows;

(i) *Section A: Demographic questionnaire*

Background questionnaire used to collect data on background information of respondents.

(ii) *Section B: Lay's Procrastination scale*

Lay's Procrastination scale (LPS; Lay, 1986) focused on student's attitude in task completion. This scale consists of 20 questions, which will enable the researcher to determine whether students have a tendency to delay or postpone work and to what degree. This scale have reverse-keyed items for question 3, 4, 6, 8, 11, 13, 14, 15, 18 and 20. Therefore for the scoring need to reverse scores the false-keyed statements (1=5, 5=1, 2=4, 4=2), and add up the scores across all statements in the scale.

(iii) *Section C: Frost's Multidimensional Perfectionism scale*

Multidimensional Perfectionism Scale (MPS) created by Andy Frost consists of 35 items that assess student's personality characteristics which are related to efficiency, goal orientation and organisation. This instrument comprised of six subscales which known as Concern over Mistakes (CM), Personal Standards (PS), Parent Expectations (PE), Parental Criticism (PC), Doubting of Actions (D) and Organization (O). For the scoring, each of the six subscales scored by summing the items. Additionally, there is an overall perfectionism score which is the sum of the subscales except Organization.

(iv) *Score for Academic achievement*

The academic achievement measured by calculating the mean from the total marks that the students obtained for all the subjects in their final examination.

3.3 RELIABILITY OF INSTRUMENT

Lay's Procrastination Scale (LPS) was originally a true/false instrument and later it was converted to a 5-point scale to allow for greater variance and reliability (Ferrari, 1992).

Frost's Multidimensional Perfectionism Scale (F-MPS) has internal consistency alpha values the followings; overall perfectionism measure = .90, concern over mistakes = .88, personal standards = .83, parental expectations = .84, parental criticism = .84, doubts about actions = .77 and organization = .93. Overall, for the reliability the coefficient alphas for the subscales ranged from .77 to .93, and an alpha for the entire scale was .90. In the current study, the Cronbach's alpha coefficient of .837, while the mean = 112.4, standard deviation = 16.9. The six scales are highly correlated with one another but the Organization scale showed the weakest pattern of intercorrelation with the other subscales and with the total of the other items in the perfectionism scale

The instruments were pilot-tested on 15 students from the school who were randomly selected from Year 7, Year 8 and Year 9. Cronbach's alpha coefficient of .77 were obtained for Lay's Procrastination Scale ($M= 64.4$, $SD=11.4$). The Frost's Multidimensional Perfectionism scale scored a Cronbach's alpha coefficient of .81 ($M=116.4$, $SD=16.3$).

3.4 DATA ANALYSIS

Data were analysed using IBM Statistics version 22.0. The research questions for the study along with the appropriate statistical analysis is outlined in Table 1.

Research Questions	Data Analysis
(i) What is the level of procrastination among the Years 7, 8, and 9 international school students?	Mean, SDs
(ii) What is the level of perfectionism among the Years 7, 8, and 9 international school students?	Mean, SDs
(iii) What is the level of academic performance among the Years 7, 8, and 9 of the international school students?	Mean, SDs
(iv) Does the statistical information show significant associations between level of procrastination and different levels of perfectionism?	Logistic Regressions
(v) Does the statistical information show significant associations between level of procrastination and different levels of student academic performance?	Logistic Regressions
(vi) Does the statistical information show significant associations between level of perfectionism and different levels of academic performance?	Logistic Regressions

Table 1: Research questions and data analysis for the study

4.0 PRELIMINARY RESEARCH FINDINGS

Research Question 1: What is the level of procrastination among the international school students?

The students scored mean value of 3.245 with standard deviation .400 for procrastination.

	Mean(SD)
1) Gender	
Male	3.245(.366)
Female	3.246(.450)
2) Class	
Year 7	3.242(.457)
Year 8	3.267(.316)
Year 9	3.245(.437)

Table 2: Level of procrastination based on gender and class

From the above Table 2, male students procrastinate slightly higher than their female counterparts. In terms of class, Year 8 is considered to be procrastinating more with mean value of 3.267 followed by Year 9 with 3.245 and Year 7 3.242.

Research Question 2: What is the level of perfectionism among the international school students?

The students scored a mean value of 3.188 with standard deviation .485 for being perfectionist.

	Mean(SD)
1) Gender	
Male	3.057(.502)
Female	3.376(.397)
2) Class	
Year 7	3.042(.466)
Year 8	3.352(.440)
Year 9	3.142(.510)

Table 4: Level of perfectionism based on gender and class

From the above Table 4 female are more perfectionist compared to male with respective mean value 3.376 compared male with 3.057. In terms of class, Year 8 being more perfectionist compared to Year 7 and Year 9 students.

Research Question 3: What is the level of academic performance among the international school students?

The students scored mean value of 65.493 with standard deviation 13.012 for their academic achievement in the final examination.

	Mean (SD)
1) Gender	
Male	62.320(13.193)
Female	70.026(11.468)
2) Class	
Year 7	66.621(12.310)
Year 8	63.357(13.225)
Year 9	66.687(13.484)

Table 5: Academic achievement based on gender and class

From the above Table 5, female students scored better in academic achievement with mean value of 70.026 compared to male students who scored mean value of 62.320. Based on class, Year 9 students scored higher mean value 66.687 followed by Year 7 with mean value of 66.621 and Year 8 with 63.357.

5.0 DISCUSSION AND CONCLUSION

From the preliminary data analyses, the students are more likely to procrastinate compared to being perfectionist. The students scored higher mean value for procrastination 3.245 compared to mean value of perfectionism which is 3.188. Female and male students procrastinate almost at the same level. However, female students of the current sample are being more perfectionist than the male students.

In terms of academic achievement female students obtain better results with mean value of 70.026 compared to male students with mean value of 62.320. From data analyses, it shows that even female students procrastinate more compared to male students due to being more focused on their work and being more perfectionist. However, female students obtain better results academically compared to male students because high perfectionism lead them to procrastinate more but they work harder academically and engage more during lessons. Therefore, they were able to obtain better academic achievement.

It is expected that the outcome of this research will answer the research questions and reveal the level of procrastination and perfectionism towards the students' academic performance in the international school setting.

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AN EXAMINATION AND EVALUATION OF INTENTION TO STAY OR LEAVE SCALE BY EXPERT REVIEWERS

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ABSTRACT

It is crucial to develop a scale that can measure existing medical academics' intention to stay or leave, as there are an increasing number of medical academics across grades who have resigned from public universities. For this study, the key dimensions in the scale were generated from Belief-Desire-Intention (BDI) model and Integrated Behavioural Model (IBM). Each item in the scale was not created solely from related theories and model but also extracted from literature reviews and promotional guidelines for medical academics. All the items derived from previous research were modified to reflect the context of academic medicine. Rasch model analysis provides systematic evidence of one of the aspects of construct validity that is content validity for the five dimensions with 52 items. All the items will be maintained for the next test. Four items will be modified based on experts' comments with one additional item for Part C or under normative beliefs dimension. These results generate an important step towards the development of guidelines for use especially by university administrators in understanding the product obtained from the scale.

KEYWORDS: Intention to Stay or Leave, Belief-Desire-Intention Model, Integrated Behavioural Model, Rasch Model, Content Validity Test

1 INTRODUCTION

Experts play important roles in scale development especially for content validation (Cheng, Chen, Liu, & Chen, 2011; Joo and Yeon Lee, 2011; Wolfe and Smith, 2007; Zhao et al., 2014). But there are also studies that involve experts in most of the stages in their instrument development through using a multi-stage approach (Schmiedel, Vom Brocke, & Recker, 2014) such as in item creation, substrata identification, item selection, item revision and instrument preparation. The duties of experts include providing input into the definition of the purpose of the scale, the definition of the construct, and the design and content of the scale as well as providing insights into fairness, accessibility, and sensitivity (Wolfe and Smith, 2007). Besides looking and checking for item quality and construct relevance, experts also play a role for hierarchical ranking (Graham and Beltyukova, 2015). Two primary goals of an expert review are to reveal problems with a survey scale so that they can be remedied prior to going into the field and to sort items into groups that are more or less likely to exhibit measurement errors (Olson, 2010). In other cases, experts also play important roles in providing explanations that are supportive of achieving the scale's objective

(Schmiedel et al., 2014), and judging the suitability of every indicator suggested by survey researchers (Mat-jizat and Mckay, 2011). Normally, the number of expert reviews tends to be small ranging from two or three experts up to 20 reviewers (Olson, 2010), however, there is a growing trend now towards increasing the number of experts up to 27 (Schmiedel et al., 2014) and 30 experts (Zhao et al., 2014) involved in scale development.

Providing empirical evidence for validity is a basic requirement in the development of a reliable survey instrument to measure intention to stay or leave. The purpose of this study is to test one of the criteria for several aspects of construct validity, as proposed by Messick (1995), that is content validity. The content validity test is an assessment of items in the scale by two groups of panel experts. Rasch model is applied to the content validity test to confirm whether the quality criteria in each item are agreed among the panel experts. The results provide empirical evidence to support the content aspect of construct validity for the intention to stay or leave scale.

2 RASCH MODEL

Intention to stay is a latent variable of human behaviour, or an abstract psychology construct (Graham, 2012) that is not directly observable. A scale developed to measure latent variable (i.e., intention to stay or leave) is intended to estimate its actual magnitude at the time and place of measurement for each person measured. This “actual magnitude” is the true score (Devellis, 2003). The Rasch model is applied in this study because it is the method that is based on objective measurement whereby we can use the correct score to infer unobservable trait (Bond & Fox, 2015), and in this case medical academics’ intention to stay or leave with Malaysian public universities.

A key advantage of scale development using Rasch model is that they can be utilised by a much larger audience and can be used repeatedly to measure latent variable same as the measurement for weight and height (Azrilah, Mohd Saidfudin, & Azami, 2013). Besides that, Rasch analysis allows the researcher to modify the scale based on empirically driven recommendations to delete some items, modify others, and change the scale to elicit a unidimensional measurement. These survey scale and item changes further helped to produce a scale that optimised results obtained from data collected and minimised measurement error. In a survey research, this has great value since the researcher has an opportunity to communicate with participants by understanding their feelings, beliefs or attitudes through their responses to the survey (Sondergeld & Johnson, 2014).

The justification for using Rasch model instead of other models is that it provides a mathematical framework against which scale designers can compare their data. The model is based on the idea that worthwhile measurement contains investigation of only one human attribute at a time. Therefore, person and item performance that deviate from the line of inquiry (whether more than or less than) is a sign for scale developer to reconsider item wording and score interpretations for the data. The uniqueness of this model is that it has the ability to estimate each item’s difficulty and person’s ability on a common logit scale, and each of these estimates has a degree of error connected with it. One magnificent aspect when using Rasch to analyse data is its ability to show the relation between person and item in a meaningful pictorial or ‘map’ form (Bond and Fox, 2015). As stated by Danish mathematician, Georg Rasch, the originator of the model:

a person having a greater ability than another person should have the greater probability of solving any item of the type in question, and similarly, one item being more difficult than another means that for any person the probability of solving the second item is the greater one (as cited in Bond and Fox, 2015, p. 11)

3 REASONS FOR DEVELOPMENT OF INTENTION TO STAY OR LEAVE SCALE

To understand the underlying elements which trigger medical academics' intention to stay or leave, it is pivotal to grasp the meaning of intention to stay or leave. The term 'intention to stay' is usually used interchangeably with the terms 'retention' or 'intention to remain employed', and it is the opposite of 'intention to quit' or 'intention to leave'. It refers to the behavioural intention that leads to the outcome of retention (T. Cowden, Cummings, & Profetto-Mcgrath, 2011). Nevertheless, referring to Cardy and Lengnick-Hall (2011), there can be a difference between effort to maximize retention and effort to minimize turnover. Effort to maximize retention (or employees' intention to stay) is by making the working environment as "sticky" as possible, whereas effort to minimize turnover (or employees' intention to leave) can be seen as organization's initiative to avoid or reduce cost.

Intention to stay is a stable determinant of employee retention (Cowden and Cummings, 2012). It is also dissimilar from the typical negatively worded questions asked in studies, which normally confirm leaving (Steinmetz, Vries, & Tjzens, 2014). However, this study will develop a scale that can measure both intention to stay and intention to leave, but with positively worded questions asked. If a person agrees on a difficult item, he or she has a high level of intention to stay, but if the person only agrees on an easy item, that means he or she has a low level of intention to stay but a high level of intention to leave.

There are a few reasons why this study focuses on the development of an instrument that measures intention. Firstly, measuring intention is more practical than studying actual behaviour because employees usually make a few considerations before actually leaving the job. Secondly, compared to longitudinal study, it is more practical to measure intention in a cross-sectional study (Mor Barak, Nissly, & Levin, 2001).

The development of current intention to stay or leave scale is strongly influenced by the increase of attrition rate among medical academics that continues to be endemic in Malaysia. In Malaysian public universities, there were a total of 328 medical academics who resigned from 2006 to 2009, and this number increased to 428 people between 2010 and 2013 across grades and public universities. Malaysian public universities lost their medical academics to private medical schools, private hospitals, Ministry of Health or other public universities (Medical Deans' Council of Public Universities, 2015).

4 THEORETICAL FRAMEWORK UNDERPINNING THIS STUDY

In this study, intention to stay or leave the university or academic medicine is conceptualised using the combination of Belief-Desire-Intention (BDI) model developed by Bratman (1987) through his Theory of Human Practical Reasoning and Integrated Behavioural Model (IBM) introduced by Fishbein and colleagues that described an integrative model that focuses primarily on the formation of behavioural intention (Fishbein, 2000; Fishbein & Cappella, 2006). Belief-Desire-Intention (BDI) model was originally proposed by Michael. E. Bratman as a way of explaining future-directed intention. The underlying structure under the concept of intention in action involves two basic types of mental states, namely beliefs and desires or evaluations. What makes an action intentional, or done with a certain intention, is the fact that it stands in an appropriate relation to these two types of mental states. Beliefs maybe all-or-none or may come in degrees. On the other hand, desires include a wide range of "pro attitude" for example wanting, judging appropriateness and caring about. BDI comprises three main attitudes which consist of beliefs, desires and intentions. On the other hand, IBM is an extension of TRA and TPB; this model has the elements from TRA and TPB as well as other influential theories. Similar to TRA and TPB, the most important determinant of behaviour in the IBM is intention to perform the behaviour (Montano & Kasprzyk, 2008). This model focuses on one's intention to perform a specific behaviour (in this case, intention to stay or leave) as both a dependent variable as well as an independent variable (Bleakley & Hennessy, 2012). This model is primarily a theory of intention formation, with a focus on the roles of attitudes; norms and efficacy relative to one another in explaining variation in intention.

5 RESEARCH METHOD

5.1 Description of the Intention to Stay or Leave Scale

The key dimensions in the scale were created from Belief-Desire-Intention (BDI) model developed by Bratman (1987) through Theory of Human Practical Reasoning and Integrative Behavioural (IBM) by Fishbein (2000); Fishbein and Cappella (2006) (integrated with TRA and TPB). There are three main dimensions, namely feelings about behaviour, beliefs and desires. Four elements extracted from IBM that explain about beliefs are behavioural beliefs, normative beliefs, control beliefs and efficacy beliefs. The selection of these theories and models is because of their ability to represent intention compared to other theories. As a general rule, “the more favourable the attitude and subjective norms, and the greater the perceived control, the stronger the person’s intention to perform the behaviour should be” (Ajzen, 2010, p.1). Each item in the scale is not generated solely from the above theories and model but also extracted from other relevant theories, literature review and promotional guidelines for medical academics. All the items derived from previous research are modified to reflect the context of academic medicine. It should be noted that this is one of the studies of its kind that develop a scale that specifically measures medical academics’ intention to stay or leave that focuses on the medical academic mission using BDI and IBM. Even though IBM and other reasoned action theories have been widely used to investigate a broad range of health behaviour (Yzer, 2012), they are not popularly used to measure intention to stay or leave, especially among medical academics. Besides that, BDI model is also not commonly being used for instrument development, BDI was part of the inspiration behind the BDI software architecture (Georgeff, Pell, Pollack, Tambe, & Wooldridge, 1999; Phung, Winikoff, & Padgham, 2005).

5.2 Description of the Experts’ Reviews

Reviews of the items by panel experts involve a few phases as explained in Table 1. In the first phase, supervisory committee members played a role in checking all the initial items and from the original 79 items, it was reduced to only 52 items. After modification, then in the second phase, the scale was reviewed by a two-panel expert in work psychology and Rasch model. They were invited to join and review the questionnaire through e-mail. The survey asked for Yes/No answers, item quality and different views and comments through open-ended questions. Based on the comments in phases one and two, all the items, especially in Part A, Part B and Part D were rephrased to show that the scale really evaluates intention to stay or leave, and no prediction questions (i.e. future intentions) were measured. All the items were sustained as they were, and the reduction of items were made after content validity test using Rasch model with medical academics. This group of medical academics will not be involved again either in cognitive debriefing test, pilot tests or field test. Responses then were analysed as described in Table 2.

Table 1. The Roles of Panel Experts in Reviewing the Scale

Phase	Panel expert	Roles
Phase 1	Supervisory committee members	Check for item quality and relevancy of construct especially after modification is done.
Phase 2	Work psychology expert	Check for item quality, relevancy and clarity of the construct from the perspective of work psychology.
	Rasch model expert	Check for suitability of items created that fulfil the requirement of Rasch model.
Phase 3	Medical academics	Check for item clarity, relevancy of construct and recommendation for additional items (if relevant with the study).

In phase three, eleven experienced medical academics from each public university were identified and invited as experts to review the questionnaire with 52 items. They were invited through an e-mail and using the snowball method. Out of eleven candidates, nine respondents kindly gave their feedback for further improvement.

5.3 Content Validity Test

The pool of experts in the content validity test comprised of nine medical academics from various Malaysian public universities with different grades and positions. The selection of experts was based on their seniority, various experiences in holding the administrative post (e.g. as the Dean of Medical Faculty, Hospital Director, Deputy Dean), working at a public university as a medical academic and an instrument developer.

A questionnaire was developed to determine whether the panel of experts that consisted of medical academics agreed with the proposed set of items. The survey asked for Yes/No answers, item quality and different views and comments through open-ended questions. In the content validity test, responses were tabulated and analysed using the basic Rasch dichotomous model (for Yes/No answers). The Wright map later would display the distribution of item agreement on the right and allocation of experts on the left according to the item number. Then, the scale was sent for proofreading to check for any spelling and grammatical errors before going for cognitive debriefing. Responses were tabulated and analysed using the basic Rasch dichotomous model, Winsteps software version 3.72.3 (Linacre, 2011).

6 RESULT AND DISCUSSION

6.1 Content Validity Test using the basic Rasch Dichotomous Model

The Wright map in Figure 1 displays the distribution of experts' decision towards the 52 items. The decision made can be classified into three groups. The most agreed-to items are items 2 (*Attractive*), 4 (*Secured*), 4 (*Energised*), 7 (*Teaching passion*), 11 (*Value role researcher*), 12 (*Value publication*), 14 (*Admin responsibilities*), 15 (*Guided obtain grant*), 16 (*Flexibility*), 17 (*Balance work home*), 18 (*Long term career opportunities*), 20 (*Leadership development*), 21 (*Part-time*), 22 (*Collaborative work culture*), 23 (*Career goals*), 24 (*Facilities & Equipment*), 25 (*Adequate training*), 27 (*Emolument & Benefits*), 33 (*Scheme*), 34 (*Promotion criteria*), 35 (*Incentive*), 36 (*Enough facilities & equipment*), 37 (*Workload*), 38 (*Participate research*), 39 (*Produce student*), 40 (*Leaders*), 41 (*Continuous improvement*), 42 (*Enough training & development*), 43 (*No discrepancy*), 44 (*Can teach*), 45 (*Skill in research*), 46 (*Skill in produce*

paper), 47 (Skill in obtain grant), 48 (Skill to supervise), 50 (Skill deal with patients) and 51 (Manage time). These are located at 1.79 logits (SE 1.90). The least agreed-to items are under group two. They are items 30 (Friend), 32 (Colleagues do same), 9 (Value clinical practice) and 31 (Colleagues), located at the top of item distribution at 1.62 logits (SE .91) for item 30 and 32; and 0.76 logits (SE 0.99) for items 9 and 31.

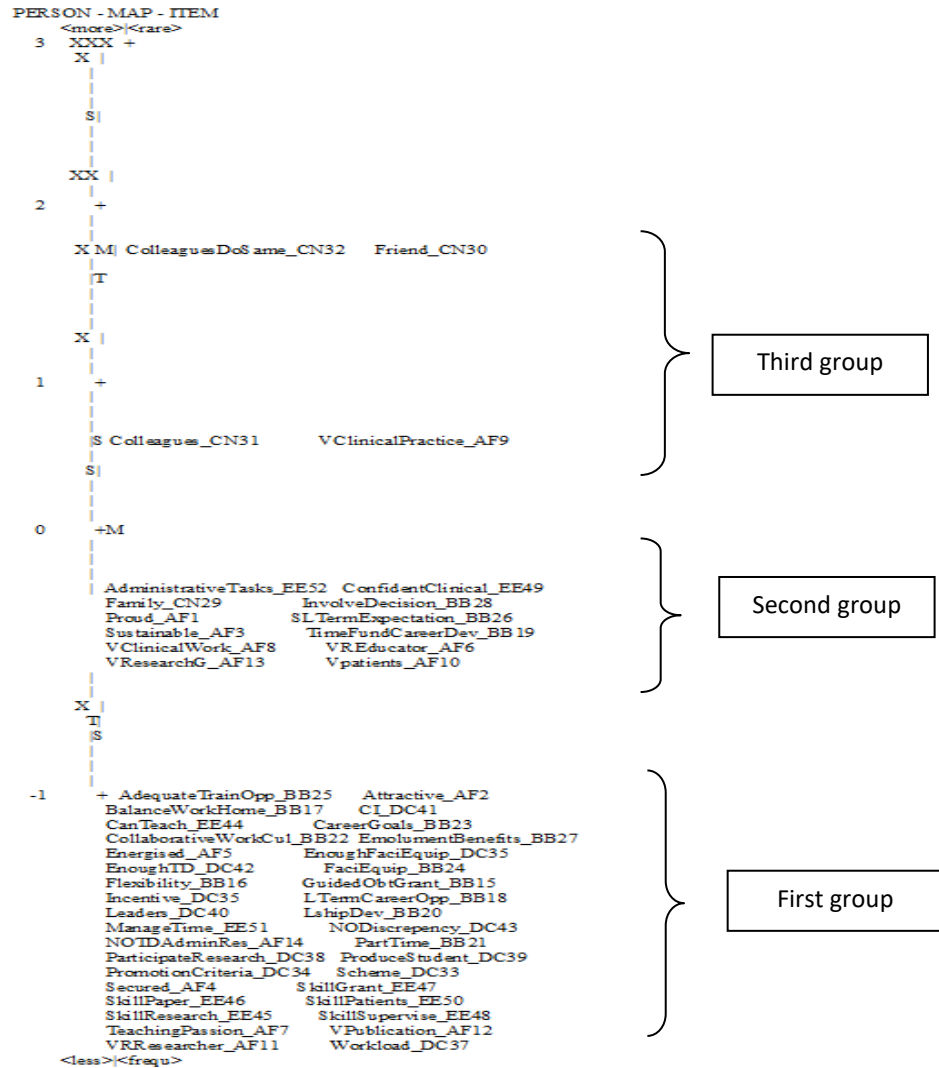


Figure 1: Wright map

Figure 2 displays the quality-item statistics in measure order. Thus, the topmost item and bottommost item on the Wright map and the table of item statistics correspond. For any form of genuine scientific investigation, unidimensionality is a requirement. Inspection of the Rasch fit statistics for quality items is the first step towards examining dimensionality of this test. The fit statistics reveal that there are 36 items which are 100% agreed by the experts. These correspond to the most agreed-to items on the Wright map under the first group. This category is also considered as no threat to the measurement.

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ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S.E.	INFIIT MNSQ	OUTFIT MNSQ	PT-MEASURE CORR.	EXACT OBS%	MATCH EXP%	ITEM			
30	6	9	1.62	.91	.82	-.5	.72	-.4	.71	.62	66.7	67.5	Friend_CN30
32	6	9	1.62	.91	1.26	.9	1.26	-.6	.52	.62	66.7	67.5	ColleaguesDoSame_CN32
9	7	9	.76	.99	.95	.1	.94	.1	.58	.56	83.3	76.5	VClinicalPractice_AF9
31	7	9	-.76	.99	1.53	1.1	1.39	-.8	.37	.56	50.0	76.5	Colleagues_CN31
1	8	9	-.40	1.23	.39	-.8	.23	-.5	.70	.46	100.0	84.6	Proud_AF1
3	8	9	-.40	1.23	1.53	.9	1.07	-.5	.29	.46	66.7	84.6	Sustainable_AF3
6	8	9	-.40	1.23	1.53	.9	1.07	-.5	.29	.46	66.7	84.6	VREducator_AF6
8	8	9	-.40	1.23	.39	-.8	.23	-.5	.70	.46	100.0	84.6	VClinicalWork_AF8
10	8	9	-.40	1.23	.39	-.8	.23	-.5	.70	.46	100.0	84.6	Vpatients_AF10
13	8	9	-.40	1.23	1.68	1.0	1.50	-.8	.19	.46	66.7	84.6	VResearchG_AF13
19	8	9	-.40	1.23	1.82	1.1	2.36	1.2	.07	.46	66.7	84.6	TimeFundCareerDev_BB19
26	8	9	-.40	1.23	.39	-.8	.23	-.5	.70	.46	100.0	84.6	SLTermExpectation_BB26
28	8	9	-.40	1.23	.39	-.8	.23	-.5	.70	.46	100.0	84.6	InvolveDecision_BB28
29	8	9	-.40	1.23	1.82	1.1	2.36	1.2	.07	.46	66.7	84.6	Family_CN29
49	8	9	-.40	1.23	.39	-.8	.23	-.5	.70	.46	100.0	84.6	ConfidentClinical_EE49
52	8	9	-.40	1.23	.39	-.8	.23	-.5	.70	.46	100.0	84.6	AdministrativeTasks_EE52
2	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	Attractive_AF2
4	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	Secured_AF4
5	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	Energised_AF5
7	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	TeachingPassion_AF7
11	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	VRResearcher_AF11
12	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	VPublication_AF12
14	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	NOTAdminRes_AF14
15	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	GuidedObtGrant_BB15
16	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	Flexibility_BB16
17	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	BalanceWorkHome_BB17
18	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	LTermCareerOpp_BB18
20	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	LshipDev_BB20
21	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	PartTime_BB21
22	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	CollaborativeWorkCu1_BB22
23	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	CareerGoals_BB23
24	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	FaciEquip_BB24
25	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	AdequateTrainOpp_BB25
27	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	EmolumentBenefits_BB27
33	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	Scheme_DC33
34	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	PromotionCriteria_DC34
35	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	Incentive_DC35
36	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	EnoughFaciEquip_DC35
37	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	Workload_DC37
38	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	ParticipateResearch_DC38
39	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	ProduceStudent_DC39
40	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	Leaders_DC40
41	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	CI_DC41
42	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	EnoughTD_DC42
43	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	NODiscrepancy_DC43
44	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	CanTeach_EE44
45	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	SkillResearch_EE45
46	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	SkillPaper_EE46
47	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	SkillGrant_EE47
48	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	SkillSupervise_EE48
50	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	SkillPatients_EE50
51	9	9	-1.92	1.91			MINIMUM MEASURE		.00	.00	100.0	100.0	ManageTime_EE51
MEAN	8.6	9.0	-1.33	1.68	.98	.0	.89	.1			81.3	81.4	
S.D.	.7	.0	.97	.35	.58	.9	.72	.7			17.6	5.9	

Figure 2: Item measure

Counterchecking against the Guttman scalogram (see Figure 3) indicates that the items given are very agreeable to Panel Expert (PE) 2, PE 5 and PE 7. The items are accepted in this analysis because they do not represent any threat to the measurement.

7 CONCLUSION

This article describes one test to help in improving the development of a reliable scale to measure medical academics' intention to stay or leave. The content validity test investigated distribution of experts' decision and acceptability of qualities for each category that could explain intentions. The focus of this article is on content validity from a panel of experts whereby Rasch analysis is used to provide empirical evidence. The content validity test is one of the crucial steps towards the development of a valid scale. The test ensures that the scale developed provides a meaningful measurement that is derived from our theoretical item hierarchy.

In future work, the researchers are going into deeper analysis in order to revise the scale through cognitive debriefing, pilot tests and field test. The scale will be amended after going through Rasch analyses. Then this study will develop a guideline for use especially by university administrators to understand the results of the scale using the raw score to logits conversion.

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HEADMASTER'S INSTRUCTIONAL LEADERSHIP, EMOTIONAL INTELLIGENCE AND TEACHER'S COMMITMENT IN PRIMARY SCHOOLS

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ABSTRACT

This conceptual paper was developed to create a conceptual model in exploring the relationship between headmasters instructional leadership practices, emotional intelligence level and teacher's commitment in primary school in Perak State. It is based on three theories; Instructional Leadership Theory, Emotional Intelligence Theory, and Teacher's Commitment Theory. Ten dimensions of Instructional Leadership styles (Philip Halliger, 1995), five dimensions of Emotional Intelligence (David Goleman, 2001), and four factors of teacher's commitment (Allen Meyer, 1991) are identified to construct the model.

KEYWORDS: Leadership, Instructional Leadership, Emotional Intelligence, Teacher's Commitment.

1.0 INTRODUCTION

School effectiveness and student achievement is directly affected by the effectiveness of the teacher (Harris et al. 2003). Study shows that behaviour and leadership style of the headmaster of the school allows management to assess and apply the findings and results for each school. School effectiveness is easier to achieve with a motivated and committed teachers, while the teachers who are less committed can bring unwanted adverse effects. Teachers in Malaysian school bounded social and culture where leaders are expected to be humble, modest and dignified (Dorfman et al., 2004). Headmaster's leadership style and the style of driving direction is important in influencing their commitment to the teacher. The level of headmaster's emotional intelligence also affects teachers' commitment. Therefore, the main objective of this study was to investigate the relationship between the two variables; 'The level of emotion intelligence among headmaster and teacher organizational commitment with the hopes of discovering a view to improving the performance of schools.

2.0 LITERATURE REVIEW

2.1 Instructional Leadership

(Çelik, 2013,). Şişman, (2012,) defines instructional leadership as “behaviors that should be demonstrated by the principal himself/herself and that are promoted by the principal to be adopted by others in order to achieve the anticipated outcomes at school”. One of the authors developing the first model of instructional leadership, Thomas Sergiovanni defines the power of leadership under five categories: technical, human, educational, symbolic and cultural. Technical dimension of instructional leadership matches with traditional leadership applications. It covers administrative issues such as organizational development, leadership theory, time management and planning. Human dimension includes interpersonal relations that constitute the basis of instructional leadership such as the principal's communication skills and capacity to motivate others. Instructional power encompasses all the instructional roles of the principal

such as teaching, learning and application of the curriculum. Symbolic and cultural powers, on the other hand, stem from the ability of the instructional leader to be the symbol of what is important for school and what serves the purposes of the school and to integrate with the beliefs and values of the organizations (McEwan, 2000, 2).

2.2 Emotional Intelligence

Several previous studies indicate that there is a significant positive relationship between emotional intelligence and work commitments (Anari & Naderi, 2012; Moradi & Ardahaey, 2011; Nikolaou and Tsaousis, 2002; Noorhafaiza & Ferlisi, 2010; Khalili, 2011; Sarboland, 2012; and Yahzanon Tahir & Yusof Boon, 2011). This shows that the higher level of emotional intelligence of an individual, the higher the commitment to work. Thus, a headmaster with high level of emotional intelligence plays an important role in improving the emotional intelligence of teachers and the level of his or her teacher's commitment. Headmasters who have a high level of emotional intelligence will understand the important role of the management of their emotions to play a role and shape the culture of the school. According to (Greenockle, 2010; Sand, Cangemi, & Ingram 2011) emotional intelligence, empathy, building trust, respect and motivations among school staffs are important elements which should be created by a school headmaster

In writing the book, *Emotional Intelligence: Why It Can Matter More Than IQ*, Goleman delivers his discussion of why a leader must have emotional intelligence and cognitive intelligence to achieve success. A leader who has the emotional intelligence that can significantly affect the learning environment of the school. Goleman, Boyatzis and McKee (2002) explains that it is not necessarily a leader making a difference what to do; it is how they carry out their important responsibilities. Their methods of fulfilling their responsibilities, interact, read, and respond to other people can determine their success as leaders (Goleman, et al, 2002). It is connected with emotional intelligence level of a leader that makes a difference in the impact of teachers and headmasters on student success (Barents 2005)

2.3 Teacher's Commitment

Organizational commitment refers to an individual's attitude towards the organization (Mowday et al., 1979). Commitment of an individual is more than the passive loyalty to the organization, it is closely related to an ongoing relationship with the organization. Attachments emphasize commitment to the organization, including the objectives and values. It transcends loyalty to the organization, it involves self-sacrifice to the organization. It is not only the job satisfaction that is also attitude toward the work itself, the commitment to grow slowly over time as workers have been in contact with the employer.

3.0 RELATIONSHIPS AMONG INSTRUCTIONAL LEADERSHIP AND EMOTIONAL INTELLIGENCE

According to (Johannessen and Skalsvik, 2013) leadership should relate to the creative potential that encompasses the entire organization, all functions and levels of formal leadership . The main concept is derived from the process of leadership, influence and achieving a goal. Thus, leadership is a process by which an individual can influence a group of people to achieve something meaningful to them and their organization. In the context of the organization, leadership is an action involving leaders persuaded the employees to achieve organizational goals. A strong and influential leaders will successfully unite subordinates in a way that is required to achieve the desired goals. Cooper (1997) explains that the various expectations of the organization and various personal and interpersonal behavior has affected the complexity of the concepts and definitions of leadership effectiveness.

According to many researchers, Emotional intelligence shows a difference between a high performing school and a low performing school, and among leaders who basically with high levels of EI are more skillful in leading change and cultivating commitment among their subordinates (Beavers, 2005; Buntrock, 2008; Fullan, 2001; Moss, 2008; Moore, 2009, Patti, 2007). Emotional intelligence is important for school

administrators and it is time to implement training programs for school administrators to develop these skills to deal with the emotions associated with school reform.

The performance of leadership is fundamental to how people work together in teams; and is reported to be the most researched aspect of human behaviour (Dulewicz and Higgs, 2005). This means that leadership requires effort and emotional integration between leaders and their followers as well as the magnitude of the leader and the subordinates where it can be measured by EI leaders themselves. This was evidenced by Anand and Udasuriyan (2010), where they found the relevance of leadership practices and EI in organizations. They explained that the practice of executive leadership is positively affected by EI. George (2000) pointed out that the development of a compelling vision for many individuals in the organization are part of EI leaders.

4.0 RELATIONSHIPS AMONG EMOTIONAL INTELLIGENCE AND TEACHER'S COMMITMENT

There are few things that cause dissatisfaction among teachers in a job where, among others: the conditions of work, the quality of interpersonal relationships between colleagues, superiors and subordinates (Ivancevich, et al, 2006). It also includes less concern and leadership formation (Jordan, 2008). The relationship between the headmaster and the teachers, the friendly environment between the headmaster and teachers, personal support from superiors to subordinates in connection with the commitment of teachers. Good relationship, friendly character and personal support from superiors to subordinates only happen if the leader has a good emotional intelligence. Interpersonal relationships and empathy is the most important aspect of emotional intelligence. Therefore, in this study the authors limit the factors that affect teachers' commitment to two things: the teacher's perception of emotional intelligence of their leaders, and working conditions.

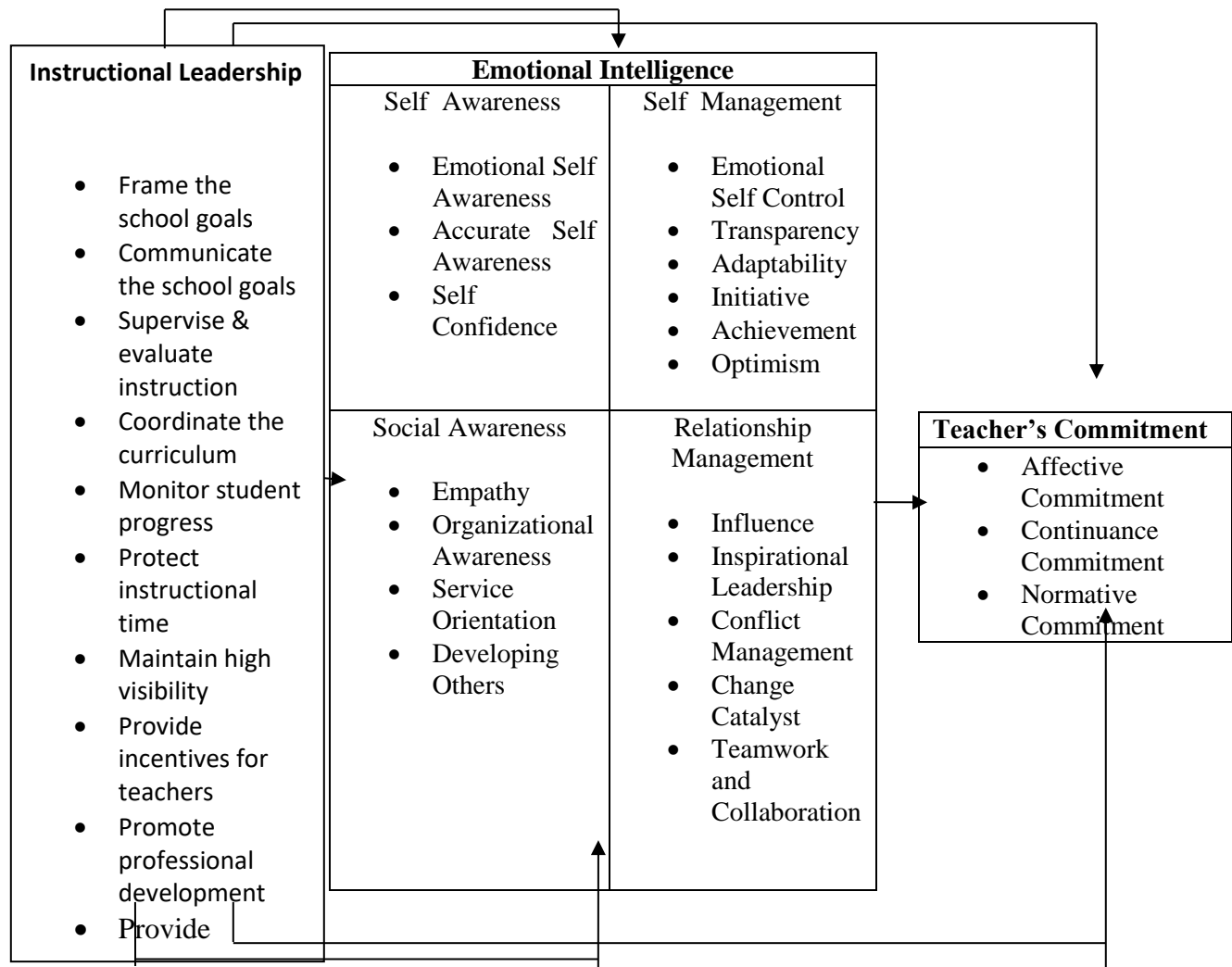
5.0 RELATIONSHIPS AMONG INSTRUCTIONAL LEADERSHIP AND TEACHER'S COMMITMENT

The sense of commitment developed by teachers towards their institutions positively affects their professional performance (Okcu, 2011). Stating that one of the objectives of the school should be to promote intrinsic motivation in its teachers, Celep (2000) specified the factors determining the teacher's commitment to the school as the desire to maintain his/her existence in the school, the investment of efforts more than expected and approval of the administrative applications in the school. One of the most important factors affecting organizational commitment of the teacher, the principal, as an effective instructional leader, should work hard to increase the organizational commitment of the personnel for the school to achieve its goals. As can be revealed by the research, teachers with higher organizational commitment are more sacrificing and successful in their works and thus, share very important duties and responsibilities for the construction of effective schools. When the national studies focusing on the organizational leadership of principals are examined, it is observed that while there are many studies dealing with the organizational leadership in relation to different variables, the amount of research focusing on organizational leadership together with organizational commitment is quite limited (Yüce, 2010; Serin, 2011), and majority of these few studies were conducted at elementary level.

6.0 CONCEPTUAL RESEARCH FRAMEWORK

After reviewing the past studies, a research framework is developed to find the relationship among leader's instructional practices, emotional intelligence and teacher's commitment in Perak primary schools. Instructional leadership is the independent variable, emotional intelligence as the mediating variable and the teacher's commitment is the dependent variable. The model highlights the need for headmaster's emotional intelligence in the school management as specific dimensions that will enhance the teacher's commitment.

Hypothesized model 1: linking instructional leadership, emotional intelligence and teacher's commitment



The past studies and literature indicates very little evidences which influences of instructional leadership and emotional intelligence on teacher's commitment. The model which was built examines the independent influences of instructional leadership practices on emotional intelligence and teacher's commitment which is dependent variable. This conceptual model basically provides an insightful theoretical foundation for the researchers of how emotional intelligence influences a leader's instructional leadership and enhancing teacher's commitment. It allow the associations and built up motivation for future researcher towards the development of a comprehensive teacher's commitment research area of study. The theories adapted in this study are further confirmed through this model.

7.0 THEORETICAL IMPLICATION AND MANAGERIAL IMPLICATION

The past studies and literature indicates very little evidences which influences of instructional leadership and emotional intelligence on teacher's commitment. The model which was built examines the independent influences of instructional leadership practices on emotional intelligence and teacher's commitment which is dependent variable. This conceptual model basically provides an insightful theoretical foundation for the researchers of how emotional intelligence influences a leader's instructional

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By exploring the relationship between instructional leadership, emotional intelligence and teacher's commitment can help the headmaster to tap the important element in implementing the instructional leadership practices successfully. Headmasters at schools may take into account the emotional intelligence element in their leadership style. Even in large number of organizational change initiatives, under rubrics such as quality of work life, employee involvement, and high-commitment workplace includes empowering employees as one of their components (e.g., Cumming & Worley, 1997; Quinn & Spreitzer, 1997; Randolph, 1995; cited in Jean M. Bartunek et al., 1999). Headmasters had to break "one man show" into collaborative decision-making through enhancing their emotional intelligence level. The construct of EI has received vast attention in a variety of literature bases, such as competency management (Capaldo et al., 2006). According to that, EI might be considered as a group of individual competencies essential for organizational performance. EI can influence an individual's success in an organization (Goleman, 2001). According to many opinion and workplace testimonials, EI increases performance and productivity (Lam and Kirby, 2002).

8.0 CONCLUSION

Exploring the relationships among headmaster's instructional leadership, emotional intelligence and teacher commitment will help to improve school management where by the principal will know what to tap into increasing teacher's commitment. However, low levels of teacher's commitment alone will not necessarily affect teacher commitment and performance of a school. Other factors like emotional intelligence, school conditions, school climate and culture might significantly affect teacher commitment. In conclusion, authors believe that instructional leadership practices are directly linked with teacher's commitment. From the review of literature and review of the theories on leadership and commitment, the authors believe that there is a need to examine further on these factors as mediator that may influence teacher commitment.

Thus, this study contributes to the school effectiveness and teacher's commitment literature by linking instructional leadership with emotional intelligence experienced by Perak primary school. These findings will directly benefits the headmasters by informing them of which practices seem to most positively impact teachers and students, thus contributes to the school effectiveness and at the same time enhancing the teacher's commitment. Besides that, it is hoped that this study can also add more in-depth literature review in academia about the relationship of instructional leadership style, emotional intelligence and teacher's commitment in Malaysia. It can help the new researchers to conduct more comprehensive and complete studies in years to come.

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AUGMENTED REALITY IN EDUCATION: A CONCEPTUAL RESEARCH REPORT

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ABSTRACT

Technological advances enable the use of innovative learning tools for education. This paper discusses on the potential of using Augmented Reality in education that can be carried out in Malaysian educational environment. AR is an interesting learning tool that can make the learning more meaningful and enjoyable to the students whereby the learning process is a memorable experience for the students to explore and engage.

KEYWORDS: Augmented Reality, Motivation, and Collaborative learning

1.0 INTRODUCTION OF AUGMENTED REALITY

Augmented Reality (AR) can be defined as an enhanced reality that is created through and can be used to bridge the real and virtual worlds together (Bronack, 2011; Klopfer & Squire, 2008). AR is a technology that provide the seamless interaction between real and virtual environment. The unique attributes interface of AR is it allows the creation of fun learning experience as it enables the integration of different user interface and interaction techniques.

The rapidly emerging technological advancement influences the teachers' or educators' perspective in educational approach. The use of AR to revolutionize the teaching pedagogical in schools is now trending worldwide. AR can be understood as an environment in which virtual and real elements appear to coexist. The much-cited virtuality continuum suggested by Milgram and Kishino (1994) has been promoting this understanding. The continuum ranges from purely virtual environments to totally real environments. Placed within this continuum, AR is described an otherwise real environment which is augmented by virtual elements. Similarly, in a widespread survey of Augmented Reality, AR is summarised as a field that lets the real world to be seen by the user, where it is superimposed or composited with virtual objects (Azuma, 1997).

2.0 BACKGROUND OF STUDY

In terms of its inception, AR technology came later after virtual reality technology. Virtual reality substitutes reality with a simulation. In contrast, in AR technology, a person's perception of the reality is improved through modification on the view of reality by adding digital information. There are four main components in AR: (1) a camera for capturing a target information, (2) marker which acts as the target information, (3) mobile phones for storing and processing information when the captured image is the target information (marker), and (4) digital content is the content that will be displayed on the screen when the camera is able to track the marker.

An AR system permits the combining or "supplementing" of real world objects with virtual objects or superimposed information. Therefore, virtual objects appear to coexist in the same space with the real world (Azuma et al., 2001). Nevertheless, AR is not limited only to the vision; all senses like hearing, touch

and smell can also be applied (Azuma et al., 2001). AR allows for a seamless combination of virtual content with the real world (Azuma, Billinghurst, & Klinker, 2011).

Kaufmann emphasizes that learning using AR approach will enhance learning experience based on collaborative learning in terms that many users may share an access populated virtual objects while remaining in real world (Kaufmann, 2011). In terms of English learning activities, AR is applied in researches on English learning. An English letter spelling game was developed by Kirner and Zorzal (2005). In the activity, the right card has to be picked by the children in order to spell the correct word in the AR English letter cards. If it is spelled correctly, the monitor will show the virtual object of the English letter card. In such attractive simulation, the game can encourage players to interact actively and to strengthen their ability of problem solving. This novel digital media of different learning simulation will benefit the students, and the immersive learning effect it provides to the English learning system can assist students to learn English vocabulary.

3.0 RESEARCH QUESTION

The followings are the questions arises upon carrying the research report.

1. What is the trend of Augmented Reality in education?
2. How is Augmented Reality being integrated in education?
3. What are the advantages of Augmented Reality in teaching and learning?

4.0 RESEARCH METHODOLOGY

In order to understand the AR concept and attributes in education, this research paper is being carried out by employing a systematic review study on various literature reviews on Augmented Reality in various field that has been applied nowadays. The research is also based on armchair theorizing whereby careful analysis is done throughout the study to explain new AR development in educational perspective, the significance, hence the relevancy in Malaysian perspective.

5.0 SIGNIFICANCE OF RESEARCH

AR is still considered a new technology in Malaysia as it is not widely used, even though application can be applied to many fields. Primary and secondary school students are exposed to a variety of gadgets that involve stimulating audio-visuals. This is due to the ubiquitous use of gadgets such as smartphones and tablets. Kids are exposed to these gadgets at an early age, and almost everything that they do involve some kind of interaction with the gadgets. Thus, teaching educational subjects using traditional approach or teaching aids such as books and simple videos are no longer considered as effective as before. This is because there are many alternative approaches that are considered more interesting and fun that are yet to be discovered.

Subjects that involved objects that are ‘internal’ or ‘unseen’ such as anatomy or biological development could be taught in a more interesting way with the use of AR technology. Some studies done have shown a significant improvement in students’ participation and performance when AR is integrated in the classroom. Nevertheless, more studies should be done in gauging the perception of using AR in education especially from the students’ perspective in regards to the learning process. There is no silver bullet when it comes to education, therefore educators have to equip themselves with the latest pedagogy and teaching approach. Thus, this study is to investigate the potential of AR in education. Various instructional approaches and designs related to augmented reality are yet to be explored as 2016 is considered as the year of augmented and virtual reality with the introduction of AR and VR devices from various big companies. Educational AR apps are expected to grow and education is one market area that is expected to be disrupted.

The idea of integrating AR into education realms shows many possible benefits. Certain subjects rely on the use of physical model and paraphernalia, which sometimes very expensive. Other subjects sometimes

involved high-risk experiments and exposure to hazardous environment. The use of AR will help reduce the risk and the reliance on such equipment as AR only requires the use of software and combination of physical materials such as books. Thus, it is interesting to see how AR technology affect the students' learning process. The findings of the study will help the administration or fellow educators to consider the use of AR in teaching. This paper is also to respond to the Government's call in highlighting the importance of digital technologies in teaching and learning under the Malaysia Education Blueprint (Higher Education). One of the 10 shifts specifically Shift 9 Globalised Online Learning, focuses on getting more educators from higher institutions to create more quality digital content. Thus, this paper suggests augmented reality as one good platform for educators to start producing their own quality digital content and to be integrated into their teaching and learning approach.

6.0 THE TRENDS OF AUGMENTED REALITY

Augmented Reality (AR) is slowly being accepted by the masses especially in education field. This is probably due to its close resemblance to Virtual Reality (VR) in terms of its concept and approach. While VR gives full immersion with full reproduction of virtual objects, AR instead adds virtual elements attached to a physical and real object, hence the name augment. AR get a massive service in its marketing and diffusion with many companies now jumping into the bandwagon as VR were recently introduced to the market for the mass market. Big companies such as Sony, Facebook, Samsung, and HTC have invested a lot in VR and they have already designed and marketed their own devices namely PlayStation VR, Oculus Rift, Samsung Gear VR and HTC Vive respectively. Even though they are marketed for the gaming industry, its functions are not solely limited to entertainment but also retail, industrial, and most importantly education. AR definitely received a great boost due to the VR popularity. Google's decision to introduce its Google Cardboard VR at a very cheap price was the catalyst to the diffusion of AR in education. Due to this, many apps developers and designers are moving towards creating AR-friendly apps. According to Tractica (2015) in its Augmented Reality for Mobile Devices 2015 report, market momentum will drive growth in annual downloads of mobile AR apps to 1.2 billion worldwide by 2019, up from 272 million downloads in 2014. Definitely, more apps are expected in the mobile market such as iOS and android. Additionally, the available variety of tools which provides a simple drag-and-drop interfaces has made the creation of AR content much easier and allows developers and even educators to design their own application and content.

Another advantage of AR is that it doesn't require a lot of investment by the consumers. Unlike VR which users are required to buy the VR device at a price ranging from RM400 to RM2000, AR only requires a mobile device such as a smartphone or a tab to work. This is more likely to appeal to educators and learners as AR does not require a bulky device, smartphones are getting cheaper and almost everyone has a smartphone. It also requires less technical expertise compared to VR. Thus, education is the area that will greatly benefit from the diffusion of AR as it is more cost-effective for a school district. These factors lead to the assumption that its innovation can be easily diffused in educational settings. This can be partly explained by the growth of online learning, the generation Z's use of and demand for technologies in their everyday lives, and the need for more engaging and immersive learning tools in educational settings. As stated by Dunleavy, Dede, & Mitchell (2009), who found that increased sense of attention, presence, and engagement are hallmark requirements for students in the new millennium. According to Gartner (2012), in Emerging Technologies Hype Cycle report, he projected for augmented reality applications to gain mainstream acceptance within the next 5 to 10 years. Looking at the general rate of acceptance, the reality seems to agree with Gartner's prediction. With that being said, AR is here to stay.

6.1 The Future of Augmented Reality

It is agreed that the replication of studies related to AR is growing swiftly over the years. However, in Malaysia, the application of AR technology has been slow specifically in the education field. Hence, more researchers and educators in the education field should collaborate together and explore the potential of AR

technology in order to improve the teaching method in the country and to improve the efficiency of the teaching and learning process. For instance, Burton et al. (2011) has developed an AR application where participants were clearly thrilled about the potential that the AR application can bring in term of sharing information and learning by exploring the new concepts.

Besides, more research should be conducted to investigate the potential of latest technology called Mobile Augmented Reality (MAR) which refers to a smartphone application that is integrated with the AR itself. According to Burton (2011) this new form of AR technology can offer a learning experience that imitates the environment of formal classroom thus providing an opportunity to students to learn outside the classroom.

To make sure users have easy access to AR systems during learning process, Lamounier, Buciolli, Cardoso, Andrade, and Soares (2010) highlight the needs of certain improvements in regards to the access and internet portability. The improvement of internet access will allow the students to freely use a smartphone to connect with AR application. Its capacity to help students to gain content knowledge and maintain that knowledge through their interactions with the smartphone activities are what make AR a potential powerful learning tool.

The current situation indicates that existing technologies regarding AR application have been mostly developed in the area of social network services, entertainment, sharing information and location based information. However, new tools for education field focusing on teaching and learning has gradually developed by educators and researchers as the AR technology brings lot of potentials and impacts to the education. This is supported by several professionals and educators from different field in education as they predict that more AR applications will be developed and realized in the next few years.

Interactive Education. Through AR applications, it is highly likely that the use of AR in education field can provide more interactive, pleasurable and interesting environment. The AR has the ability to power up the engagement between learners and education as the features of AR will allow the augmented of virtual image of three-dimensional environment and models. The rich content of learning materials resulted from the three-dimensional image can improve the condition of learning process. Moreover, AR opens many possibilities in revolutionizing the education though many developments of AR has been skyrocket lately. The existence of AR technology will open up new ways to interact with physical world by forming a virtual overlay onto the real environment and objects. For instance, the use of tablets, smartphones, and AR devices by activating the AR applications will allow the formation of virtual layer of information to be appeared. The emergence of three dimensional and four dimensional AR can be so powerful in shaping our future education.

Simplicity. As explained in a number of previous research and experts' views (Shirazi & Behdazan, 2013), AR technology can promote simplicity and ease in offering better learning and training experiences, so that learners can receive the knowledge and learning skill as a result of using 3D simulation. In the previous research done by Shirazi and Behdazan (2013), the level of engagement between students in STEM education is gradually decreasing as they cannot understand the abstract concepts. Thus, using an AR application can simplify the abstract concept by using the 3D images during the learning process. In addition to that, the simplicity of AR can also be applied to related industries and technologies, such as computer and mobile industries, information and communication technologies, STEM education and other fields.

Efficient and Effectiveness. Due to the fact that AR applications can offer rich content through computer generated 3D image, there is a possibility that by using AR, information can be provided at the right time and at the right place which leads to a more efficient learning. Though using an AR may demand to constructivist notions of education the students will be able to control their own learning process as the AR application can be used according to the needs and personalisation of student itself. Following the development of AR application (Walczak, Cellary, & White, 2006), there are no real consequences if mistakes are made during the interaction of hazardous and unsafe equipment and through AR, the

application can solve the hard-to-explain concepts such as how a heavy tools function in a time. The result of several studies shows that AR applications can provide motivating, interactive learning, and engaging environments to student and learners.

7.0 INTEGRATION OF AUGMENTED REALITY IN EDUCATION

According to Dunleavy and Dede (2014), learning experience which is enhanced via AR integration is based from two interdependent theories; situated learning theory and constructivist learning theory. In Situated learning theory, it suggests that all learning happens in a specific context and the interaction among people, places, objects, processes, and culture within and relative to that given context are the factors for quality learning (Brown, Collins, & Duguid, 1989). Perkins and Solomon (1992) suggests that in learning that involves conventional instruction and problem-solving, it requires far-transfer which means the application of knowledge acquired in a situation to a quite dissimilar context whose underlying semantics are associated but distinct. *Transfer* in this context, can be described as the utilisation of a learned knowledge from one situation to another situation and is demonstrated if instruction on a learning task leads to better performance on a transfer task, preferably a skilled performance in a real-world setting (Mestre, 2002). One of the common problems of instruction today is the low rate of far transfer produced by presentation of instruction. Students who perform in educational settings regularly fail to transfer that same performance to the real-world or workplace contexts. In situated learning, AR application in learning process provides immersive interfaces for simulation of real-world problems and contexts, and requires students to attain only near-transfer for them to be able to apply the skills for future contexts.

Meanwhile, constructivist theories of learning are of the view that meaning does not exist in the world independently, but is instead imposed by the individual (Dede, 2008). Thus, using AR as a learning tool also give students the ability to perceive the world or their surroundings in new perspectives and participate themselves with realistic issues in a context with which the students are already connected (Klopfer & Sheldon, 2010). Augmented reality appears to utilise mobile technology to assist in creating learning that is personalised, socially constructed, and which goes far beyond the conventional teaching and learning space (Holden & Sykes, 2011). This can translate to many different approaches of instructional design such as case-based learning, collaborative learning, and personalised learning.

The possibilities of integrating augmented reality to education are endless as it can be applied to different types of learners and in a variety of fields ranging from language study to a more complex biological experiment such as medical simulation and high-risk experiment. An analysis by Hamilton (2011) studies several AR applications considered for teaching, including those developed for various industries such as media and entertainment, gaming, tourism and travel, social networking, marketing, and enhancement of daily life.

Cabiria (2012) gave an excellent overview on the current and possible uses of augmented reality in education notably in medical training and science, where students can manipulate body organs and play around with chemical properties virtually, without having to worry about real-world harm and consequences. The overview also divided augmented reality potential uses into five main categories: skill training, discovery learning, educational gaming, object modelling and interactive learning. Of the five, interactive learning provides a lot of potential particularly in the form of interactive textbooks. It is where the textbook pages are embedded with markers which triggers augmented objects to appear virtually above the page. According to Cabiria (2012), course topics that can be “augmented” are limitless, where it can be applied to various field such as chemistry, geography, history, arts, business, and languages, thus allows learners to gain better flexibility in reading different types of content in way that best suits their learning needs. Similarly, a study in Korea by Lim and Park (2015) explored the potential effects of augmented reality book where physical paper-based books were embedded with diverse AR digital content. In the study, it was found that AR books’ positive effects not only limited to cognitive domain, but also affective domains such as engagement, presence, interactivity and affordance. Since paper-based books are commonly used in a traditional academic setting, this shows that augmented reality books can complement traditional academic setting and be used as leverage to pull more educators towards modern pedagogy.

Learning process integrated with mobile devices is significant to progressing modern pedagogy, regardless if it is applied in the traditional academic setting or not (Squire et al., 2007).

Another interesting integration of augmented reality is augmented gaming. A study was conducted by French researchers which focuses on the investigation of the impact of augmented reality and the addition of mobility in the context of a serious game in a physics class. The ease of using augmented reality was appreciated by the students as it encouraged contextual learning and autonomy, and enabled them to comprehend the learning concepts, as it allows them direct contact with a tangible reality (Barma, Daniel, Bacon, Gingras, & Fortin, 2015). Almost all respondents showed positive responses in the usefulness of augmented reality in science courses. Another study also from France explored the potential of gamifying French-language learning by means of quest-based learning and augmented realities. Using open source authoring tool platform ARIS, the researcher developed *Explorez*, which transforms the campus into a virtual francophone world. Linked with GPS, it allows students to explore the campus which is filled with interactive characters, items and media. As it is a quest-based learning, students are required to interact and solve individual and group quests using French language. In the study, Perry (2014) found that games complexity, game-play scaffolding and game-based feedback are some of the issues that need to be considered when implementing AR games. Preliminary findings of the study demonstrate that game-based mechanics can be positive motivators for learners.

7.1 Advantages and Disadvantages

Previous studies and research has shown the potential of AR to be a powerful supporting tool for teaching and learning process from the k-12 education until university level of education (Wu, Lee, Chang, & Liang 2013; Dunleavy & Dede 2014). It was also predicted that using an AR applications can improve student's motivation for learning, enhance their educational realism-based practices through 3D dimensional imagery and increase the retention of knowledge (Chang, Morreale, & Medicherla 2010; Billinghamurst & Duenser 2012). Moreover, AR can provide unique and interactive learning experiences to students by simplify the abstract concepts and thus facilitate the students to understand the topics. For instance, an AR application that produce a virtual image based on the combination of image and animation can provide an interesting interactive experience to help student understand the process of photosynthesis.

However, according to Hsu and Huang (2011), even though many participants in their experiment of AR tools agree that AR can help them with the better learning process, they did not believe the AR itself to be better than the traditional textbooks. Through the study, they found that using AR tools was not easy especially in obtaining and getting knowledge. This is due to the fact that using AR tools in learning prone to be time-consuming and to certain students with low level of technology literacy, they find it very difficult to use and apply the applications.

8.0 CONCLUSION

Education is moving towards integration of mobile and electronic devices. Eventually, educators have to be well prepared and well aware of the latest trends and innovation in the teaching and learning paradigm. Augmented reality is one of the many innovations that tries to break through the conventional and tradition education settings and educators have to be the change agent and should not play the waiting game for other industries to lead the way. Studies have found that AR can be applied to various subjects or topics, and can be used to complement traditional education setting such as AR books or through more novel approach such as AR games. Nevertheless, the approach and instructional designs has to be suitable and well designed in order to achieve the desired effect in teaching and learning process. It is hoped that this conceptual research report will be the catalyst for educators especially in Malaysia to start exploring and take advantage of what AR has to offer to education.

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HUBUNGAN AKTIVITI FIZIKAL DENGAN KEPADATAN TULANG TERHADAP WARGA TUA RUMAH SERI KENANGAN, CHERAS

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ABSTRAK

Kajian ini bertujuan untuk mengkaji perkaitan antara tahap aktiviti fizikal dan hubungannya dengan kepadatan tulang di kalangan 30 orang warga tua di Rumah Seri Kenangan, Cheras, Selangor. Teknik pensampelan purposif digunakan untuk pemilihan sampel kajian. Tahap aktiviti fizikal diukur dengan menggunakan borang soal selidik Rapid Assessment of Physical Activity (RAPA) (Topolski et al., 2006). Hasil kajian menunjukkan tiada warga tua yang berada dalam kategori tidak aktif, manakala mereka yang berada pada kategori tahap bawah-aktif seramai 7 orang (23%), tahap aktiviti biasa-ringan 5 orang (16.7), tahap kategori aktiviti biasa seramai 14 orang (46.7%) dan tahap kategori aktif seramai 4 orang (13.3%). Mesin kuantitatif ultrasound, (QUS-2™) digunakan untuk menilai tahap kepadatan tulang. Tiada warga tua yang berada pada tahap kategori normal, untuk tahap kategori osteopenia seramai 24 orang (80%) dan pada tahap kategori osteoporosis seramai 6 orang (20%).

KATA KUNCI: Aktiviti Fizikal, Warga Tua, Kepadatan Tulang

PENDAHULUAN

Kepadatan mineral tulang (KMT) yang baik atau sebaliknya menjadi parameter terhadap kesihatan penyakit osteoporosis terutama di kalangan warga tua. Status kepadatan mineral tulang memberi maksud tentang pentingnya aktiviti fizikal dalam kehidupan seharian. Rendahnya kepadatan mineral tulang boleh menyebabkan penyakit osteoporosis yang merupakan penyakit senyap dan ancaman utama kepada warga tua yang menyebabkan kecacatan, morbiditi dan mortaliti. Sekurang-kurangnya 95% insiden patah tulang pinggul akibat terjatuh dikaitkan dengan osteoporosis (Tinetti et al. 1988) dan dianggarkan sekitar 25,000 orang penduduk Amerika terjejas kehidupan mereka akibat mineral tulang yang rendah (Christine et al. 2003). Manakala dapatan Lin et al. (2001), menyatakan penduduk Caucasian dan Asia diklasifikasikan sebagai mereka yang mempunyai risiko tinggi mendapat penyakit osteoporosis.

Di Amerika Syarikat, sebanyak satu pertiga daripada warga tua yang tinggal di institusi kebajikan warga tua menghidap masalah berkaitan tulang setiap tahun, kelaziman penyakit osteoporosis yang dihadapi oleh warga tua di institusi adalah dalam lingkungan 28% hingga 40% (Friedman et al. 2002; Means et al. 2005; Tinetti, 2003). Di Asia pula, Yu et al. (2009) melaporkan bahawa kelaziman masalah berkaitan tulang di kalangan 1512 orang warga tua di institusi di Beijing, China adalah 18% dan jumlah kadar kecederaan akibat penyakit osteoporosis adalah 37.7%. Manakala kajian yang dilakukan oleh Shin et al.

(2009) di Korea mendapati bahawa masalah berkaitan tulang di kalangan 335 orang warga tua di institusi adalah 15%. Di Jepun, kelaziman masalah berkaitan tulang adalah sebanyak 20% di kalangan warga tua yang tinggal di institusi (Aoyaki et al. 1998). Di Malaysia, masih kurang kajian yang melihat kepada masalah kepadatan tulang warga tua khususnya di institusi seperti insiden jatuh dan patah(osteoporosis).

Kebanyakan masyarakat Malaysia tidak memahami atau kurang mempunyai pengetahuan yang begitu mendalam mengenai isu kepadatan tulang atau osteoporosis. Menurut Mohd Sharkawi et al. (2015), mengamalkan gaya hidup sihat dan melakukan senaman yang kerap telah membuktikan peningkatan kualiti hidup. Lebih daripada 60% orang dewasa di seluruh dunia tidak mengamalkan gaya hidup sihat (Joanna. 2007). Oleh yang demikian, senaman secara kerap terbukti meningkatkan kepadatan mineral tulang (KMT) (Chan KM, et al. 2003). International Osteoporosis Foundation (2013), melaporkan bahawa wanita yang tidak aktif selama lebih daripada sembilan jam sehari mempunyai peluang yang lebih besar untuk mendapat kecederaan tulang berbanding dengan wanita yang tidak aktif kurang daripada enam jam sehari. Kajian juga mendapati wanita yang kerap bersenam mempunyai kepadatan mineral tulang yang lebih tinggi berbanding wanita yang tidak aktif (Agnes M. et al. 1995).

Aktiviti fizikal yang dilakukan oleh warga tua mestilah bersesuaian dengan intensiti mereka iaitu berintensiti rendah, sederhana dan berat (Topolski et al., 2006). Namun, Chandrashekhar et al., (2012), melaporkan aktiviti fizikal orang dewasa di Malaysia belum mencapai tahap yang memuaskan. Rumusnya, majoriti rakyat Malaysia masih berada pada tahap yang tidak aktif. Ini selari dengan kajian Suraya et al. (2013), mendapati orang dewasa tua tidak mencapai tahap aktiviti fizikal yang disyorkan. Justeru, rakyat Malaysia disyorkan untuk menjadi lebih aktif setiap hari dengan melakukan sekurang-kurangnya 30 minit aktiviti fizikal sederhana sekurang-kurangnya lima hari seminggu, (Malaysian Dietary Guideline, 2013).

Memandangkan masalah kepadatan tulang berkait rapat dengan sejauhmana pelaksanaan aktiviti fizikal warga tua di institusi tidak diketahui. Justeru itu, kajian ini adalah bertujuan untuk mengenalpasti tahap penglibatan aktiviti fizikal dan hubungannya dengan ketumpatan mineral tulang antara jantina.

OBJEKTIF KAJIAN

1. Menenalpasti tahap aktiviti fizikal berdasarkan jantina warga tua di Rumah Seri Kenangan, Cheras.
2. Menenalpasti tahap kepadatan tulang berdasarkan jantina warga tua di Rumah Seri Kenangan, Cheras.
3. Menenalpasti hubungan antara aktiviti fizikal, tingkahlaku berisiko, pengambilan diet terhadap kepadatan tulang dalam kalangan warga tua di Rumah Seri Kenangan, Cheras berdasarkan jantina.

METODOLOGI KAJIAN

Kajian ini adalah sebuah tinjauan deskriptif dan dijalankan di Rumah Seri Kenangan Cheras, Selangor. Teknik persampelan purposif telah digunakan, di mana populasi kajian merupakan golongan warga tua berusia 60 tahun ke atas. Responden yang dikecualikan adalah mereka yang terlalu uzur, pesakit terlantar, nyanyuk dan daya kognitif yang lemah. Pengukuran tahap aktiviti fizikal menggunakan borang soal selidik *Rapid Assessment of Physical Activity* (RAPA) (Topolski et al. 2006). Responden akan ditanya berkaitan aktiviti-aktiviti ringan, sederhana dan berat yang dilakukan dalam kehidupan seharian. Ketumpatan mineral tulang dinilai dengan menggunakan mesin kuantitatif ultrasound, (QUS-2™). QUS mengukur ultrabunyi di bahagian tumit responden. Definisi normal, osteopenia dan osteoporosis adalah berdasarkan T-skor seperti berikut; T-skor untuk ketumpatan mineral tulang yang normal adalah >-1 , T-skor untuk osteopenia adalah dari ≤ -1 hingga -2.5 dan T-skor untuk osteoporosis adalah ≤ -2.5 (WHO, 1994). Jumlah sampel yang terlibat dalam kajian seramai 30 orang. Terdapat hubungan yang positif dicatatkan antara korelasi tahap aktiviti fizikal dengan tahap kepadatan tulang antara jantina.

DAPATAN KAJIAN

Bahagian ini mengemukakan hasil dapatan analisis statistik iaitu min, sisihan piawai, kekerapan dan peratusan berkaitan pemboleh ubah-pemboleh ubah demografi terpilih responden yang dikaji. Dapatan analisis deskriptif yang dikemukakan meliputi taburan responden mengikut jantina, tahap aktiviti fizikal dan kepadatan tulang serta hubungan antara keduanya adalah seperti di dalam Jadual 1.1 hingga Jadual 1.5.

Jadual 1.1 menunjukkan taburan responden mengikut jantina dan pemboleh ubah. Analisis deskriptif memperlihatkan 15 orang responden adalah lelaki (50%) dan 15 orang adalah perempuan (15%).

Jadual 1.1; Taburan Responden Berdasarkan Jantina Dan Pembolehubah

Pembolehubah	Frekuensi	Peratus (%)
Aktiviti fizikal	Lelaki = 15	50
	Perempuan = 15	50
	Jumlah = 30	100
Kepadatan Mineral Tulang	Lelaki = 15	50
	Perempuan = 15	50
	Jumlah = 30	100

Jadual 1.2 pula menunjukkan ringkasan keputusan statistik deskriptif yang mengukur tahap aktiviti fizikal dan kepadatan mineral tulang Keputusan kajian menunjukkan skor min aktiviti fizikal ialah 3.50 dan sisihan piawai 1.00, manakala skor min untuk kepadatan tulang pula memperlihatkan 2.20 dengan sisihan piawai sebanyak 0.40.

Jadual 1.2 ; Ringkasan Statistik Deskriptif Pemboleh Ubah Bebas Dan Pemboleh Ubah Bersandar Secara Keseluruhan

Pembolehubah	N	Min	Sisihan Piawai (SD)
Aktiviti Fizikal	30	3.50	1.00
Kepadatan Mineral Tulang	30	2.20	0.40

Keputusan kajian dalam Jadual 1.3 memperlihatkan tiada responden yang berada dalam kategori tahap tidak aktif dalam pemboleh ubah aktiviti fizikal, untuk tahap bawah-aktif dan aktiviti biasa-ringan adalah seramai 7 dan 5 orang dengan mencatatkan 23.3% dan 16.7%. Majoriti responden berada pada kategori tahap aktiviti biasa iaitu 14 orang dengan 46.7% dan responden yang berada dalam kategori tahap aktif seramai 4 orang dengan mencatatkan 13.3%. Bagi pemboleh ubah kepadatan mineral tulang pula, tiada responden yang mencatatkan keputusan tahap normal. Namun, majoriti dari mereka berada pada tahap kategori ostepenia dengan mencatatkan 24 orang dengan 80% dan untuk kategori osteoporosis pula seramai 6 orang responden dengan mewakili 20%.

Jadual 1.3 ; Taburan Responden Berdasarkan Skor Tahap Aktiviti Fizikal Dan Kepadatan Mineral Tulang

Pembolehubah	Tahap	Frekuensi	Peratus (%)
Aktiviti Fizikal	Tidak aktif	0	0
	Bawah-aktif	7	23.3
	Aktiviti biasa-ringan	5	16.7
	Aktiviti biasa	14	46.7
	Aktif	4	13.3
	Jumlah	30	100
Kepadatan Mineral Tulang	Normal	0	0
	Osteopenia	24	80.0
	Osteoporosis	6	20.0
	Jumlah	30	100

Jadual 1.4 pula menunjukkan hubungan antara pemboleh ubah bebas dan pemboleh ubah bersandar. Hasil analisis korelasi menunjukkan terdapat perkaitan yang signifikan antara tahap aktiviti ($r = -.420$, $p=0.021$) terhadap kepadatan tulang responden. Begitu juga dengan ujian korelasi antara pemboleh ubah bebas dan pemboleh ubah bersandar dengan mengawal jantina yang turut mencatatkan hubungan yang signifikan dengan ($r = -.398$, $p=0.033$).

Jadual 1.4 ; Korelasi Antara Pemboleh Ubah Bebas Dan Bersandar

Pembolehubah	r	p	Hubungan
Tahap aktiviti fizikal dengan tahap kepadatan mineral tulang	-.420	.021	Terdapat hubungan yang positif

Jadual 1.5 ; Korelasi Antara Pemboleh Ubah Bebas Dan Bersandar Dengan Mengawal Jantina

Pembolehubah Kawalan	Pembolehubah	r	p	Hubungan
Jantina	Tahap aktiviti fizikal dengan tahap kepadatan mineral tulang berdasarkan jantina.	-.398	.033	Terdapat hubungan yang positif

PERBINCANGAN

Seramai 30 orang sahaja responden yang menjawab borang soal selidik tahap aktiviti fizikal dan penggunaan mesin *ultrasound* bagi mengukur ketumpatan mineral tulang. Majoriti responden memaparkan kategori aktiviti fizikal pada tahap bawah-aktif, aktiviti biasa-ringan dan aktiviti biasa yang dikaitkan dengan aktiviti berintensiti ringan dan sederhana seperti berjalan santai, mengemaskan tempat tidur, menyapu sampah dan melipat baju. Tiada responden yang mencatatkan keputusan tahap kategori tidak aktif. Perkaitan positif antara kepadatan mineral tulang dan aktiviti fizikal pada tahap sederhana adalah lebih mudah dilakukan berbanding dengan senaman yang berintensiti tinggi (tahap kategori aktif) seperti berlari anak ataupun mengangkat bebanan yang berat. (Chan Yoke Mun, 2003). Data yang diperolehi menyokong implementasi aktiviti fizikal untuk mengurangkan kadar kehilangan mineral tulang melalui senaman yang sederhana.

Untuk kepadatan mineral tulang pula, tiada warga tua yang berada pada tahap kategori normal. Majoriti warga tua berada pada tahap kategori osteopenia dan sedikit sahaja pada tahap osteoporosis. Hubungan korelasi antara pemboleh ubah bebas dan pemboleh ubah bersandar juga menunjukkan hubungan yang positif. Kajian ini menggunakan sampel yang kecil. Maka, kajian lanjutan akan di generalisasikan terhadap populasi yang lebih besar dengan pertambahan beberapa pembolehubah yang sesuai seperti kaum dan umur.

RUMUSAN

Peningkatan jangka hayat dan bilangan warga tua secara mendadak di negara ini akan meningkatkan risiko kepatahan akibat osteoporosis dalam jangkamasa sepuluh tahun yang akan datang. Oleh itu, penyakit osteoporosis dan komplikasinya dari segi kos rawatan dan kualiti hidup seseorang selepas kejadian merupakan salah satu masalah kesihatan awam yang perlu dihadapi dan dikawal oleh pihak kerajaan khususnya Kementerian Kesihatan Malaysia (KKM), Jabatan Kebajikan Masyarakat (JKM) dan agensi-agensi yang berkaitan dengannya. Di samping itu, langkah-langkah pencegahan harus dirancang dan dilaksanakan dari semasa ke semasa untuk mengurangkan morbiditi penyakit dan bebanan yang akan ditanggung oleh kerajaan dan masyarakat. Oleh itu, program intervensi untuk meningkatkan kesedaran terhadap osteoporosis dan kepentingan melakukan aktiviti fizikal dengan kesihatan tulang perlu dirancang untuk golongan yang berisiko tinggi seperti golongan warga tua dan golongan dewasa pertengahan umur. Selain itu, matlamat primer ialah untuk memastikan puncak jisim tulang dapat dicapai sepenuhnya pada umur awal dewasa (30an). Oleh itu, kesedaran untuk melakukan aktiviti fizikal yang sesuai, mencukupi dan optimum perlu dimulakan dari peringkat remaja lagi.

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THE RELATIONSHIP BETWEEN METACOGNITIVE SKILLS, LEARNED HELPLESSNESS, AND ABORIGINAL STUDENTS PERFORMANCE IN LINUS

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ABSTRACT

The overall goal of this study is to observe the relationship between metacognitive skills, learned helplessness and aboriginal performance in LINUS. A correlational design will be adopted to answer the research questions of this study. Two types of questionnaires will be given which are Jr. MAI Inventory and Learned Helplessness Scale in order to achieve the objectives. Purposive sampling technique will be employed to recruit participants. Sample of the population will be taken among the year 2, 3, 4 and 5. Upon completion of data analyses, it is expected that there is a positive relationship between metacognitive skills and LINUS performance among aboriginal school children. Lacking in metacognitive components will indicate poor learning performance among the children. It is expected that there is also a relationship between learned helplessness and LINUS performance in which aboriginal school children have higher levels of learned helplessness and it is related to the low performance in LINUS.

KEYWORDS: Aboriginal school children, metacognitive skill, learned helplessness, LINUS

1.0 INTRODUCTION

Literacy is important to every individual as it helps them to carry life with ease. Literacy is defined as the behavior of understanding, using, and reflecting on written texts as to ensure an individual can achieve a goal as well as developing knowledge and potential to be participated in society (Organisation for Economic Co-operation and Development, 2010). Based on the Department of Education and Skills (2011), literacy and numeracy skills involve not only the reading and using numbers skills, but it covers the abilities to understand the spoken language, print, writing, and digital media as well as ability to solve mathematical problems in meeting the daily demands. Carino (2005) had reported that there is around 30 countries of aboriginal people who are still have illiteracy rates that is fall far below the national average. This portray that the literacy among aboriginal are at the poorest level compare to the non-aboriginal.

According to Masran et al. (2010), there were 34.31% of Orang Asli school children who failed to further their secondary school after completing primary school. This dropout rate makes Orang Asli in Malaysia have higher rates of illiteracy. In order to address this problem, the Ministry of Education (MoE) had developed a Literacy and numeracy Program (LINUS) in August 2009. Besides that, the performances of students in academic are largely influenced by students' metacognition. Metacognition plays an important role in one's learning. Metacognitive is known as thinking about thinking (Flavell, 1979). Metacognitive had develop around age 5 yet improving to the better during middle childhood (10 years old). Even though metacognitive had develop in childhood, but the level of metacognitive for each children associated to the literacy performance are still could not be observed in aboriginal children. Furthermore, the poor performance in the academic makes aboriginal children feel demotivated. The failure that they experience causing them becomes not interested in learning anymore. This situation leads them to feel learned helplessness. Based on the theory of learned helplessness by Seligman (1975), "it is a psychological state involving a disturbance in motivation, cognitive process, and emotions due to previously experienced uncontrollability" (Schunk, 2004).

2.0 LITERATURE REVIEW

2.1 Review of Past Studies

Aboriginal communities exist at all over places throughout the countries. However, aboriginals population are the minority population exist at the place where they are residing. Indigenous and aboriginals are both similar community but are used with different term. Based on the United Nation (2009), they stated that aboriginal communities are the one that have their own historical continuity where they consider themselves as differed from other societies and strongly wanted to preserve, develop, and transmit their ancestral territories, ethnic identity to their future generation. Besides, aboriginal communities also ensuring that their people continue to practice their cultural patterns, conforming the social institutions and legal system. Among the countries that have high number of aboriginal communities are in Bolivia and Guatemala. According to Diana (2006), aboriginal communities at both countries facing the educational disparity between aboriginal peoples and non-aboriginal population in which aboriginal people have higher dropouts rates in schooling as well as low literacy level. The higher rates of illiteracy indicate that majority aboriginal children are not attending school since child and did not get the formal education. The poor academic performance facing by aboriginal school children is due to the causes such as the discrimination, poverty, and marginalization (United Nation, 2009). Those difficulties make aboriginal children unable to participate in formal educational system.

Even though few numbers of aboriginal children can get into the formal education, but they experience some lagging in the classroom that affecting their growth of achievement. Some of the barriers in classroom that children may feel are related to the leadership and good teaching (Australian College of Educators, 2005). The good teaching is involving searching for the balance between supporting cognitive and academic development as well as supporting the social and emotional development. Deficiency in these factors may lead the aboriginal children to become learned helplessness when teachers could not support the children cognitively, socially, and emotionally. The student's academic performance also influenced by metacognitive. Metacognitive level could help to distinguish between low achievers and high achievers in academic (Mahadi & Subramaniam, 2013). Associated with the aboriginal issue, many studies stated about the low performance of aboriginal in academic and this can be related to the metacognitive level of aboriginal children had. Better metacognitive level would help students to become more engage in learning task, higher participation rates, more confidence, and improving self-esteem. However, it is obviously can be seen that the aboriginal children do not have those characteristics of better metacognitive level.

In the Malaysian context, aboriginal people are known as Orang Asli. They are the one that resides in rural area and in the forest. Those aboriginal or Orang Asli in peninsular Malaysia compose of three main tribes. Each tribe has 6 sub-tribes which they have different places of residing that make them differed from one tribe to another. The three main tribes are Negrito, Senoi, and Proto Malays. Among all those children of aboriginals, only few of them were sent to the school to get formal education. Therefore, those aboriginal who are going to school is known as aboriginal school children. Even though the aboriginal children get into school, but they may find the difficulties to succeed in academic. One of the studies on aboriginal school children is by Rahman (2014) in which aboriginal school children has low level of literacy and numeracy skills. This problem of literacy and numeracy can leads to poor academic achievement. Illiteracy may bring the children hard to adapt the learning process because they have the difficulties in understanding the written words especially in the textbooks. There are around 49.2% of aboriginal people who are illiterate as compared to the national illiteracy which is only 6.4% (JHEOA, 2016). Illiteracy problem is somehow related to the metacognitive skill that the children have.

The significant relationship between metacognitive and academic performance in the study by Mahadi and Subramaniam (2013) indicates that when aboriginal school children have high metacognitive skills, they also could have better academic achievement. Hence, metacognitive skill is important in achieving better in academics especially in literacy and numeracy skills. The academic performance of aboriginal are mostly at the lower level, hence they are being categorize as the low achievers. This indicates

that metacognitive skill of aboriginal children must be the factor of their poor academic performance. The issue of Poor academic achievement among aboriginal children somehow leads them to becoming learned helplessness. According to Salleh and Ahmad (2009), the character of shyness among aboriginal children in classroom causing them to remain silent from asking question when they are not understand. This kind of feeling leads them to develop learn helplessness when they not understand the learning and bring to poor academic performance.

2.2 RELATED THEORIES

2.2.1 METACOGNITIVE THEORY

Metacognitive generally define as monitoring and controlling our own cognitive in doing any kind of task involving learning (Young & Jane, 2008). This indicates the awareness that the students have to use the material they received to achieve their goal. In other words, metacognition is thinking about our thinking. According to Flavell (1979), metacognitive compose of metacognitive knowledge and metacognitive regulation. Metacognitive knowledge refers to what individual knows about their own cognition. This means that the students aware about the knowledge they have at that particular time. Metacognitive knowledge involves three types of knowledge which are declarative, procedural, and conditional knowledge (Schraw & Moshman, 1995). Declarative knowledge indicate the knowledge that student have or what are the knowledge that student have at the current time. Meanwhile, procedural knowledge is the knowledge on how to perform the task. Student has the knowledge to perform the task until it is done. Third type is conditional knowledge where student have the knowledge to apply what they had learnt at the right time and places.

On the other hand, metacognitive regulation refers to the process of regulating cognition by using the knowledge they have to regulate their cognitive (Schraw & Moshman, 1995). Regulation of cognition helps to control individual's thinking or learning. Metacognitive regulation involves three types of activities which are planning, monitoring, and evaluating (Emily, 2011). Planning activity involves the selection of strategy that was developed as well as distributing the available resources at the initial stage to produce outcome. Monitoring activity entails the awareness about our understanding on the learning which includes self-testing. Self-testing happen when we asks ourselves about our own understanding of the learning matter. Through self-testing, an individual could know their level of understanding in which it helps them to regulate or monitor their learning activity. The third type of activity is evaluating. People begin to assess the learning product of their own based on the learning goal that was set earlier. The learning product that was gained is being revised as to ensure it is in line with the set goal.

2.2.2 LEARNED HELPLESSNESS THEORY

Learned Helplessness Theory was introduced by Maier and Seligman (1976) after conducting multiple experiments to animals and human beings. According to this theory, learned helplessness happens due to a negative stress, unfavorable situation or a challenge perceived by an individual. This state of learned helplessness could be controlled by an individual by finding solutions to this challenges and stress. After several attempts to influence the situation but continuously fails, the individual itself finally learned the response-outcome independence. This response-outcome independence begins with severe frustrations along with impaired learning situation that leads to learned helplessness. Uncontrollable response that experience by an individual after several attempts would develop three effects which are reduces motivation to respond, weaken the cognitive ability to perceive success, and develops negative emotional responses (Maier & Seligman, 1976).

2.3 PROBLEM STATEMENT

There are many studies done on the academic performance of aboriginal school children. However, many of the past researchers have not included the role of metacognition in the Malaysian aboriginal's learning performance especially in LINUS. According to Wahab et al. (2013), those aboriginal school children feel that they are being looked down by the societies. This kind of feeling somehow related to the learned helplessness in which the aboriginal children believe that they are not good enough to be compared to the other school children in academic. The negative belief experience by those aboriginals leads them to feel demotivated to learn and will affect their LINUS performance. As stated in the past researchers by Narang and Saini (2013), "students with poor metacognition may benefit from metacognitive training to improve their metacognition and academic performance". This statement by past researchers indicates that poor performance in metacognitive demonstrates poor performance in academic. Therefore, the poor performance in academic among aboriginal children signifies the low metacognition.

2.4 RESEARCH OBJECTIVE

The overall goal of this study is to observe the relationship between metacognitive skills, learned helplessness and aboriginal performance in LINUS. Specifically, this research aims to:

1. To identify the level of LINUS performance among aboriginal school children.
2. To identify the metacognitive level among aboriginal school children.
3. To identify the level of learned helplessness among aboriginal school children.
4. To identify the relationship between metacognitive skills and LINUS performance among aboriginal school children.
5. To identify the relationship between learned helplessness and LINUS performance among aboriginal school children.
6. To identify the relationship between metacognitive and learned helplessness.
7. To investigate whether the relationship between metacognitive skills and aboriginal students' LINUS performance is moderated by learned helplessness.

2.5 SIGNIFICANCE OF STUDY

This study addresses the area of metacognition among aboriginal school children. It may help the educator to know the suitable teaching method which differed from the other school children. The Education Ministry could develop a new teaching model in order to enhance the metacognitive skill of the aboriginal school children and also help to improve their academic performance. Besides, the LINUS performance of aboriginal school children can be elevated by clearly identifying the behavior of learned helplessness among them.

3.0 METHODS

3.1 RESEARCH DESIGN

A correlational design has been adopted to answer the research questions of this study where the researcher is researching the relationship between metacognitive skill, learned helplessness and aboriginal performance in LINUS. This correlational study involves survey research where it will be a questionnaire that contains questions about one's thoughts and feelings. Two types of questionnaires will be given which are Jr. MAI Inventory and Learned Helplessness Scale in order to achieve the objectives.

3.2 SAMPLE AND POPULATION

The population of this study is involving school with aboriginal children. The population number for the school is 150. According to Krejcie and Morgan (1970), the sample size for 150 population is 113. Sampling technique that is being used in this study is the purposive sampling. Sample of the population are taken among the year 2, 3, 4 and 5. Since LINUS program is only for year 1, 2, and 3, the result for Program Pengusaan Tiga “M” (ProTiM) also is being taken for year 4 and 5. ProTiM also is one of the Ministry of Education (MoE) program for year 4 and 5 starting 2008 as to address the problem in reading, writing, and calculating which a continuation from the LINUS program (Ministry of Education, 2014).

3.3 RESEARCH LOCATION

This research will be conducted at the aboriginal school at Selangor. The school that is selected is the school that is near to the aboriginal settlement and the school children are all aboriginal children. The selected school is become the subject of this study is because all the school children are purely from the aboriginal family where their parents practicing their own aboriginal culture and beliefs. Therefore, the purpose of this study could be achieve which is to observe the metacognitive skills and learned helplessness behavior of aboriginal children. Besides, the children are living in the area with all aboriginals’ families, hence they are not being interfered with other culture that might influence their metacognition and behavior.

3.4 INSTRUMENTS

Junior Metacognitive Inventory (Jr. MAI) is the instrument that will be used to measure metacognitive level of the children. The Jr. MAI composed of 12 items with a three-choice response (never, sometimes, or always). This instrument was developed by Sperling et al. (2002). The consent to use Jr. MAI has been confirmed from the developer. All of the 12 items measuring cognitive knowledge and regulation of the children. The internal consistency reliability of Jr. MAI was reported as 0.76. LINUS scores is the scores obtain from the literacy and numeracy screening test where researcher will request the LINUS test result from the school authority as to observe children’s performance in LINUS. LINUS is the acronym for Literacy and Numeracy Screening in which it is a program that develop for year 1, 2, and 3 school children to have basic literacy and numeracy skills. LINUS performance is going to be measured as the children’s academic outcomes. The obtained LINUS result will categorize the students into three categories which are ‘LINUS tegar, LINUS, and aliran perdana’. In LINUS test, there are 3 literacy skills tests that the children must go through which are English language literacy skill, Malay language literacy skill, and numeracy skill. Each skill composed of 12 constructs that the students should master in. Students who fail in construct 1 and 2 will bring them to be categorized into ‘LINUS tegar’. Students who are fail in construct 3 until 12 will be placing in LINUS category. Those students who pass all the constructs will go into the normal class. The class of students with LINUS tegar and LINUS will have their own syllabus of learning which differed from the normal class syllabus. Meanwhile, learned helplessness scale also is the inventory that will be used to identify the behavior of learned helplessness among aboriginal school children. Learned helplessness scale also is used to identify the relationship between learned helplessness and LINUS performance among aboriginal school children. The internal consistency was 0.85 (Quinless & Nelson, 1988).

4.0 EXPECTED RESULTS

This research is expected to observe the relationship between metacognitive skill and LINUS performance among aboriginal school children. It is expected to see the positive relationship between metacognitive skill and LINUS performance among aboriginal school children. This result indicates that higher skills in metacognition would lead to the higher academic performance. Associated with the current

study, the aboriginals would have better LINUS performance when they have good metacognitive skills. However, as studied by the previous researchers, aboriginals school children are more likely to have low performance in LINUS. Therefore, it is expected that aboriginals school children would have positive relationship between metacognitive skills and LINUS performance. The direction for the relationship would be low metacognitive skills relate to low performance in LINUS. Besides that, aboriginal school children are expected to have high level of learned helplessness. There is a relationship between learned helplessness and LINUS performance in which aboriginal school children have higher level of learned helplessness and it is related to the low performance in LINUS.

5.0 DISCUSSION AND CONCLUSION

The study is expected to show a positive relationship between metacognitive skills and LINUS performance among aboriginal school children in line with the findings of Rahman and Phillips (2006). Rahman and Philips (2006) found a positive and significant relationship between metacognitive and academic performance. This shows that aboriginal children's performance in LINUS has a relationship with the level of their metacognitive skills. The low level of metacognitive skills among aboriginal school children shows the poor performance in LINUS. The reason behind this finding is due to the metacognitive regulation that the children have during learning process. Those aboriginal children may not have better metacognitive regulation where metacognitive regulation is important in planning, comprehension monitoring, information management strategies, debugging strategies and evaluation. Lacking of these components leads to the poor of learning performance. Besides, it is observed that the aboriginal school children mostly have the feeling of learned helplessness in classroom. Majority of these children will remain silent in classroom and not having much question to the teacher regarding the learning. This is supported by Salleh and Ahmad's (2009) study that point out some of the character of aboriginal children in classroom which is shyness. Due to shyness, these aboriginal children would prefer to stay quiet even though they do not understand the learning. This behavior then would lead them to feel helpless because they assume that they could not control the outcome of poor academic performance.

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HUBUNGAN TAHAP PENGLIBATAN IBU BAPA DALAM AKTIVITI PEMBELAJARAN DENGAN PENCAPAIAN AKADEMIK MURID SABK

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ABSTRAK

Kajian ini bertujuan untuk mengenalpasti persepsi murid terhadap penglibatan ibu bapa dalam membantu pembelajaran mereka di rumah dan hubungannya dengan pencapaian akademik. Kajian ini dijalankan di lima buah Sekolah Agama Bantuan Kerajaan (SABK) di empat daerah Negeri Sembilan. Teknik persampelan rawak berkelompok telah digunakan untuk mengenalpasti 227 responden yang terdiri daripada murid Tingkatan Empat. Instrumen kajian yang digunakan berupa adaptasi dan diubahsuai daripada Kajian Keberkesanan Buku Sarana Ibu Bapa terhadap Pembelajaran Murid dan Indeks Persepsi Murid terhadap Program Sahsiah Unggul Murid (SUMUR) 2013. Darjah kebolehpercayaan (Cronbach Alpha) bagi keseluruhan instrumen yang digunakan adalah .942. Analisis deskriptif digunakan untuk menganalisis frekuensi, peratus, min dan sisihan piawai. Hasil kajian menunjukkan secara keseluruhannya tahap penglibatan ibu bapa dalam aktiviti pembelajaran anak di rumah menunjukkan tahap yang tinggi ($M=3.86$, $SP=0.62$). Namun demikian, bagi komponen komunikasi anak dengan ibu bapa ($M=3.52$, $SP=0.80$) dan sokongan ibu bapa terhadap kecemerlangan anak ($M=3.64$, $SP=0.76$) menunjukkan tahap yang sederhana. Analisis korelasi pula menunjukkan tidak terdapat hubungan yang signifikan antara penglibatan ibu bapa dengan pencapaian akademik murid ($r=0.058$, $p=0.386$).

KATA KUNCI : Penglibatan Ibu Bapa, Pencapaian Akademik, Sekolah Agama Bantuan Kerajaan, Sarana Ibu Bapa

1.0 PENGENALAN

Sejak kebelakangan ini, sistem pendidikan negara sering menjadi perhatian dan perbincangan. Justeru itu, Kementerian Pendidikan Malaysia (KPM) telah mengambil inisiatif dengan membangunkan Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013 – 2025 yang melibatkan penyertaan pemimpin sekolah, guru, ibu bapa, orang ramai dan juga murid di seluruh negara (PPPM, 2012). Salah satu daripada transformasi sistem pendidikan negara adalah anjakan strategik yang ke sembilan iaitu melibatkan kerjasama dengan ibu bapa, komuniti dan sektor swasta secara meluas. Sejalan dengan peningkatan akademik ibu bapa, tanggungjawab mendidik anak dilihat bukan lagi tanggungjawab guru sepenuhnya, tetapi turut membabitkan ibu bapa dan komuniti setempat termasuklah syarikat swasta dan syarikat berkaitan kerajaan (GLC) serta organisasi bukan kerajaan (NGO).

Semua ibu bapa boleh membantu anak mereka untuk mencapai potensi sepenuhnya dengan melibatkan diri dengan pembelajaran di rumah (Inisiatif Ibu Bapa, Komuniti dan Sektor Swasta: Suatu Inisiatif Pelan Pembangunan Pendidikan Malaysia; 2013-2025). Aktiviti pembelajaran bukan sahaja boleh berlaku di kawasan sekolah tetapi juga boleh berlaku di mana sahaja termasuklah di rumah dan juga dalam komuniti. Latar belakang sosioekonomi murid tidak lagi menjadi penghalang kepada kejayaan seseorang murid tetapi bergantung kepada keupayaan keluarga murid itu untuk menyediakan suasana menggalakkan pembelajaran di rumah serta dorongan motivasi terhadap kejayaannya pada masa akan datang. Pada masa yang sama juga enam aspirasi murid menjadi tunjang kepada pembentukan jati diri supaya murid mampu bersaing di pasaran global berbekalkan pegangan agama yang kuat dan mengamalkannya sebagai prinsip asas hidup mereka.

2.0 LATAR BELAKANG KAJIAN

Kajian peringkat antarabangsa iaitu Program Pentaksiran Murid Antarabangsa (PISA) oleh Borgonove, Montt, & Development (2012) menunjukkan bagaimana cara ibu bapa menggunakan masa bersama anak di rumah boleh mempengaruhi kejayaannya. Hasil daripada sampel jadual waktu murid 2011 KPM jelas menunjukkan 52% masa murid dihabiskan di rumah dan di dalam komuniti berbanding hanya 15% lagi masanya berada di sekolah. Data ini merujuk kepada kegunaan masa murid berumur tujuh hingga 16 tahun berdasarkan 42 minggu di sekolah dengan purata 5.5 jam di sekolah setiap hari, dua jam masa kokurikulum wajib seminggu dan masa tidur lapan jam sehari (PPPM 2013-2025). Hal ini jelas menunjukkan bagaimana ibu bapa menggunakan masa bersama anak-anak akan memberikan kesan yang besar ke atas pencapaian dan perkembangan anak mereka (Utusan Melayu, 2012).

Kebanyakan kajian menunjukkan bahawa faktor kekangan masa telah menyebabkan ibu bapa semakin kurang peka akan peranan mereka dan lebih kepada membiarkan anak mereka belajar di rumah tanpa bimbingan dan pemantauan (Lareau, 2000; Abd. Razak & Noraini, 2011). Pernyataan ini turut disokong oleh Alma Harris & Janet Goodall (2008) dalam kajian mereka yang mendapati kesibukan kerja menjadi halangan untuk ibu bapa melibatkan diri dalam pembelajaran anak terutamanya bagi ibu atau bapa tunggal. Kebanyakan kajian yang telah dijalankan juga lebih menjurus kepada penglibatan ibu bapa di peringkat awal kanak-kanak iaitu di peringkat sekolah rendah. Mereka didapati kurang melibatkan diri di peringkat sekolah menengah kerana kebanyakannya beralasan kurikulum dan silibus semakin mencabar, anak-anak di sekolah menengah mampu berdikari dan ibu bapa ingin memberikan penumpuan yang lebih kepada anak-anak yang masih kecil dan sedang membesar (Abd. Razak & Norani, 2011).

Selain daripada itu, kurangnya penglibatan ibu bapa dalam pembelajaran anak-anak ini juga disebabkan oleh kurangnya pengetahuan dan kemahiran keibubapaan di kalangan ibu bapa. Tambahan lagi, cabaran dalam mendidik dan membesarkan anak pada masa kini dilihat sangat mencabar dengan pelbagai anasir negatif yang menular dan mencengkam pemikiran generasi muda kini. Justeru itu, secara asasnya ibu bapalah yang banyak membentuk keperibadian anak dan menyokong perkembangan bahasa, sosial, dan akademik anak mereka. Dalam erti kata lain ibu bapa juga boleh dianggap sebagai alat paling berkuasa bagi perubahan atau penambahbaikan nilai dalam sesebuah keluarga.

3.0 PENYATAAN MASALAH

Semua ibu bapa mengharapkan anak mereka cemerlang dalam pelbagai bidang khususnya sahsiah dan akademik. Namun, matlamat ini akan menjadi sukar sekiranya ibu bapa masih tidak menyedari akan pentingnya mereka melibatkan diri dalam pembelajaran anak. Peranan mereka bukan sekadar hadir ke perjumpaan sekolah malah mereka juga boleh bergiat aktif sebagai guru di rumah kerana merekalah guru pertama dan paling lama bagi anak-anak. Hanya mereka yang mempunyai pengetahuan yang mendalam tentang anak mereka yang tidak ada pada orang lain. Bagaimana baik atau buruk sekalipun cara mereka melakukannya, ibu bapa tetap merupakan guru pertama bagi kehidupan seorang anak.

Hasil kajian Fullen (2011) bersama rakan dalam projek penyelidikan beliau di Ontario selama tujuh tahun di dalam bukunya bertajuk 'Makna Baharu Perubahan Pendidikan' mendapati kebanyakan kajian yang dijalankan kurang berfokuskan dari sudut persepsi murid sedangkan murid pula berasakan adalah sesuatu yang hebat apabila orang dewasa mahu mengetahui pendapat mereka. Hasil penelitian penyelidik juga mendapati banyak kajian terdahulu hanya berfokuskan murid di sekolah rendah atau sekolah menengah bantuan kerajaan tetapi tidak kepada murid yang bersekolah di Sekolah Agama Bantuan Kerajaan (SABK). Penyelidik terdahulu juga amat jarang menjadikan SABK sebagai sampel kajian mereka. Maka dengan itu, penyelidik berasakan adalah satu keperluan untuk semua pihak mendengar harapan dan pandangan terutamanya dalam kalangan murid-murid itu sendiri kerana penyelidik yakin, murid-murid ini mempunyai potensi yang baik untuk melangkah lebih jauh dengan sokongan dan bantuan daripada semua pihak. Berdasarkan pengalaman penyelidik, para pegawai dan pendidik di SABK mendapati kebanyakan daripada mereka datangnya daripada latar belakang sosioekonomi yang pelbagai dan ada antara mereka sangat memerlukan perhatian semua pihak. Justeru itu, kajian ini dijangka dapat menyelidiki permasalahan

sebenarnya wujud dalam persekitaran keluarga murid dan memberi gambaran sebenar fenomena semasa berkenaan aktiviti pembelajaran murid di rumah bersama keluarga mereka.

Selain daripada itu, Program Sarana Ibu Bapa di bawah PPPM 2013-2025 (KPM, 2013) baru dilaksanakan pada tahun 2013. Namun demikian, belum ada laporan rasmi yang dibuat berkenaan status penglibatan ibu bapa dalam aktiviti pembelajaran anak di rumah. Pihak Kementerian Pendidikan Malaysia (KPM) juga masih lagi dalam usaha mendapatkan maklumat tentang Keberkesanan Program Sarana Ibu Bapa Terhadap Pembelajaran Murid di beberapa buah negeri. Dalam kajian ini, terdapat empat komponen utama yang diberi perhatian khusus dalam penglibatan ibu bapa di rumah iaitu Penyediaan Suasana Pembelajaran Di Rumah (PSPDR), Interaksi Sosial Anak Dengan Ibu Bapa (ISADIB), Komunikasi Anak Dengan Ibu Bapa (KADIB) dan Sokongan Ibu Bapa Terhadap Kecemerlangan Anak (SIBTKA). Namun demikian, bagi memantapkan kajian daripada keseluruhan aspek pembelajaran dan pendidikan anak di rumah, penyelidik berasaskan perlunya penambahan komponen kelima iaitu Pengisian Akhlak Dan Kerohanian (PADK) dalam penglibatan ini. Komponen kelima ini dilihat sangat penting dalam proses pembelajaran yang berperanan sebagai gagasan utama dan pemangkin kepada kecemerlangan individu.

Justeru itu, penyelidik percaya bahawa untuk mencapai kecemerlangan dalam semua bidang terutamanya akademik, setiap murid perlu diterapkan dengan nilai-nilai kerohanian dan akhlak yang mulia bagi memudahkan mereka dalam proses penerimaan ilmu. Komponen kelima ini dirasakan sangat penting untuk dilaksanakan oleh ibu bapa di rumah demi memastikan Program Sahsiah Unggul Murid (SUMUR) yang aplikasikan di semua Sekolah Menengah Kebangsaan Agama (SMKA) dan SABK seluruh Malaysia berkesinambungan di rumah. Maka, kajian ini dilihat dapat membantu pihak Sektor Pendidikan Islam (SPI) Jabatan Pelajaran Negeri Sembilan (JPNS) dalam memberi maklum balas tentang keberkesanan Sarana Ibu Bapa dan kesinambungan amalan murid dalam program SUMUR ini dengan penghayatan nilai dalam persekitaran keluarga di rumah.

Selain daripada itu, penyelidik juga mendapati kebanyakan kajian terdahulu tidak menggabungkan kelima-lima komponen penglibatan ibu bapa dalam pembelajaran anak di rumah. Banyak kajian lalu membuktikan kurangnya penglibatan ibu bapa dalam aktiviti pembelajaran anak di rumah khususnya di peringkat sekolah menengah. Maka, kajian ini dilihat sebagai platform terbaik bagi penyelidik untuk menyelidiki fenomena yang berlaku berdasarkan lima komponen disamping dapat mengenalpasti kelompondan penglibatan ibu bapa pada elemen-elemen tertentu.

4.0 OBJEKTIF KAJIAN

Kajian ini menggariskan tiga objektif kajian iaitu :

1. Menenalpasti tahap penglibatan ibu bapa (PSPADR, ISADIB, KADIB, SIBTKA dan PADK) dalam aktiviti pembelajaran anak di rumah.
2. Menenalpasti tahap pencapaian akademik murid.
3. Menentukan hubungan antara penglibatan ibu bapa dalam aktiviti pembelajaran anak di rumah dengan pencapaian akademik murid.

5.0 SOROTAN LITERATUR

Kerjasama yang terjalin di antara pihak sekolah dan ibu bapa mampu memberikan impak kepada murid bukan sahaja di sekolah malah dalam kehidupan. Murid merasakan masih ada insan yang sentiasa mengambil berat mengenai pembelajaran dan kehidupan mereka. Penglibatan ini merujuk kepada sokongan dan bagaimana ibu bapa menguruskan pengalaman pembelajaran anak mereka. Ibu bapa boleh mewujudkan rangsangan persekitaran secara kognitif dengan menyediakan buku, bahan, aktiviti serta suasana pembelajaran di rumah. Manakala dalam komuniti pula, ibu bapa perlu melibatkan diri dan anak mereka dengan pelbagai aktiviti atau program luar yang melibatkan keluarga dan masyarakat demi memberikan pengalaman dan pendidikan sosial kepada anak mereka. Di sekolah, ibu bapa perlu sentiasa berhubung dengan pihak pentadbir atau guru dalam memastikan proses pembelajaran berjalan lancar dan mencapai kecemerlangan dalam pelbagai aspek (Epstein et al. 2009).

Terdapat beberapa faktor yang mempengaruhi penglibatan ibu bapa dalam pembelajaran anak seperti umur anak, peringkat pendidikan anak, sikap dan pandangan ibu bapa terhadap kepentingan mereka dalam melibatkan diri dalam pembelajaran anak. Kajian ke atas beberapa etnik di United Kingdom mendapati faktor kekangan masa akibat tuntutan kerja merupakan halangan utama di samping kesukaran penjagaan anak (Nick Moon & Claire Ivins, 2005). Manakala hasil penyelidikan ke atas beberapa orang ibu bapa di Scotland pula menjelaskan anak-anak di peringkat menengah lebih suka sekiranya mereka kurang melibatkan diri di sekolah (Kay Russel & Sue Granville, 2005). Mereka berpendapat, terdapat pihak sekolah yang kurang memberi peluang kepada mereka untuk melibatkan diri di sekolah sedangkan mereka berminat untuk membantu sebagai jurulatih dan pembantu kelas. Masalah komunikasi antara pihak sekolah dan ibu bapa juga merupakan satu lagi kekangan utama yang menghalang penglibatan ibu bapa ini. Faktor sikap ibu bapa juga didapati memainkan peranan penting di mana mereka lebih cenderung memilih penglibatan yang kurang melibatkan banyak masa dan tenaga.

Selain daripada itu, kajian temu bual yang telah dilakukan oleh Guolaug Erlendsdottir (2010) di Namibia ke atas tujuh orang ibu bapa yang mempunyai anak cemerlang jelas membuktikan bahawa penglibatan sepenuhnya mereka dalam pembelajaran anak dapat membantu kecemerlangan anak. Semua ibu bapa ini menyatakan mereka terlibat sepenuhnya dalam pembelajaran anak dan memberikan sokongan dan ekspektasi yang tinggi terhadap kejayaan akademik dan kehidupan anak mereka. Malah, kenyataan ini turut disokong menerusi hasil kajian penglibatan ibu bapa oleh Abd. Razak & Noraini (2011) daripada sudut konteks keluarga yang kondusif dan harmoni. Hasil kajian ini jelas menunjukkan faktor konteks keluarga merangkumi interaksi dan komunikasi, amalan keibubapaan, kesenggangan, keterbukaan dan penerimaan mampu merangsang anak untuk berjaya dalam pelajaran. Malah, Chela Chin (2005) juga sependapat dengan hasil penemuan kajian tersebut dan turut menambah bahawa penglibatan tersebut mampu membentuk sikap dan peribadi anak serta memberi motivasi dan perangsang kepada mereka untuk lebih berjaya dalam pelajaran dan kehidupan.

Penglibatan ibu bapa dalam pembelajaran anak juga didapati bukan sekadar memperbaiki akhlak, moral dan pencapaian akademik anak sahaja, malah lebih kepada menggalakkan kepada perubahan tingkah laku yang lebih baik dan penyesuaian sosial anak mereka. Malah, sebanyak 97% daripada 2021 responden pelbagai etnik di United Kingdom turut mengakui kenyataan tersebut. (Nick Moon & Claire Ivins, 2005). Epstein (1995) menegaskan dengan adanya sokongan dan penglibatan ibu bapa di rumah, turut memberi impak terhadap sekolah di mana guru-guru dapat menyediakan kerja rumah dengan lebih baik, lebih menghormati dan berpuas hati dengan penglibatan keluarga murid di samping dapat mengenalpasti latar belakang keluarga murid yang memerlukan bantuan dan sokongan daripada pelbagai pihak khususnya sekolah.

Rumah yang mempunyai ruang pembelajaran yang selesa dan sesuai merupakan satu keperluan kepada anak-anak untuk memastikan proses pembelajaran di rumah lebih berkesan. Sebanyak 96.5% responden yang terdiri daripada 1000 orang murid tingkatan empat di Selangor berharap agar ibu bapa mereka dapat menyediakan kemudahan ini termasuk buku rujukan dan kemudahan tuisyen (Abd. Razak, 2011). Komunikasi dan interaksi sosial yang baik antara anak dan ibu bapa juga mampu mewujudkan hubungan kekeluargaan yang erat dan harmoni dalam keluarga. Timbulnya konflik komunikasi dan interaksi antara ahli keluarga yang berbeza usia dalam sesebuah keluarga sememangnya tidak dapat dielakkan. Perbezaan ini sudah tentu melibatkan perbezaan pendapat, pandangan, pendirian dan perhatian (Ali Hasan Az-Zhecolany, 2013). Ini jelas menunjukkan bahawa emosi dan ego menjadi halangan utama dalam komunikasi berkesan yang berlaku antara ahli keluarga yang mempunyai tahap kematangan dalam berfikir.

Salah satu sebab berlakunya hubungan komunikasi dan interaksi yang tidak baik dalam keluarga adalah kekangan masa bersama keluarga di mana ibu bapa sibuk mencari rezeki dan jarang meluangkan masa bersama anak. Kajian oleh Zainudin & Norazmah (2011) ke atas remaja bermasalah sosial di salah sebuah pusat pemulihan akhlak di Melaka jelas membuktikan salah satu sebab utama mereka terlibat dalam masalah sosial adalah disebabkan wujudnya masalah interaksi dan komunikasi dalam keluarga. Manakala Grace & Kimberly L. Mason (2005) pula mendapati kesedaran ibu bapa untuk melibatkan diri dalam pembelajaran anak berkembang dalam tiga keadaan iaitu pertama, ibu bapa perlu mewujudkan hubungan,

kedua, ibu bapa perlu mempengaruhi pembelajaran anak dan ketiga, menerapkan kepada anak bahawa pendidikan merupakan kunci kejayaan. Ibu bapa haruslah mempunyai motivasi diri yang kuat terlebih dahulu bagi memberi dorongan, sokongan motivasi dan juga keperluan material (Azizi, 2008).

Selain daripada itu, Azizi juga berpendapat setiap ahli keluarga perlu diterapkan dengan pengisian akhlak dan agama untuk menjadi benteng kepada segala masalah sosial. Kewujudan aktiviti kerohanian dalam persekitaran keluarga dapat memberi pengaruh besar terhadap pengalaman rohani dan dapat mempengaruhi seseorang anak melalui proses pembelajaran melalui peniruan perilaku ibu bapa. Salasiah, Ermy, Rosmawati & Zainab (2012) juga turut menambah bahawa tahap amalan kerohanian seseorang murid dan pelaksanaan sesuatu ilmu secara zahir dan batin juga mempunyai perkaitan yang signifikan dengan pencapaian akademik.

Oleh itu, dalam usaha memastikan anak cemerlang dalam akademik dan mempunyai didikan agama serta akhlak terpuji, semua pihak haruslah menggembelngkan tenaga dan peranan. Pihak ibu bapa tidak lagi boleh menyerahkan tugas mendidik kepada pihak sekolah semata-mata kerana aktiviti pembelajaran boleh berlaku di mana sahaja. Kajian ini dilihat sebagai platform terbaik bagi penyelidik untuk menyelidiki fenomena yang berlaku berdasarkan lima komponen penglibatan ibu bapa yang dinyatakan disamping mengenalpasti kelompokan penglibatan ibu bapa pada elemen-elemen tertentu.

5.1 Teori Kajian

Dalam kajian ini penyelidik telah menggunakan beberapa teori sebagai asas kajian. Penyelidik menggunakan Teori Penglibatan Ibu Bapa Epstein (1995, 2001) sebagai landasan utama kajian. Pemilihan teori ini adalah kerana kekuatannya yang banyak digunapakai oleh sekolah-sekolah di seluruh dunia. Cadangan strategi dan amalannya boleh dipraktikkan dengan berkesan oleh semua pihak termasuklah aktiviti di rumah. Teori ini juga membuktikan bahawa penglibatan ibu bapa boleh wujud dalam pelbagai bentuk dan meletakkan tanggungjawab bersama mendidik anak ataupun murid dengan pihak sekolah dan masyarakat. Epstein menggariskan enam jenis penglibatan ibu bapa yang saling berkait antara keluarga, sekolah dan komuniti iaitu Keibubapaan, Komunikasi, Khidmat Sukarela, Pembelajaran di Rumah, Membuat Keputusan, Kolaborasi dengan Komuniti dan Keibubapaan.

Teori kedua yang digunapakai adalah Teori Pembelajaran Sosial Bandura (1963). Teori ini dipilih kerana bersesuaian dengan salah satu kaedah pembelajaran yang sering digunakan melalui pemodelan dan pemerhatian daripada orang lain khususnya ibu bapa. Bandura menyatakan orang yang diperhatikan oleh individu tersebut diistilahkan sebagai model dan proses pembelajaran melalui pemerhatian tingkah laku dipanggil pemodelan (Mok Soon Sang, 2011). Beliau turut menekankan aspek interaksi antara manusia dan persekitaran. Secara amnya, beliau melihat manusia sebagai aktif dan berupaya mengendalikan tingkah laku secara selektif dan tidak merupakan entiti yang pasif yang boleh dipermainkan oleh keadaan persekitaran mereka.

Seterusnya penyelidik turut menggabungkan Falsafah Pemikiran Imam Al-Ghazali dalam didikan anak sebagai landasan kajian. Al-Ghazali berpendapat keluarga dan sekolah merupakan dua institusi terpenting dalam memupuk keperibadian kanak-kanak dan remaja. Dalam institusi keluarga, mereka dididik dalam tiga aspek iaitu sebagai individu, sebagai ahli masyarakat dan sebagai seorang yang beragama (Al-Syeikh Muhammad Jamaluddin, 2009). Memandangkan sampel bagi kajian ini adalah terdiri daripada murid SABK, maka kajian ini haruslah berdasarkan skop dan persekitaran berasaskan agama dan kerohanian. Justeru itu, gabungan tiga teori yang digunakan dalam kajian ini dapat diperkembang dan disesuaikan dengan amalan penglibatan ibu bapa dalam aktiviti pembelajaran anak di rumah khususnya bagi murid SABK dan murid beragama Islam amnya. Secara tidak langsung, dapatan kajian ini akan menyumbang kepada data tambahan kepada model dan teori penglibatan ibu bapa bagi anak remaja berusia 16 tahun terutamanya dalam membekalkan pangkalan pengetahuan untuk menangani perubahan sistem pembelajaran dan budaya sosial murid masa kini.

6.0 METODOLOGI KAJIAN

Kajian ini menggunakan pendekatan kuantitatif dengan reka bentuk kajian deskriptif berbentuk tinjauan dan korelasi. Kaedah ini sangat sesuai digunakan untuk mengenalpasti pemikiran, perasaan, perbuatan, pandangan, kepercayaan, tingkah laku dan sikap segolongan manusia tentang isu-isu sosial, kebudayaan, ekonomi dan politik. Melalui item soal selidik, kaedah ini juga dapat menerangkan hubungan dan perbezaan antara pembolehubah yang diselidiki (Lay & Khoo, 2013).

Teknik persampelan rawak berkelompok telah dipilih kerana populasi kajian mewakili empat daerah iaitu Rembau, Seremban, Port Dickson dan Jempol. Empat daerah ini juga mewakili kategori bandar dan luar bandar. Setiap kelompok yang dipilih adalah saling eksklusif dan semua kelompok mempunyai ciri populasi yang sama. Populasi kajian terdiri daripada 447 orang murid tingkatan empat SABK berdasarkan rekod yang diperoleh daripada Unit Pengurusan dan Akademik, Institusi Pendidikan Agama, Sektor Pendidikan Islam, Jabatan Pelajaran Negeri Sembilan. Seramai 227 orang murid daripada lima buah sekolah yang mewakili 50.8 peratus daripada jumlah keseluruhan murid Tingkatan Empat. telah dipilih sebagai responden berdasarkan kiraan saiz sampel menggunakan Jadual Krejcie dan Morgan (1970) dan Cochran (1977).

Pembinaan soal selidik adalah berdasarkan instrumen Kajian Keberkesanan Buku Sarana Ibu Bapa Terhadap Pembelajaran Murid (KPM, 2015). Setelah berbincang dengan pihak KPM, penyelidik telah diberi kebenaran untuk mengadaptasi dan membuat sedikit pengubahsuaian iaitu dengan membuat penambahan kepada empat komponen utama iaitu PADK. Penambahan komponen kelima ini adalah hasil perbincangan bersama penyelidik bersama pihak SPI, JPNS dan kebenaran telah diberikan kepada penyelidik untuk mengguna dan mengubahsuaikan Indeks Persepsi Murid Terhadap Program Sahsiah Unggul Murid (SUMUR) 2013. Penambahan komponen kelima ini adalah sangat wajar kerana pihak SPI, JPNS ingin mendapatkan maklumat sejauh mana ibu bapa melibatkan diri dalam pembelajaran anak mereka di rumah dalam konteks pengisian akhlak dan kerohanian bagi keluarga muslim. Tambahan komponen kelima ini juga adalah berpandukan kepada Falsafah Pemikiran Imam Al-Ghazali yang banyak menekankan pembentukan akhlak anak dan bersesuaian dengan sampel kajian yang terdiri daripada murid sekolah agama. Soal selidik yang digunakan ini juga telah direkabentuk mengikut kaedah korelasi untuk melihat perhubungan di antara pembolehubah-pembolehubah yang digunakan. Soal selidik ini mengandungi dua bahagian utama iaitu :-

- i. Bahagian A - Latar Belakang Ibu Bapa/Penjaga dan Keputusan PT3
- ii. Bahagian B - Penglibatan Ibu Bapa/Penjaga Dalam Aktiviti Pembelajaran Di Rumah.

Seramai 32 orang murid tingkatan empat telah dipilih bagi mewakili sampel kajian rintis. Hasil analisis daripada ujian kebolehpercayaan menunjukkan nilai Cronbach Alpha yang tinggi iaitu 0.942. Ini bererti kebolehpercayaan item pada keseluruhan mempunyai darjah ketekalan dan konsistensi yang kukuh dan boleh diterima serta digunapakai untuk kajian di lapangan. Manakala dua orang pakar iaitu pensyarah kanan daripada Fakulti Pengajian Pendidikan (FPP) dan Fakulti Ekologi Manusia (FEM), UPM telah dilantik untuk memeriksa dan menentukan kesahan konstruk dan kandungan instrument kajian.

7.0 DAPATAN DAN PERBINCANGAN KAJIAN

Kajian ini melibatkan 227 orang murid tingkatan empat dari lima buah SABK di empat daerah di Negeri Sembilan. Seramai 106 orang murid tinggal di kawasan bandar bersamaan 46.7% manakala 121 orang lagi yakni 53.3 % tinggal di kawasan luar bandar. Taburan lokasi kediaman ini adalah berdasarkan empat daerah kajian iaitu Seremban, Port Dickson, Jempol dan Rembau. Jadual berikut menunjukkan taburan responden mengikut Taraf Pendidikan Tertinggi Bapa/Penjaga dan Ibu, Jumlah Pendapatan Ibu Bapa, Jenis Pekerjaan Ibu dan Bapa serta Tahap Pencapaian Akademik (PT3 2014) Murid.

Jadual 1. Taburan Responden mengikut Taraf Pendidikan Tertinggi Bapa/Penjaga

Taraf Pendidikan Tertinggi Bapa/Penjaga	Frekuensi	Peratus (%)
Sekolah Rendah	11	4.8
LCE/SRP/PMR	20	8.8
MCE/SPM	86	37.9
STPM	13	5.7
Diploma	45	19.8
Ijazah Sarjana Muda	28	12.3
Ijazah Sarjana	17	7.5
Ijazah Kedoktoran	7	3.1
Jumlah (N)	227	100.0

Jadual 1 menunjukkan majoriti Taraf Pendidikan Tertinggi Bapa/Penjaga adalah MCE/SPM sebanyak 37.9% diikuti dengan Diploma sebanyak 19.8%. Ijazah Kedoktoran menunjukkan bilangan yang paling rendah sebanyak 3.1%. Ini menunjukkan kebanyakan bapa/penjaga menerima pendidikan tertinggi mereka di peringkat yang sederhana.

Jadual 2. Taburan Responden Mengikut Taraf Pendidikan Tertinggi Ibu

Taraf Pendidikan Tertinggi Ibu	Frekuensi	Peratus (%)
Sekolah Rendah	7	3.1
LCE/SRP/PMR	30	13.2
MCE/SPM	90	39.6
STPM	15	6.6
Diploma	38	16.7
Ijazah Sarjana Muda	25	11.0
Ijazah Sarjana	18	7.9
Ijazah Kedoktoran	4	1.8
Jumlah (N)	227	100.0

Jadual 2 menunjukkan majoriti kaum ibu menerima pendidikan tertinggi mereka pada peringkat MCE/SPM sebanyak 39.6% diikuti Diploma sebanyak 16.7%. Manakala peringkat Ijazah Kedoktoran menunjukkan bilangan yang paling rendah sebanyak 1.8%. Ini menunjukkan kaum ibu juga menerima pendidikan tertinggi mereka pada tahap yang sederhana.

Jadual 3. Taburan Responden Mengikut Jumlah Pendapatan Ibu Bapa

Jumlah Pendapatan Ibu Bapa	Frekuensi	Peratus (%)
Kurang RM1000	36	15.9
RM1000 - RM3000	92	40.5
RM3001 - RM5000	49	21.6
Lebih RM5000	50	22.0
Jumlah (N)	227	100.0

Jadual 3 menggambarkan kebanyakan daripada responden datangnya daripada keluarga yang mempunyai jumlah pendapatan ibu bapa sekitar RM1000-RM3000. Data ini jelas menunjukkan jumlah pendapatan ini dipengaruhi oleh Taraf Pendidikan Tertinggi ibu bapa responden yang kebanyakannya menerima tahap pendidikan yang sederhana.

Jadual 4. Taburan Responden Mengikut Jenis Pekerjaan Bapa/Penjaga

Jenis Pekerjaan Bapa/Penjaga	Frekuensi	Peratus (%)
Kakitangan Kerajaan	84	37.0
Kakitangan Swasta	56	24.7
Bekerja Sendiri	54	23.8
Pesara	24	10.6
Tidak Bekerja	9	4.0
Jumlah (N)	227	100.0

Jadual 4 menunjukkan majoriti (37.0%) bapa/penjaga responden bekerja sebagai Kakitangan Kerajaan dan Kakitangan Swasta (24.7%). Manakala 4.0% bapa responden tidak bekerja. Keadaan ini menunjukkan ada di kalangan responden yang tidak mempunyai bapa dan ibu pula mengambil alih sebagai ketua keluarga untuk mencari nafkah.

Jadual 5. Taburan Responden Mengikut Jenis Pekerjaan Ibu

Jenis Pekerjaan Ibu	Frekuensi	Peratus (%)
Kakitangan Kerajaan	87	38.3
Kakitangan Swasta	17	7.5
Bekerja Sendiri	24	10.6
Pesara	3	1.3
Tidak Bekerja	96	42.3
Jumlah (N)	227	100.0

Jadual 5 pula menunjukkan majoriti ibu responden tidak bekerja (42.3%) diikuti dengan 38.3% lagi bekerja sebagai Kakitangan Kerajaan. Sebanyak 1.3% ibu responden telah pun bersara daripada dunia pekerjaan.

Jadual 6. Tahap Penglibatan Ibu Bapa Dalam Aktiviti Pembelajaran Anak Di Rumah

Komponen	N	Min	SP	Tahap
Penyediaan Suasana Pembelajaran Di Rumah (PSPDR)	227	3.69	0.72	Tinggi
Interaksi Sosial Anak Dengan Ibu Bapa (ISADIB)	227	4.17	0.80	Tinggi
Komunikasi Anak Dengan Ibu Bapa (KADIB)	227	3.52	0.80	Sederhana
Sokongan Ibu Bapa Terhadap Kecemerlangan Anak (SIBTKA)	227	3.64	0.76	Sederhana
Pengisian Akhlak dan Kerohanian (PADK)	227	4.26	0.56	Tinggi
Min Keseluruhan		3.86	0.62	Tinggi

Hasil dapatan kajian juga menunjukkan nilai min penglibatan ibu bapa secara keseluruhannya adalah 3.86 (SP = 0.62). Berdasarkan interpretasi skor min, skor yang berada pada 3.68 hingga 5.00 dianggap berada pada tahap yang tinggi. Ini menunjukkan tahap penglibatan ibu bapa dalam aktiviti pembelajaran anak secara keseluruhannya berada pada tahap yang tinggi. Secara terperinci, dapatan telah membuktikan bahawa penglibatan ibu bapa dalam aspek pengisian akhlak dan kerohanian berada pada tahap yang paling tinggi (min=4.26, SP=0.56) jika dibandingkan dengan jenis penglibatan yang lain. Ini diikuti dengan interaksi sosial anak dengan ibu bapa yang mencapai skor min 4.17 (SP=0.80) dan penyediaan suasana pembelajaran di rumah dengan skor min 3.69 (SP=0.72). Namun demikian, penglibatan ibu bapa daripada segi memberi sokongan terhadap kecemerlangan anak menunjukkan tahap yang sederhana dengan skor min 3.64 (SP=0.76) dan komponen komunikasi anak dengan ibu bapa juga menunjukkan tahap yang sama (skor min=3.52, SP=0.80).

Tahap pencapaian akademik murid pula diukur berdasarkan keputusan Pentaksiran Tingkatan 3 (PT3) 2014. Kesemua 11 penilaian markah direkodkan dan dikategorikan mengikut gred pemarkahan A, B, C, D, E dan F dan diberikan penentuan nilai markat seperti berikut.

Jadual 7. Interpretasi Nilai Markat Bagi Gred PT3

Gred	Keterangan	Nilai Markat
A	Cemerlang	6
B	Kepujian	5
C	Baik	4
D	Memuaskan	3
E	Mencapai Tahap Minimum	2
F	Belum Mencapai Tahap Minimum	1

Tahap pencapaian akademik murid adalah berdasarkan jumlah nilai markat yang diperolehi berdasarkan jadual di bawah.

Jadual 8. Penentuan Tahap Pencapaian Akademik Murid Berdasarkan Keputusan PT3 2014

Jumlah Nilai Markat	Tahap
11 – 27	Lemah
28 – 46	Sederhana
47 – 55	Kepujian
56 – 66	Cemerlang

Majoriti murid memperolehi keputusan pada tahap kepujian iaitu sebanyak 55.1% (125 orang). Seramai 62 orang (27.3 %) pula memperolehi tahap yang sederhana dan hanya 32 orang (14.1 %) lagi mempunyai pencapaian yang cemerlang. Manakala lapan orang daripada keseluruhan murid tersebut yang mewakili 3.5% masih lagi berada pada tahap yang lemah.

Bagi memudahkan huraian dapatan analisis mengenai hubungan, maka nilai hubungan dan kekuatan hubungan iaitu nilai r diinterpretasikan ke dalam tiga tahap berdasarkan garis panduan oleh Cohen (1988) iaitu tahap rendah ($r = +/- 0.00 - 0.29$), tahap sederhana ($r = +/- 0.30 - 0.69$) dan tahap tinggi ($r = +/- 0.70 - 1.00$). Dapatan hasil analisis Korelasi Pearson dipaparkan berdasarkan Jadual 9.

Jadual 9. Analisis Korelasi Pearson Bagi Hubungan Antara Penglibatan Ibu Bapa dan Pencapaian Akademik

		Penglibatan Ibu bapa	Keputusan PT3
Penglibatan Ibu Bapa	Pearson Correlation	1	.058
	Sig. (2-tailed)		.386
Keputusan PT3	Pearson Correlation	.058	1
	Sig. (2-tailed)	.386	

a. Listwise N=227

Hasil analisis Korelasi Pearson menunjukkan kekuatan hubungan antara penglibatan ibu bapa dan pencapaian akademik murid adalah bersamaan dengan 0.058. Ini menunjukkan kekuatan hubungan berada pada tahap yang rendah. Memandangkan nilai $p = 0.386$ adalah lebih besar daripada 0.05, maka hasil analisis ujian korelasi menunjukkan tidak terdapat hubungan yang signifikan, maka dengan ini dapatlah dirumuskan bahawa tidak terdapat hubungan yang signifikan antara tahap penglibatan ibu bapa dengan pencapaian akademik murid.

Kesimpulannya, hasil kajian yang dijalankan ini mendapati tahap penglibatan ibu bapa dalam aktiviti pembelajaran anak di rumah berada pada tahap yang tinggi secara keseluruhannya dengan skor min

3.86. Penglibatan ibu bapa bagi aspek PSPDR, ISADIB, dan PADK menunjukkan tahap yang tinggi manakala bagi aspek KADIB dan SIBTKA pula menunjukkan penglibatan ibu bapa pada tahap yang sederhana. Bagi pencapaian akademik pula, majoriti murid (55.1 %) telah memperoleh keputusan PT3 2014 pada peringkat kepujian.

Analisis Korelasi Pearson pula mendapati tidak wujud hubungan yang signifikan antara penglibatan ibu bapa dalam aktiviti pembelajaran anak di rumah dengan pencapaian akademik murid. Dapatan ini turut menyokong hasil kajian oleh Amla et. Al (2010) dan Mohd Johdi (2009) yang menyatakan status sosioekonomi tidak menentukan pencapaian akademik murid tetapi bergantung kepada kesungguhan usaha dan ketinggian komitmen murid bagi menghasilkan perubahan dan kejayaan. Ini terbukti dengan sejarah yang telah diciptakan oleh pelajar hebat Nik Nur Madihah, pelajar dari sekolah Menengah Agama Maahad Muhammadiyah (Perempuan) Kota Bharu yang mendapat keputusan yang sangat cemerlang dalam SPM 2008 sedangkan kehidupannya dilingkari dengan kemiskinan hidup, ibu dan bapa yang tidak mempunyai pendidikan dan pendapatan yang tinggi, rumah yang sempit malah tiada ruangan khas untuk belajar. Namun, beliau telah menjadikan faktor kemiskinan, kekurangan dan kesukaran hidup sebagai pemacu kepada kecemerlangan di samping usaha keras dan amalan kerohanian yang berterusan.

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THE RELATIONSHIPS BETWEEN INSTITUTIONAL ENVIRONMENT AND GUARDIAN INVOLVEMENT ON THE ACADEMIC ACHIEVEMENT AND LEARNING MOTIVATION OF CHILDREN REARED IN A MALAYSIAN ORPHANAGE

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ABSTRACT

This research was conducted to study the relationships between academic performance and learning motivation with institutionalised environments and guardian involvement of children reared in a Malaysian orphanage. This study involves 50 students consisting of 21 female and 29 male students. These students are in secondary school with ages ranging from 13-17 years old. This study was conducted in a home for orphans and underprivileged children and all the participants of this study are from this home. The findings of this study hopes to show that there will be a significant relationship between academic achievement and learning motivation with guardian involvement and institutional environment providing further implications on how the home environment affects children's academic and learning motivation outcomes.

KEYWORDS: Learning Motivation, Institutionalised Environments, Guardian Involvement, Academic Achievement

1.0 INTRODUCTION

Institutional organisations such as orphanages usually have the sole purpose of rearing children who have lost the privilege of being brought up by their biological parents due to unforeseen circumstances. These institutions rear orphaned children with the hope of providing them with a better home environment in order for them to become useful people in their society. Although most of them do make it in life, poor academic achievement has been found in both children in orphanages and children after adaption from orphanage (Maclean, 2003). This growing issue of institutionalised children falling back in their academic achievements is also prevalent in Malaysia. Despite the dramatic growth in the country's overall educational attainment, the fact remains that there still exists a huge educational gap between the mainstream and the underserved populations in the country that cannot be ignored (Ma'rof, 2012). Therefore, this study hopes to find ways to improve the institutional environment of an orphanage in Malaysia in order to improve the academic performances of the children reared in it. The children reared in this orphanage have not necessarily lost their parents by death. Some of them have divorced parents while some of them have lost one parent due to death. The reason for them being reared in this home is most probably because the single parent (usually the mother) is not financially stable and cannot provide for her children.

1.1 Problem Statement

Ample research has shown that children reared in an institutionalised environment generally show a lower academic performance and may display very little or no learning motivation. Orphanage-reared children are vulnerable to a complex constellation of deficits. They often experience pervasive developmental problems in behavioural, physical, educational and emotional domains (Gunnar, 2001).

Research has also shown that children from a poor economic background have a higher possibility to display a very low level of learning motivation. When we talk about the relation between attitude toward school and socio-economic level, the results of previous studies had shown that students with higher levels appear to be more satisfied with school and that student's from lower socioeconomic status and who have less access to school resources and computers express low levels of learning motivation (Candeias, 2008)

Enough research has been done to clearly show that parent involvement is important in determining the academic performance of a child. Children in institutionalised environments do not have parents, but they do have guardians, or in this case caretakers. Research has found that students who perceive more support from adults who live with them at school and colleagues have more learning motivation and academic values and feel more satisfied with school (Candeias, 2008).

Although research on institutionalised children and their learning motivation has been done, not much research has been done on orphans, especially Malaysian orphans. Therefore, the main goal of this study is to analyse the association between institutional environment and guardian involvement with academic achievement and learning motivation of orphan students reared in this orphanage.

1.2 Objectives

- i. To identify the current state of the orphanage.
- ii. To identify the level of guardian involvement in the orphanage.
- iii. To identify the level of student academic achievement of children reared in the orphanage.
- iv. To identify the level of learning motivation of children reared in the orphanage.
- v. To identify the statistical association between Guardian Involvement and Learning Motivation.
- vi. To identify the statistical association between Guardian Involvement and Academic Performance.
- vii. To identify the statistical association between Learning Motivation and Academic Performance.

2.0 LITERATURE REVIEW

In a study done by Nkomo (2014) on the impact of orphan-hood on the academic achievement of the children, he found that orphan-hood directly impacts the academic achievement of learners mainly because of the psychological effects. The study revealed that challenges stemming from the loss of parents were identified as being instrumental in affecting the academic performance of orphans.

Students who have the interest to learn and succeed academically in life are said to have higher levels of learning motivation. Many factors can lead a child to not be motivated to learn (Kpolovie, 2014). From previous studies, it is evident that living in an institution does not provide for all the physiological needs of a child. Developmental neuroscience shows how early biological and psychosocial experiences affect brain development. In a study done on how to help or guide orphans on getting better academic results, he found that children in inner city Detroit schools performed better academically when they were directly taught that intellectual development was something they could achieve through effort (Howard, 1990). From this study we can note that the children had to be told and reminded that academic performance can be improved when extra effort is put into it, and therefore showed that motivation was an important factor in improving the child's academic performance.

According to Lumos, an international NGO registered in Britain, there are eight million children living in institutions and more than 90% of them aren't orphans (Nair, 2014). They usually

have parents or at least one parent that are/is alive. However, due to financial constraints, they may be forced to enrol their children in these institutions. The institutionalised children in this study are also made up mostly of children who have at least one parent that is still alive, however, due to financial constraints, abuse and other inconveniences, they have been sent to this home. UNICEF reported this trend to be rampant and growing in Malaysia. No matter how hard institutions like orphanages try to replicate home environments, institutions would not be able to provide for children how parents do. Institutions have certain structural characteristics such as dorm-like bedrooms, bathrooms with many cubicles, large study areas with many tables and relatively large dining areas. Other than the structural differences, instead of having parents to take care of these children, caretakers do. If these caretakers work for eight hour shifts, children in these institutions would have three different people taking care of them in a span of 24 hours.

Although children in institutionalised environments do have caretakers or also known as guardians to provide care for them, studies find common characteristics in the quality of caregiver-child interactions that occur in institutions. These interactions often tend to be limited to the routine chores of the day, such as feeding, bathing and changing. Such chores are often done in a perfunctory, business-like manner with little social interaction. Caretakers or guardians tend not to respond to a crying child or to play with the children. Little warmth and sensitivity is afforded the children. One-on-one interaction is rare. And reciprocal verbal and nonverbal "conversation" is limited (University of Pittsburgh, n.d.). So when all these factors are taken into consideration, living in an institution is nothing like living in a home with parents and siblings that love and care for you.

Guardian involvement in a child's education is consistently found to be positively associated with a child's academic performance (David R. Topor, 2010). The influence of parental or guardian involvement on academic success has not only been noticed among researchers, but also noticed among policy makers who have combined efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school (Entwisle DR, 1988). Enough research has shown that parental or guardian involvement in the education of their children is extremely vital in order for the child to do well academically. Five family and home environmental factors that affect student achievement were identified: parent expectations and attributions, structure for learning, home affective environment, discipline, and parental or guardian involvement (Christenson, 1982)

2.1 Related Theories

2.1.1 Maslow's Hierachy of Needs

Abraham Maslow proposed a theory known as Maslow's Hierarchy of Needs in the year 1943. Maslow described the stages of growth in humans using the terms "psychological", "safety", "belongingness" and "love", "esteem" and "self-actualisation" to describe the motivational process that are usually experienced by humans (Huitt, 2007).

This theory can be related to the study because Maslow's theory states that only when the basic needs of an individual are fulfilled, the person would seek to achieve the next one. (McLeod, 2016). Therefore, when children are institutionalised, although their physiological and safety needs might be met, their need to feel love and belonging might be overlooked as it is not something that is easy to provide for every individual. This may be the reason for why institutionalised children have difficulty in having a good self-esteem and realising their true potential.

3.0 METHODS

3.1 Research Design

The study is descriptive-correlational in design where it does not involve the manipulation of the academic performance, learning motivation, guardian involvement and home environment of the participants. This study is done in the form of a survey. Since the study has four variables which consist two independent (guardian involvement and home environment) and two dependent variables (academic performance and learning motivation), the relationship among these variables are studied making it a correlational study. Since this is a correlational study, correlation data are most often used in analysis. Correlational studies identify co-movements of variables. Most importantly, correlational designs are essential in identifying the relationship of one variable to another.

3.2 Population

The population of the study is the secondary school going children of the chosen orphanage. The whole population participated in this study. The total number of participants of this study were 50 students consisting of 29 male and 21 female students. All the participants that took part were secondary school children therefore their ages were from 13 years to 17 years old. Some of the children that took part were orphaned while the most of them have at least one parent that is still alive. The participants of the study have been institutionalised different amounts of years.

3.3 Instruments

3.3.1 Guardian Involvement Survey

The Guardian Involvement Survey was adapted from Family Involvement Survey which was designed by Daleure, G., Albon, R., Hinkston, K., Ajaif, T., and McKeown, J. In their research paper, Home Environment, Family Involvement, and Emirati College Student Academic Achievement this instrument was validated. Upon compilation of the instrument, it was reviewed for cultural sensitivity by an Emirati research team member who was the Dean of Student Services at that time. Validation for The Guardian Involvement Survey was piloted with a mixed gender group of 37 students, modified and administered again with ten different students, the loaded into an online delivery system and was made accessible through the college portal. Consent to use this instrument was given by the author Georgia Deleure herself through an e-mail. In order to ensure the validity of the instrument, a pilot study was conducted and the results showed that the instrument had a validity of $\alpha = 0.81$.

3.3.2 Academic Motivational Scale

The high school version of the Academic Motivational Scale was used to measure the participant's learning motivation. The Academic Motivational Scale consists of 28 statements where participants have to choose a number from 1 to 5, 1 indicating strongly disagree, 2 indicating disagree, 3 indicating neutral, 4 indicating agree and 5 indicating strongly agree. This scale measures three kinds of intrinsic motivation, three kinds of extrinsic motivation and amotivation. The three kinds of intrinsic motivation are "motivated to know", "motivated towards accomplishments" and "motivated to experience stimulation", while the three kinds of extrinsic motivation are "identified motivation", "introjected motivation" and "external regulation motivation". Consent to use this instrument is given to the public as long as complete reference data is mentioned. In order to ensure the validity of the instrument, a pilot study was conducted and the results showed that the instrument had a validity of $\alpha = 0.86$.

3.4 Data Analysis

Statistical analysis using SPSS was done to answer the following research questions.

Research Question	Statistical Analysis
<i>What is the level of guardian involvement in the orphanage?</i>	<i>Mean and Standard Deviation</i>
What is the level of student academic achievement of children reared in the orphanage?	Mean and Standard Deviation
What is the level of learning motivation of children reared in the orphanage?	Mean and Standard Deviation
<i>What is the statistical association between Guardian Involvement and Learning Motivation?</i>	<i>Pearson Correlation</i>
<i>What is the statistical association between Guardian Involvement and Academic Performance?</i>	<i>Pearson Correlation</i>
What is the statistical association between Learning Motivation and Academic Performance?	Pearson Correlation

Table 1 Statistical Analysis

4.0 RESULTS AND DISCUSSION

4.1 Descriptive Data of Research Subjects

Gender	Frequency	Percent (%)
Female	21	42
Male	29	58
Total	50	100

Age	Frequency	Percent
13	8	16
14	12	24
15	8	16
16	8	16
17	14	28
Total	50	100

Tale 2 Descriptive Data of Research subjects

4.2 Academic Performance

	Minimum	Maximum	Mean	Standard Deviation
Academic Performance	10.0	72.0	37.7	19.5

Table 3 Academic Performance

4.3 Academic Motivational Scale

4.3.1 Intrinsic Motivation

Intrinsic Motivation	Mean	Std. Deviation
To Know	2.838	1.4046
To Accomplish	2.8313	1.6116
To Experience Stimulation	2.6125	1.3155
Overall Results	2.7604	1.4266

Table 4 Intrinsic Motivation

4.3.2 Extrinsic Motivation

Extrinsic Motivation	Mean	Std. Deviation
Identified	4.3125	0.5087
Introjected	3.0937	1.1162
External Stimulation	3.9750	1.2100
Overall Results	3.7937	0.8656

Table 5 Extrinsic Motivation

4.4 Preliminary Inferential Data Analysis

4.4.1 Academic Results and Intrinsic Motivation

		Intrinsic Motivation	Academic Performance
Intrinsic Motivation	Pearson Correlation	1	0.860**
Academic Performance	Pearson Correlation	0.860**	1

** Correlations is significant at the 0.01 level (2- tailed)

Table 6 Pearson- Correlation of Intrinsic Motivation and Academic Performance

4.4.2 Academic Results and Extrinsic Motivation

		Academic Performance	Extrinsic Motivation
Academic Performance	Pearson Correlation	1	0.844**
Extrinsic Motivation	Pearson Correlation	0.844**	1

** Correlations is significant at the 0.01 level (2- tailed)

Table 7 Pearson- Correlation of Academic Performance and Extrinsic Motivation

4.5 Expected Results

Complete data analyses for the current study is still on-going. However, based on the reviewed literature and preliminary statistical results, it is anticipated that not only will there be a significant difference between academic achievement and motivational attitudes toward learning but more importantly, this study hopes to show that there are significantly positive correlations between:

- a) *Guardian Involvement and Academic Achievement,*
- b) *Institutionalised Environments and Academic Achievement,*
- c) *Learning Motivation and Guardian Involvement, and*
- d) *Learning Motivation and Institutionalised Environments.*

4.6 Discussion

The preliminary results of this study show that there is a significant relationship between Academic Performance and Learning Motivation. Table 6 and Table 7 show that there is a significant positive correlation of 0.860 and 0.844 respective, supporting findings of past students that also showed similar results. (R. A. Kusurkar, 2011). Students who have the interest to learn and succeed academically in life were found to have a positive learning motivation. Many factors can lead a child to have positive learning motivation (Kpolovie, 2014). The results of this study show that students with high intrinsic or extrinsic motivation perform better academically.

Although the study has not been completed, the results are expected to show that guardian involvement and academic achievement have a strong correlation. In a study done among poor African children that lived with parents who were always working and therefore hardly has time to spend with their children, students experienced a significant decline in grade point average across the transition from elementary to middle school. This study also found significant interactions were found between family and school factors. These results suggest that either parental involvement or the school environment, may be most effective in supporting the academic achievement of poor African American students during the transition to middle level schools as they will need support and guidance as the academic syllabus becomes more challenging (Gutman, 2000).

In a study done in Kisumu Africa, results showed that orphaned children who institutionalised have higher levels of learning motivation compared to orphans who are not institutionalised (Gabriel K. C., 2009). Although the home environments of institutions may not be as comfortable as the homes of mainstream children, it still meets all the child's basic need. It is difficult to state if better institutionalised environments will result in better academic performance or learning motivation because this study was only done with one institution.

After this study has been fully completed, it hopes to show that there are significant correlations between academic achievement and guardian involvement, academic achievement and institutionalised environments, learning motivation and guardian involvement and lastly, learning motivation and institutionalised environments.

5.0 CONCLUSION

The results of this study support the results of previous studies on academic performance and learning motivation being highly correlated. Bank and Finlapon (1980) found that successful students were proven to have significantly higher motivation for achievement when compared to the unsuccessful students (Bank, 1980). Moreover, his study also revealed significant relationship between academic performance and motivation. Once this study is completed it hopes to also show correlations between academic performance and guardian involvement, academic performance and institutionalised environments, learning motivation and guardian involvement and learning motivation and institutionalised environments. The results of this study hopes to open the eyes of caretakers and staff in orphanages to help them see the importance of showing children love and care and what an impact it has on these children's academic performance. Although this study is done with a minority group, the results hope to show that orphans need just as much love as a mainstream child. The findings of this study hopes to show that Maslow's Hierachy of Needs is still evident today. Thst is is difficult for one to strive to achieve a high self esteem when they do not feel loved and belonged (Maslow, 1943).

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THE COGNITIVE TEST ANXIETY LEVEL AMONG UNDERGRADUATES WITH MUSICAL INSTRUMENT BACKGROUND

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ABSTRACT

Cognitive test anxiety was a raising issue in education field and also one of the factors that associated with university students' academic result. This research focused on the level of cognitive test anxiety between undergraduates with Western and Chinese musical instrument background. Besides, it also studied the differences between the groups of musical instrument background on cognitive test anxiety. In this research, total 109 respondents were randomly selected from the music society of public university UPM, UKM and UM. There were 54 undergraduates with Western musical instrument background and the rest with Chinese musical instrument background. In this quantitative research, respondents were required to answer a short demographic questionnaire and Cognitive Test Anxiety Scale Revised (CTAR-25) questionnaire which measured cognitive test anxiety. The descriptive statistic has showed that undergraduates with musical instrument background have moderate level of cognitive test anxiety $M = 52.39$, $SD = 12.06$. High level of cognitive test anxiety indicated negative thoughts such as comparing self-performance to peers, considering the consequences of failure and low level of confidence in performance (Cassady & Johnson, 2002). Besides, the independent t test result has showed that there was no significant difference between the undergraduates with Western ($M = 52.91$, $SD = 12.17$) and Chinese ($M = 51.89$, $SD = 12.05$; $t(107) = .438$, $p = .662$, two tailed) musical instrument background on cognitive test anxiety. There was a weak and negative correlation between the years of experience in musical instrument background and cognitive test anxiety, in other words, the more experience in playing musical instrument, the less cognitive test anxiety that undergraduates exhibits. However, the result was not statistically significant, $r = -.108$, $n = 109$, $p = .265$.

KEYWORDS: Cognitive Test Anxiety, Western Musical Instrument Background, Chinese Musical Instrument Background, Undergraduates

1.0 INTRODUCTION

Cognitive test anxiety can be explained by someone who sits for a test worry about his or her performance. It mainly refers to the cognitive part of anxiety instead of physiological part such as sweating, headache and dizzy. Besides, anxiousness was related to students' test performance as well and the results have been supported by tremendous research studies in educational field. Test anxiety has been conceptualized as having two major components, worry and emotionality (Liebert & Morris, 1967). The cognitive component, worry is a "primarily cognitive concern about the consequences of failure (Liebert & Morris, 1967).

Other than that, cognitive test anxiety considered as a cognitive health issue which can lead to depression and even suicidal. According to the Malaysia health ministry statistic 2016 showed that 1 out of 5 students having mental health problem. Nowadays, students are more stressful in academic study because of the advanced technology and higher expectation from the students and parents. The current education system assess the students' performance through examination, thus, it is very crucial for students to control their cognitive test anxiety level so that it won't affect their test performance (Vitasari, Wahab, Othman & Awang, 2010).

Examinations or test performance at different stages of education, mainly in higher education have been considered as very crucial achievement for the competitive society, future employer and graduated education to evaluate students' skills and abilities. According to Chapell et al. (2005), there are many factors

that affect students' test performance, whereas cognitive component of test anxiety was the factor that focused in this research.

The cognitive component of test anxiety was the factor most coherently found to be contributed with declines in test performance (Hembree, 1988). Although anxiety has been believed as natural and necessary response in humans, sometimes it can be unfavorable when it becomes extreme and uncontrollable bringing to distress and obstruct the daily activities included test performance (Stober & Pekrun, 2004). High level of cognitive test anxiety was related to high extraneous cognitive load that will limit the effectiveness to encode, decode, organize and retrieve information for the task on hand (Owens, Stevenson, Norgate, & Hadwin, 2008).

Cognitive test anxiety was getting common in the society, approximately 25% to 40% of students exhibit high level of cognitive test anxiety when they were having high level of distress. The percentage of students getting high level of cognitive test anxiety has been increasing tremendously, a recent research has been reported that in United States there was 61% of students have encounter cognitive test anxiety on an occasional basis and about 26% experienced high level cognitive test anxiety (Rajiah, Coumaravelou & Ying, 2014). Indeed, cognitive test anxiety has become a vicious cycle.

There were effects of cognitive test anxiety to the test performance. Numerous past studies from meta-analyses, correlational studies and path analyses have confirmed that there were a strong connection between cognitive test anxiety and test performance. There were negative correlation between academic performance and cognitive test anxiety which with higher level of test anxiety, students' test performance become lower (Carlson, Goforth, von der Embse & Barterian, 2013; Birjandi & Alemi, 2010; Sena et al, 2007; McDonald, 2001; Raffety, Smith & Ptacek, 1997). Besides, according to Bandalos, Yates and Thorndike-Christ (1995), the connection between test performance and cognitive test anxiety have been found significant for adolescents and postsecondary students. Taking this into consideration, some researchers have acknowledge the importance of finding ways to minimize the level of cognitive test anxiety by suggested managing environmental and external factors such as behavior of examiners and venue of examination. Other than that, some of the researches focused on internal factors such as clarity of instruction, order of the questions and description of the questions (Oludipe, 2009). Although these measures were taken into consideration to minimize the level of cognitive test anxiety, the cognitive test anxiety as a disruptive factor for students' test performance still was upsetting.

Over the past decade, most of the studies indicated about the benefits of musical instrument practice can enhance test performance (Črnčec, Wilson, & Prior, 2006). Numbers of correlational studies found out the association of musical instrument practice, cognitive abilities and academic performance (Winner, & Cooper, 2000). The character of music as a therapeutic technique to disease and illness are having effect on the limbic system which music can help to release endorphins. The functions of endorphins to our body are reducing blood pressure, promoting a relaxed state of well-being, minimizing stress and aid in alleviating pain, it refers to be a "feel good" substances (McClurkin & Smith, 2016). Thus, researcher suggests that playing musical instrument can be an intervention to reduce the cognitive test anxiety.

From the evidences given above and numbers of results reported in previous studies that cognitive test anxiety have negatively correlated with students' test performance, it was quite true and believable. Based on the negative consequences that brought up from cognitive test anxiety, there was a need to manage and reduce cognitive test anxiety. Bedell and Marlowe (1995) also suggested in their research paper that there was a necessity to implement a programs or measures that can aids students with high level of cognitive test anxiety that apparently affect their performance in school. Researcher strongly agrees that cognitive test anxiety was an education field problem that needs to figure the ways to deal with the high level of cognitive test anxiety.

1.1 Problem Statements

Based on the evidence given above, reducing the level of cognitive test anxiety was important because it has strongly associated with students' academic performance. However, there was still lack of interventions or techniques to minimize the level of cognitive test anxiety. Besides, there was still lack of

research study mainly on cognitive component of test anxiety among undergraduate students in Malaysia context.

1.2 Research Objectives

1. To determine the cognitive test anxiety level on the undergraduates with musical instrument background.
2. To compare undergraduates with Western and Chinese musical instrument background on cognitive test anxiety.
3. The relationship between years of experience in musical instrument background and cognitive test anxiety.

1.3 Research Questions

1. What is the cognitive test anxiety level on the undergraduates with musical instrument background?
2. Is there a difference between undergraduates with Western and Chinese musical instrument background on cognitive test anxiety?
3. Is there a relationship between years of experience in musical instrument background and cognitive test anxiety?

2.0 LITERATURE REVIEW

There are effects on cognitive test anxiety to the test performance. Numerous past studies from meta-analyses, correlational studies and path analyses have confirmed that there was a strong connection between cognitive test anxiety and test performance. There was negative correlation between academic performance and cognitive test anxiety which with higher level of test anxiety, students' test performance become lower (Carlson, Goforth, von der Embse & Barterian, 2013; Birjandi & Alemi, 2010; Sena et al, 2007; McDonald, 2001; Raffety, Smith & Ptacek, 1997). Besides, according to Bandalos, Yates and Thorndike-Christ (1995), the connection between test performance and cognitive test anxiety have been found significant for adolescents and postsecondary students.

There were many different effects come from cognitive test anxiety such as mental blocking. Students who encounter mental blocking will going blank on questions during exam and only remember the correct answer after the exam is over. Worries are the component in cognitive test anxiety which included worry about performance, worry about how the peers' performance, worry about bodily reaction and other negative consequences. According to Eysenck and Calvo (1992), higher level of cognitive test anxiety might obstruct the students' working memory which will lead to lower performance. Interactional model proposed by Eysenck and Calvo (1992) have suggested that illogical intrusive thought that due to cognitive test anxiety will interference the working memory and disturb the ongoing cognitive activities for instance examination.

The number of undergraduates in Malaysia who experience test anxiety is very difficult to estimate because there were no large scale study has been conducted. However, previous researches had studied the prevalence of test anxiety among undergraduates from different education disciplinary in Malaysia. Some studies showed that 22% undergraduates in pharmacy, medical and nursing study experienced nervousness during examination whereas up to 69.3% of them experienced moderate level of test anxiety even though they were well prepared (Harpell & Andrews, 2013; Hembree, 1998; Prima, 2010).

Besides, Mohd, Rampal and Kaneson (2003) in a cross sectional study has also supported the high prevalence of test anxiety among undergraduates in Malaysia. The results showed that medical undergraduates in local university Malaysia has emotional disorder which associated with anxiety prior to exam. The results showed that the high prevalence (41.9%) of medical students have emotional disorder have significant association with anxiety prior to exam. Although the study was not investigating the prevalence of test anxiety, it somehow showed that the high prevalence of emotional disorder related to anxiety of examination.

According to a research survey about asking undergraduates' anxieties during study process that involves 770 engineering undergraduates from University Malaysia Pahang, results revealed that exam anxiety is a leading source of study anxiety. According to the researchers Vitasari, Wahab, Othman and Awang (2010), there were five sources of study anxiety which are exam anxiety, class presentation anxiety, language anxiety, social anxiety and mathematic anxiety. The descriptive study was using Study Anxiety Questionnaire that contained forty items which related to undergraduates' experiences, thought and feeling about anxiety with their study in university. The result showed that undergraduates have highest mean scores in rating the items of exam anxiety, the highest score question is "How often you feel anxious on the examination due to the lack of preparation". Undergraduates suffer to some levels of test anxiety and it is a real phenomenon. Campus environment has universal access to increase test anxiety among undergraduates. The prevalence of test anxiety has been acknowledged by students and educators.

On the other hand, some of the studies investigated the link between test anxiety and music. Stanton (1975) hypothesized that highly test anxious subjects would have better performance when the background music was present compare to non-music background condition of silence prevailed. The results showed that the students from Diploma of Education with the experimental condition which background music present have higher scores on a test of material learned compare to usual condition.

There were quite a number of researches have study the interaction between music and test anxiety in educational, medical and psychology field, however, majority of the researches only study the intervention of background music, listening to music or music therapy, without using respondents that know to play musical instrument and mostly the researches were used Western musical background instead of other genre of music such as Chinese musical instrument.

3.0 METHODOLOGY

The research design that utilized in this study was quantitative and ex-post facto research study. The independent variable of the research was musical instrument background. There were two groups of respondents from three public universities' Western and Chinese music society. The three public universities that involved in the research were University Putra Malaysia (UPM), University Kebangsaan Malaysia (UKM) and University Malaya (UM). This two groups of respondents were consists of undergraduates that know to play Western or Chinese musical instrument. The ages of respondents were between 18 to 25 years old.

3.1 Population and Sample

The population in this research was UPM, UKM and UM's Western and Chinese music society undergraduates. The population size was 151 undergraduates joining the universities' Western and Chinese music society since academic year 2015/2016 2nd semester. The data collection was on academic year 2016/2017 1st semester which means respondents at least has 6 months musical instrument experience. The number of population from the Western and Chinese music society from each university was provided by the president or secretary from the particular society. Total 109 respondents were selected through stratified random sampling.

3.2 Measure of Cognitive Test Anxiety

The Cognitive Test Anxiety Scale (CTAS) was the first instrument developed by Cassady and Johnson (2002) to assess students' cognitive component of test anxiety. CTAS is a unidimensional scale has proven its validity through comparison to Sarason's (1984) Reaction to Tests and it has high internal consistency (.91). The CTAS has been used as a self-report instrument in various countries and settings such as United States (Cassady & Johnson, 2002; Ramirez & Beilock, 2011) and Greece. Besides, CTAS original English version also has been translated to various languages including Chinese (Chen, 2007; Zheng, 2010), Arabic and Spanish. This indirectly showed that the scale was also valid to use in other

cultural contexts and able to examine cross cultural patterns of cognitive test anxiety. Although CTAR-25 which was the instrument used in this research has included 8 additional items compare to the CTAS, however, according to the research done by Cassady and Finch (2015), the research results supported that CTAR-25 is a unidimensional construct. The CTAR-25 contains 25 items, each measured on a 4-point Likert-scale that includes responses option: 1 “Not at all typical of me”; 2 “Somewhat typical of me”; 3 “Quite typical of me”; 4 “Very typical of me”. These 4-Likert point scale options are the same as the original CTAS. The Cronbach’s alpha was .92 which indicates high internal consistency.

3.3 Procedure of Data Collection

Respondents were required to fill up a short demographic background and CTAR-25 questionnaire. Questionnaires were distributed during the weekly music practice for each music society. The duration of complete the questionnaire was about 10 minutes.

4.0 RESULT

IBM SPSS statistics 22 was used to analyze the research data. Kolmogorov-Smirnov test of normality was used to test the normality of data collected. Results showed that CTAR-25 questionnaire was normally distributed since the $p > 0.05$.

The descriptive statistic has showed that cognitive test anxiety has $M = 52.39$, $SD = 12.06$ which indicate it was moderate level of cognitive test anxiety on the undergraduate students with musical instrument background. Besides, the lowest score to the highest score in the cognitive test anxiety within the group of respondents were 29 and 89. The minimum score and maximum score for CTAR-25 was 25 and 100. According to Cassady and Johnson (2002) who developed the instrument, score below 33 considered as low cognitive test anxiety, scores between 34 and 66 considered as moderate cognitive test anxiety and above 66 was considered as high cognitive test anxiety (Table 1).

Table 1

Descriptive Statistic for CTAR-25

	N	Mean	Standard Deviation	Lowest Score	Highest Score
CTAR-25	109	52.39	12.06	29	89

An independent sample t-test was conducted to compare the score of CTAR-25 (measured Cognitive Test Anxiety) between undergraduates with Western and Chinese musical instrument background. There was no significant difference in CTAR-25 scores for Western ($M = 52.91$, $SD = 12.17$) and Chinese musical instrument group ($M = 51.89$, $SD = 12.05$; $t(107) = .438$, $p = .662$, two tailed) (Table 2).

Table 2

The Differences between Undergraduates with Western and Chinese Musical Instrument on CTAR-25 by using Independent Sample T-Test

CTAR-25	Music Group	N	Mean	Std.Deviation	t	df	Sig (2-tailed)
	Western	54	52.91	12.17	.438	107	.662
	Chinese	55	51.89	12.05			

The minimum year of experience in musical instrument background from the 109 respondents was reported only 6 months and the maximum year of experience in playing musical instrument was 17 years. The relationship between the years of experience in musical instrument background and cognitive test anxiety (as measured by CTAR-25) was analyzed using Pearson Correlation since the preliminary analyses showed that the data for CTAR-25 was normally distributed. There was a weak, statistically not significant negative correlation between the year of experience in musical instrument background and cognitive test anxiety, $r = -.108$, $n = 109$, $p = .265$ (Table 3).

Table 3

Correlation between Years of Experience in Musical Instrument Background and Cognitive Test Anxiety

		CTAR-25
Years of Experience	Pearson Correlation	-.108
	Sig. (2-tailed)	.265
	N	109

*** Correlation is significant at the 0.01 level (2-tailed).*

5.0 DISCUSSION

Based on the findings above, undergraduates with music instrument background have moderate level of cognitive test anxiety. Compare to the previous findings, figures showed that many students nowadays have suffered from high level of cognitive test anxiety. Researcher suggested that playing musical instrument perhaps is a way to reduce the level of cognitive test anxiety. According to McClurkin and Smith (2016), patients who listening to music before surgery can reduce the preoperative anxiety compare to the control group who do not listen to any music. Music is a therapeutic technique that minimizing and alleviating the emotional condition of a person. The finding was also supported by many other past researches (Hansen, Wallentin, & Vuust, 2013; Roden, Grube, Bongard, & Kreutz, 2014) which music can be beneficial to the blood pressure and induces the cognitive parts of the brain.

From the other point of view, cognitive test anxiety was a raising issue in education field as the figure of students' exhibits or suffered from test anxiety has been increasing tremendously. The results can be an alarm for the education system nowadays which too much of examination was it appropriate for the health and emotional development of the students. According to Stanton (1975), high cognitive test anxiety has negatively correlated with academic performance. Stanton (1975) hypothesized that highly test anxious subjects would have better performance when the background music was present compare to non-music background condition of silence prevailed. The results showed that the students from Diploma of Education with the experimental condition which background music present have higher scores on a test of material learned compare to usual condition. Thus, cognitive test anxiety was a crucial element that students need to be aware and also very important to find ways to cope with the anxiety level.

Based on the finding of years of experience in musical instrument background and cognitive test anxiety, though the result was not significant it somehow showed that both variables were actually negatively correlated. It was align with the previous findings which students who has listening to music or practice musical instrument continuously and actively involved in musical training has lower level of test anxiety compare to the non-music background students (Roden, Grube, Bongard, & Kreutz, 2014).

6.0 CONCLUSION

Cognitive test anxiety was a raising issue that cannot be ignore by the educators and students as it will affects not only the academic performance but also the overall mentally and emotionally development.

For the future research study can be consider using experimental research design as it has better control on the respondents especially the years of experience in learning musical instrument. Besides, future research can focus in finding the way to ease the level of cognitive test anxiety.

As a conclusion, this research emphasize and highlight the important of viewing the prevalence of cognitive test anxiety and music can be one of the way to deal with it.

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THE RELATIONSHIP BETWEEN PARENTING STYLES AND EMOTIONAL INTELLIGENCE TOWARD INTERNET ADDICTION AMONG UNDERGRADUATE STUDENTS IN UNIVERSITI PUTRA MALAYSIA

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ABSTRACT

The purpose of this study is to examine the relationship between parenting and emotional intelligence to internet addiction among undergraduates' students. Quantitative research method and multistage cluster random sampling were used in this study. The research instruments in this study included Parenting Styles Questionnaire by Robinson (1995), Emotional Intelligence Questionnaire by National Health Service and Internet Addiction Test by Kimberly Young.

KEYWORDS: Internet Addiction, Parenting Styles, Emotional Intelligence

4.0 INTRODUCTION

Internet usage is one of the phenomenon that is rapidly increased day by day in real life (Far, Samarein, Yekleh, Tahmasebi, & Yaryari, 2014). Internet can bring a lot of benefits to the people such as for communicating and searching something just in one place (Deore, 2012). The number of internet users are almost 729 million people who have been assessed the internet around the world (Moazedian, Taqavi, Almadani, Mohammadyfar, & Sabetimani, 2014). The internet facilities are important for people to get the information, sources, and entertainment, especially among adolescents and young adults who are workers and university students (Moazedian, Taqavi, Almadani, Mohammadyfar, & Sabetimani, 2014). Mr. K.V.Deore stated that, internet is very helpful to the students and lecturers at the university, in order to get the information and knowledge that related to their studies.

However, it also brings some disadvantages to the students which give the students an exposure to the information about themselves, access the material that parents not allowed to access and spend more time using the internet rather than study (Deore, 2012). As reported by Malaysian Communication and Multimedia Commission (2008), the highest statistics of internet users is 33.6% of high schools and university students. Internet addiction is rarely noticed by the individual but it can be identified by those around them such as parents, siblings, and friends. Recent study found that internet addiction has been related to parenting styles who are lacking in monitoring their children (Park, Kim & Cho, 2008) as stated in (Dogan, Bozgeyikli, & Bozdas, 2015). Adolescents who are facing the internet addiction, mostly because of parents who frequently punished their children, higher rejected and less comfortable between them that can lead to broken relationship (Xiuqin and his colleagues, 2010).

According to Dogan, Bozgeyikli and Bozdas (2015), there are many affected of psychological traits for internet addiction but just little studied on parenting influence towards internet addiction. Adolescent is facing the critical time transactions which mean they are very sensitive to the environment and surrounding. Adolescents need their family for protection, attention and consideration. If their own families cannot give it to them, they will find another alternatives to find someone who is able to spend time with them such as friends on the internet (Dogan, Bozgeyikli, & Bozdas, 2015). The students should know and control themselves from addiction and over uses the internet. One of the factors that can make the individual to

control themselves from negative impact of internet addiction is emotional intelligence. The studies have shown that, the person who has low emotional intelligence tend to get the internet addiction (Far , Samarein , Yekleh , & Tahmasebi , 2014).

The aim of this study is to examine the relationship between parenting and emotional intelligence of internet addiction among undergraduates' students. This study can help the parents and students to be aware of internet addiction. Internet brings a lot of benefit to the society but it can also give consequences if overuse the internet. The researcher used three instruments to measure the types of parenting, level of emotional intelligence and level of internet addiction among undergraduate students in University Putra Malaysia.

2.0 THEORETICAL FRAMEWORK AND FINDINGS OF RESEARCH RELATED TO THE STUDY

2.1 Internet Addiction

Many years ago, addiction is the only a concept of taking drug or alcohol (Griffiths, 2005). However, Griffiths (1996) defined the meaning of addiction is not for drug and alcohol but also involve behaviour problem such as gambling and playing the video game (Keepers, 1990), love in the relationship (Peele & Brodsky, 1979) and television viewing (Winn, 1983). By innovative of technology, internet addiction is more widespread and growing as phenomena (Young , 2004).

Based on the Pew Research Center (2003), in 2000, less than half of American used internet but it is increased to 59% at 2002. The past research said that people are too attached with the internet for online chatting, instants messaging, playing games, and a lot of things that can make their live just wasted because of internet (Young , 2004). Based on the word addiction, it is the process of uncontrolled behaviour and will give negative impact in life (Young , 2004).

According to Kimberly (2004), the students who are too attached with friend in the social network will be poor in academic performance. The impacts of internet addiction are more to negative rather than positive and it deals on the relationship. For example, it can lead to poor academic performance, internet abuse, and also employee internet abuse (Young , 2004). This is because, someone who is facing the internet addiction, generally, will spend time for 40 to 80 hours per week on internet (Young , 2004). The person who is struggling in internet addiction will be sleepless and stay up to surf the internet until in the morning. This cases can be as the impacts to the students who will wake up in the morning and it disturbs the students' concentration in academic and can lead to poor health (Young , 2004).

In addition, Kimberly (2004) said that the person who are addicted to the internet actually want to escape their emotional difficulties or problems. This situation makes the person feel free to continuously access the internet. Moreover, the internet itself is the main point to make people addict and can give negative impacts to the person who wrongly used the internet (Young , 2004).

2.2 Relationship between Parenting Styles and Internet Addiction

Diana Baumrind on 1960 had been introduced four basic parenting styles which are authoritative, authoritarian, permissive and neglectful parenting. Two factors that are highlighted by Baumrind, which are highly demanding with low demanding and also highly responsive with low responsive.

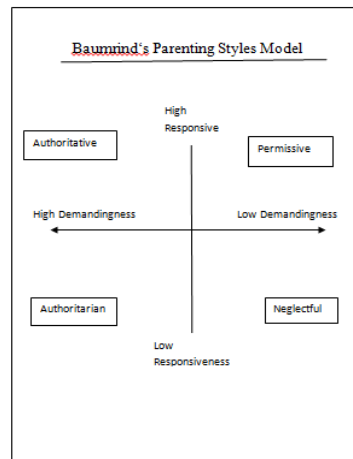


Figure 1: Baumrind's Parenting Styles Model (1960)

Based on figure 1 above, according to Baumrind (1971), Steinbergh and Levine (1997), the authoritative parent also willing to discuss with their child about the rules that they gave (Heath , 2005). The impact of children with authoritative parenting is positive. Children will be more positively behave and having high level of motivation (Heath , 2005). Denham, Renwick and Holt (1991) mentioned that children with authoritative parents tend to more cooperate with their peers, siblings and adults. In addition, Mantzipoulos and Oh-Hwang (1998) stated that authoritative parents are strongly related to psychosocial maturities such as empathy, reasoning ability, altruism and school performance. Moreover, children with authoritative parents are less misbehaviour (Baumrind, 1991). Authoritarian parents are highly demanding and lack of responsiveness to their child (Farrell, 2015). This parenting style also forces their child to respect to them (Baumrind, 1967). Children with this parenting style also cannot ask the questions towards their parents and have to follow what their parents said (Heath , 2005). This parenting style also does not discuss or give the opportunities to their child to express their own feelings (Heath , 2005). Children with authoritarian parent will lack of psychosocial maturities because their parents are not encouraging them to think critically since young (Baumrind, 1967). Moreover, the emotional development of the children also will be distracted (Heath , 2005). Children with authoritarian parents will be less creative, and more dependent, passive, and less socialize with others (Heath , 2005). In addition, authoritarian parents are also will make their child to become a person of low self-esteem (Farrell, 2015). The permissive parents are not high demanding and less controls their child (Heath, 2005). They are more preferred to give a warm feedback to their children than controlling them (Farrell, 2015). Permissive parents also do not confident on their ability to influence their children (Baumrind, 1968). These parents will expected their child to be usually behave and let their child regulate their own emotions (Heath, 2005). Children with permissive parents also cannot control their impulse, lack of social skills, lack of self-reliant, childish and less independent compared with authoritative parents (Heath, 2005). According to Baumrind (1960), neglectful parents or also called the uninvolved parent is less care about their child. They are more focused on themselves more than their child. Neglect parents are less spending time and less communicating with their child.

In the era of internet, parents are the important role to monitor their children's leisure time to avoid internet addiction (Moazedian , Taqavi , Almadani , Mohammadyfar, & Sabetimani , 2014). The past study also found that authoritative parents make the children to understand and differentiate the good and bad things and this happened because of the parents' consideration and always discussing with their child. These kind of children will be less involve in internet addiction (Moazedian , Taqavi , Almadani , Mohammadyfar, & Sabetimani , 2014). The unsupportive parents will lead their child to seek other alternatives to find someone who can support them emotionally such as will find lot of friends in the internet (Moazedian ,

Taqavi , Almadani , Mohammadyfar, & Sabetimani , 2014). The internet addiction occurred among adolescents because of less emotional support from family (Bhagat & Sehgal , 2011).

According to Huang and his colleagues (2010), the individual who suffered with internet addiction also come from the family background that lack of affection between the family members. Moreover, the individual who has the supportive parents, they will get guidance and less probability to face the internet addiction (Lin, Lin & Wu, 2009). According to Xiuqin and his colleagues (2010), the adolescents who are suffering the internet addiction, mostly received negative behaviour from their mother that always punished them for many time, rejected them by isolating them and less comfortable in relationship.

Moreover, the recent study also found that authoritarian parents which are very demanded, leads the children to use internet and stay at home because they cannot play outside (Dogan , Bozgeyikli , & Bozdas , 2015). This can make the children get the internet addiction. However, the internet addiction is more influence the males than females because males will be less received rules and communication from their parents (Dogan , Bozgeyikli , & Bozdas , 2015). In this case, males will tend to find another ways to get the attention and seeking for affection from others (Dogan , Bozgeyikli , & Bozdas , 2015). In this case, parents do not realize that they become more protective to their daughters than their sons (Dogan , Bozgeyikli , & Bozdas , 2015).

2.3 Relationship between Emotional Intelligence and Internet Addiction

Salovey & Mayer (1990) stated that emotional intelligence included in social intelligence that involves the ability to control one owns and others feelings and emotions also discriminate the emotions and feeling and use this information to make an appropriate decision and make an appropriate actions without influenced by feelings and emotions.

Based on the past study, internet addiction can make an individual distress and impairment (Sanghvi & Rai , 2015). According to Young, the internet addiction can be divided into five subtypes which are cyber sexual addiction, cyber relational addiction, net compulsions, variety of information and computer addiction (Sanghvi & Rai , 2015). Internet addiction can give negative impacts to the social skills of the individuals. They are more like to keep themselves alone and isolate themselves from their friends in real world (Sanghvi & Rai, 2015). In addition, the social deficit also comes from the depression of individuals when they hold it negatively. Therefore, the social network can help individuals to expose themselves freely according to what they want to be. Moreover, the person who suffered the internet addiction can have the dysfunctional of their emotions, behaviours and cognition (Sanghvi & Rai , 2015).

In other studies also stated the negative impact of internet addiction which are many of the adolescents are more attached to the internet are because of loneliness, stress, depression, and anxiety (Juneja & Sethi , 2015). Moreover, the recent study also showed that most addictive person can lead to negative behaviours. They tend to blame other people, falsity, inconsistency, overstatement for advantages and irresponsibility person (Juneja & Sethi , 2015). This behaviour also can lead the person to fail at school, added Juneja and Sethi (2015). The finding also showed that the individual who are facing the internet addiction will be lack of social competence and the person who are high of emotional intelligence will be not overused the internet (Merwe , 2014).

The individual should know and control themselves from addicted or overuses the internet. One of the factors that can control an individual from negative impacts is emotional intelligence. Emotional intelligence is an ability to regulate emotions and negative emotions that lead to internet addiction or negative behavior (Brown et al,2009) as stated in (Far , Samarein , Yekleh , & Tahmasebi , 2014). The studies have shown that, the person who are low of emotional intelligence tends to facing the internet addiction (Far , Samarein , Yekleh , & Tahmasebi , 2014). Far, Samarein , Yekleh , & Tahmasebi (2014) added that majority internet users are more likely to isolate from others, less communicate with others and less emotional contacts. Therefore, the person who are with higher emotional intelligence are able to control or cope their stress and problems meanwhile low emotional intelligence will facing stresses in their daily life that can lead them to spend more time for internet (Far , Samarein , Yekleh , & Tahmasebi , 2014).

3.0 CONCLUSION

In conclusion, researcher believed that parenting styles are the factors that can build the individual to good behaviour or negative behaviour. Recent study also suggests that parents have to be supportive and give appropriate approaches to prevent adolescents from internet addiction (Dogan , Bozgeyikli , & Bozdas , 2015). Moreover, with the high level of emotional intelligence, individual can control themselves from negative impact and capable to cope stresses and problem in daily life (Far , Samarein , Yekleh , & Tahmasebi , 2014).

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THE UNDERSTANDING OF LEARNING THEORIES AND ITS PRACTICES IN SHAPING STUDENTS' BEHAVIORS

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ABSTRACT

The aims of this study are to explore the understanding of teachers on Skinner's Operant Conditioning Theory and Maslow's Hierarchy of Needs Theory, teachers' practices of these theories in Shaping Students' behaviors in the classroom, the effectiveness of these theories and explores the relevance of these theories and its relatedness to Islamic perspective. Qualitative research method and purposeful sampling were used in this study where respondents are chosen purposely to fulfill the aims of the study. Researcher uses interview method that will lead the researcher to go deeper upon the matter that the researcher wants to study. A set of probing questions are asked during the interview session. Researcher estimated to choose 5-6 teachers who had an experienced in teaching for five years and above. All of the recorded interviews are transcribed and analyzed by using coding process.

KEYWORDS: Learning Theories, Operant Conditioning Theory, Maslow Hierarchy of Needs, Behaviors, Islamic Psychology

1.0 INTRODUCTION

Theories are systematic and general attempts to explain something. Temporary theory in psychology gives a guidance to know individuals, ideas and events (Henley & Hergenhahn, 2013). Educational psychology aims to provide the educators with knowledge of the students' background, apply the new skills to enhance the understanding of what impacts the students' learning and students' behavior (Santrock, 2011). There are numbers of theories under the educational setting. Psychology learning theories can be grouped into four elements which are behaviorism, cognitive, humanistic and social learning theory which is common in today's education system (Juvova, et al., 2015). In this study, researcher focused on Operant Conditioning Theory by Skinner and Maslow Hierarchy of Needs Theory by Abraham Maslow.

Future educators are not exposed with most of the learning theory of psychology (Juvova, et al., 2015). Student misbehaviors are chronic issues in the everyday classroom (Azizi, et al., 2009). Apparently, misbehaviours of the students can disturb the efficiency and effectiveness of learning the lesson and also disturb the learning of the student and their friends in the classroom. In addition, a study revealed that misbehaviour students at school can drop their academic performance and build up wrong behaviors (Rachel & Daniel, 2012). Maslow's hierarchy of needs theory can be bias because different students in the classroom are driven to satisfy different needs at a certain time (Yong, March 2012).

This study aims to explore the understanding of teachers on Skinner's Operant Conditioning Theory and Maslow's Hierarchy of Needs Theory, teachers' practices of these theories in shaping students' behaviors in the classroom, the effectiveness of these theories and explores the relevance of these theories and its relatedness to Islamic perspective. This study can give valuable ideas to shape students' behavior during teaching and learning process. This study also related to "Pelan Pembangunan Pendidikan Malaysia" which in third division; to develop students' behaviors who appreciates the values and in forth division; to ensure teachers focus on core functions of teaching, transforming the teaching profession to a profession of choice and extending the route of teachers for the role of leadership, expert teaching and specialize in specialty by 2016 (Kementerian Pendidikan Malaysia, 2013).

2.0 THEORETICAL FRAMEWORK AND FINDINGS OF PUBLISHED RESEARCH RELATED TO THE STUDY

2.1 Skinner's Operant Conditioning

B.F Skinner focused on the relation between behavior and its consequences. Skinner believed that his principle on the behavior of the rat can apply to human behavior (Coon & Mitterer, 2008). Operant conditioning is referred to the pleasant or unpleasant consequences to control the behaviors. A person can strengthen his behavior by pleasant consequences and a person will weaken his behavior if it is unpleasant consequences. Pleasant consequences are called reinforcement and unpleasant consequences are called punishments. In operant conditioning, an individual learns to expect that some response will have a certain effect at certain time (Slavin, 2011).

Reinforcement can be defined as any consequences that increased the frequency of behavior. However, people cannot assume that it gives consequences of reinforcement until they had evidence that it strengthens individual behaviors. Reinforcement consists of two categories which are primary reinforcement and secondary reinforcement (Santrock, 2011). Primary reinforcers give and satisfy basic human needs such as foods, water, security and sex. Secondary reinforcers require primary needs to build values according to their exact need (Slavin, 2011). There are three types of reinforcement, namely, social reinforcement like appraisal, activity reinforcement like fun activities in the classroom and lastly token reinforcement like giving money, grades or stars (Slavin, 2011). It is also much related to Islamic views, Allah advised us in the Quran in Surah Ar-Rahman to do good things, so we can get good things as a reward (Quran 55:60, Al Hidayah House of Quran).

Another category of operant conditioning theory is punishment. Punishers are consequences that weaken the behavior. Punishment can take two primary forms, namely, presentation punishment and removal punishment. Presentation punishment is also known as positive punishment, which occurs when negative outcomes are applied in response to the behavior that is not the person desired. It is applied to reduce the behavior (Santrock, 2011). For example, a teacher makes students do extra homework if when they disturb the class lesson.

Removal punishment involves removing an existing stimulus in an effort to stop the undesirable behavior (Ormrod, 20 July 2010). There are few methods in decreasing undesirable behavior, namely, response cost and time out. Response cost is a method when individual get less amount of reinforcement. It involves charging a cost to the student who behaves inappropriately such as a minute of detention after class. Timeout method is when individual get fewer periods of positive reinforcement and it could be done if the teachers found that the attention of other students can reinforce misbehavior (Pearson Education, n.d). For example, students who are misbehavior will have to sit in the corner for several minutes.

In conclusion, reinforcement at school is included positive and negative reinforcement. To apply positive reinforcement at schools teacher can give them a reward like grades and appraisal every time they fulfill the tasks in teaching and learning process. This kind of reinforcement is like extrinsic motivation for the students. Another way to strengthen behavior is preventing something unpleasant from occurring which it called as negative reinforcement (Slavin, 2011). For example, a teacher might not give extra homework for the students if they did the tasks in the classroom. Below is basic concept of reinforcement and punishment in educational setting by Landrum and Kauffman (2006):

Table 1: Basic Concept of Reinforcement and Punishment (2006)

Event	Stimulus	Response	Consequence
Positive reinforcement	Teacher gives students work to complete	Student studies	Teacher praises student for good work
Negative reinforcement	Teacher gives student work to complete	Student studies	Teacher says student does not have to finish work
Punishment (remove positive reinforce)	Teacher gives student work to complete	Student wastes time	Teacher takes away student's free time
Punishment (present negative reinforce)	Teacher gives student work to complete	Student wastes time	Teacher assigns homework

According to Osgood (as cited in Pintrich & Schunk, 1996), the importance of reinforcement and punishment in the classroom is apparent in practices like praise, criticism, time out, free time, rules, privileges, grades and token. The following are some classroom applications of Skinner's theory:

Table 2: Principles of Application of Skinner's Theory in Classroom (1996)

Principles
1. Ensure that students have the readiness to learn
2. Help students form associations between stimuli and responses
3. Associate learning and classroom activities with pleasing outcome
4. Reinforce desired behaviors and extinguish undesired ones
5. Reinforce progress in learning and behavior
6. Make participation in valued activities contingent on working on less-valued ones.

However, according to Landrum and Kauffman (as cited in Slavin, 2011) stated that there are several issues related to punishment. A question on the effectiveness of punishment is not agreeable and some claimed that the effects of punishments are temporary.

2.2 Maslow's Hierarchy of Needs

Maslow's needs theory is focused on normal human growth and development. It is also known as a humanistic theory. The most attention and is still relevant until today is a hierarchy of needs which human aims to meet their needs (Maslow, 2013). Maslow believed that the classifications of individual motives are based on their needs. He establishes the needs and categorized it into five groups which representing the things that are vital for the human. The higher or the top needs in the hierarchy such as self-actualization were most crucial needs for the development of personality (Pintrich & Schunk, 1996). However, this higher need could not be satisfied until the lower needs were satisfied (Maslow, 2013). Below is the Maslow's Hierarchy of Needs:

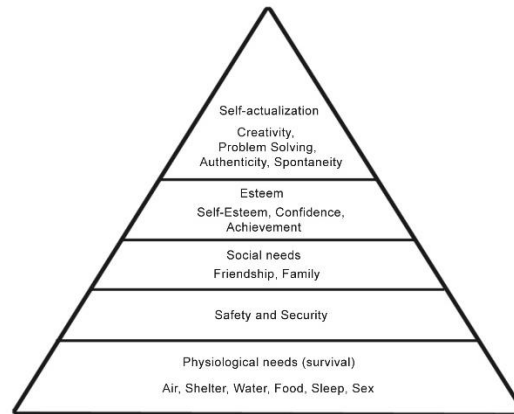


Figure 1: Maslow's Hierarchy of Needs

Based on figure 2 above, Maslow proposed five different needs of human. Beginning with biological and physiological needs which are the basic need for survival such as food, water and shelter. Human must have foods and drinks before they can think or do anything else. If this need is not accomplished, then people will focus on just to fulfill this need before they do anything else (Simon & Schuster, 2013). For example, if a student did not take his breakfast then it is hard for him to focus during the lesson because he just thinks about his hungry stomach.

After basic needs are satisfied, people are tending to fulfill their safety need. Safety is the feelings when human know no harm will befall them. Security is when people fears and anxiety are low, and then they can easily focus on other works (Slavin, 2011). The third level of need is love and belonging. These needs are met when the relationships are satisfied. For example like the relationship with family members, friends, classmates and others. These satisfactory relationships involve an acceptance by others (Martin & Joomis, 2007). After having satisfaction in psychological needs and safety needs, people can go out and search for a relationship that can bring them to meet the love and belonging needs.

Next level is self-esteem needs. Once people developed their love and belonging needs, it helps them to cultivate their esteem. Before a person develops their self-esteem, they need to meet the safety, psychological and love and belonging needs because they need to be stable in their position and also they need to be accepted by their friends. When all of these four needs are achieved, then a person can meet the self-actualization needs. Through this needs, a person is capable of being anything as their desire. It is rarely completed. Maslow (as cited in Martin & Joomis 2007), estimated that less than 1% of adults achieved the self-actualization needs.

According to Erikson (as cited in Pintrich & Schunk, 1996) claimed that the hierarchy of needs is parallel with the life-span development. For example, physiological needs are more important for infants, young children need safety needs, belongings and self-esteem in late childhood and self-actualization needs for adolescence. In addition, Maslow believed that the environment also provides the fulfillment of the needs and "if the environment did not allow the needs to be satisfied, then growth and development would not occur in the most propaedeutic fashion" (Pintrich & Schunk, 1996). Below is Hierarchy of Maslow's Needs Theory.

Maslow's Hierarchy of Needs can give teachers a reminder and framework that students are like to perform something at their own potential and capabilities and also based on their basic needs (Kline, n.d). Educators have opportunities to know their student's needs and then can work to adapt instruction to meet their needs. Teachers should begin with the lowest need which is physiological needs where their basic needs like foods, water, enough sleep and so on are fulfilled. Then, about the safety, is student's safety at home or at school? Are they far away from being bullied by their friends? Teachers or educational department also should encounter the threats of student physical, mental or emotional security that might students perceive at school. Next, love and belonging, which is teachers, can examine the student's relationship with group members in classroom and their social interaction in the classroom.

Self-esteem stage is the stage where teachers ask students' feeling on themselves and students in this stage need to be accepted by their friends in the classroom and they need to be part of the group members in the classroom. According to Yamamoto et al. (as cited in Martin and Joomis 2007), more than 1700 students from second grades, dealing with the most stressful events when they are being pressured on their security needs, where their friends embarrassed them in class. This problem can destroy their love and belonging and self-esteem needs. As a teacher, it is important to help students to develop their positive feeling in the classroom to enhance the positive attitudes towards learning.

Finally, if all of the early stages are accomplished then the self-actualization can be seen (Kline, n.d). They will be more comfort and behave positively in the classroom if all of these needs are accomplished. In addition, there are various ways to support all of their needs. For example, to support their physiological needs, teachers can provides water and let them take a short nap if they feel tired, for safety, teacher can monitor the classroom climate, for love and belonging, teacher can change the sitting arrangement of the students and located them in a group for them to gain support from their friends, for self-esteem, teachers can give positive, solid and clear feedback to let the students realize about their weaknesses and also can give chances for their friends to share positive feedbacks to each other (Desautels, Feb 6, 2014).

Moberly, Waddle and Duff (2005) explored the use of extrinsic rewards and punishment among teachers in Missouri. The results showed that most of the respondents choose the positive instructional practices to build up a positive effect on children's' behavior. However, some of the teachers are responding to use extrinsic rewards and punishment to develop an acceptable behavior and students' motivation.

Sherman (as cited in Doe, 2005) hypothesized that a person's behavior will increase if followed by rewards and decrease if followed by punishments. The results showed that students rewarded with praise for acting desirable continued that behavior frequently and engaged less frequently in the undesirable behaviors rather than the students that being ignored.

Kara (2009) studied the effect of learning theories on students' attitudes and behaviors toward learning. The study aimed to investigate how their knowledge on learning theories can affect the students' attitudes in teaching and learning process. The results indicated that individuals with better understandings of the learning process are better at perceiving the nature of learning, have higher expectations about what they will get from learning, more open to learning, and show less anxiety in relation to learning. This means that if students familiar with the principle and practices the learning theories then the attitudes towards learning would be positive.

Diedrich (2010), have done a study to explore behavior changes by using rewards to encourage positive reinforcement by constructing a classroom behavior management plan called "Marbles for Manners". The results showed that students use manners after applying the reward system and the students used appropriate manners while interacting with others. The groups showed fewer prompts after the reward system was no given.

Ching and Gregory (2012), studied about rewards and punishment for students. Their aim is to identify, may or may not the rewards and penalties motivated students to involve in learning and change their behavior. The results indicated that although school policies have a tendency to relate to their rewards and punishment system with a positive discipline approach the emphasis in practice often occurred to be on punishment for bad behavior rather than increasing engagement and motivation. Students are likely to perceive rewards as a strongly attached to work and punishment is for the behavior changes.

Rajbhandari et al., (2011) studied the perception of students from University of Tampere, Finland on the theory of learning and its practices in the educational setting. The findings indicate that in most cases students do not imply theories in teaching and learning process. However, theories that have learned are always unconsciously influencing the behavior of an individual. Respondents also face time problem every time they want to implement theories at the time when required. Theory and its practices in learning are stimulated with conditioning learning and the complexity of behavior. According to researchers theory and practices in the learning process are the combinations of the learned and action phenomena that determined critical reflection. However, this will influence our mind with unconscious influences of theories learned and known applying into practices that further implies behavior.

Mariam et al., (2016) had discussed on human behavior from the western and Islamic perspective. According to the researchers, Western psychologist believed that behaviors are the main factors that drive the psychological aspects but according to Islam the needs of body and soul as the basic factors that can influence behaviors

According to Alizi and Mohamad Zaki (2006), Islam also touches on the needs of human as Maslow's stated is his theory. Researchers claimed that there are lot of verses in the Quran that stated about the basic needs such as the needs of water, air, sleep or rest and others. Interestingly, Allah relates needs with the concept of *tawhid* and *hidayah* where this are the way to change behavior psychologically which related to the soul.

3.0 CONCLUSION

In conclusion, based on the previous study, researcher believed that learning theories are responsible for shaping student behaviors. The learning theories are all about the combination of mental processes and changes of behavior. All of the learning theories come from the west and had been introduced by western scholars. However, all of the learning theories in the field of education actually have something to do with Islamic perspective (Noraini, 2010). So, by the end of the study researcher also wanted to know the relevance of western learning theories to the educational setting in this country and the need for the additional approach from the Islamic perspective in shaping the behaviors.

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Appendix: Interview Questions

1. How is your feeling before and after you become a teacher?
2. Nowadays, from our readings, we always found about students behavior in the classroom where sometimes can make the teacher become stress. Have you ever experience this before?
3. Based on your experience of students' misbehavior in the classroom that always disturbs the learning lesson, how do you overcome this problem?
4. In your learning session in the classroom, if the students need to go to the washroom or want to eat or drink in the classroom or anything else, are you always give whatever the students want or how?
5. How do you enhance their motivation to learn? Is it by giving everything the students' needs, give rewards or give punishments? For your information, the punishments are not just the severe punishment but it includes light punishments like asking the students to stand on the chair, doesn't give them to go back early and others.
6. Okay, I want to ask you about the relevance of the punishment. Is it a good approach to shape students' behaviors or it needs to consider the situations?
7. In your opinion, by giving rewards, encouragement words and giving them punishment can shaping the students' behaviors or not? How?

8. How is your relationship between you and students when you applied all of these methods in the classroom?
9. Do you know all of these approaches are actually related to Maslow's and Skinner's theories and what do you understand on both of these theories?
10. What is the relevance of both of these theories in overcoming the problem of misbehaviors?
11. If we give rewards just for the certain groups or certain individuals, did other students in the classroom feel like they are being neglected?
12. How if behaviors are related to Islamic perspective? Can it be related to Islamic perspective?
13. Last question, what is your intention and suggestions that you want to add for our school system regarding the students' behaviors at school for the future?

GOOGLE SITES IN EDUCATION

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ABSTRACT

This paper aims to make a review on the existing literatures of Google Site's features and its benefits on teaching and learning process in the classroom. Google Sites is the easiest way to get a quick and up to-date access of data and information online. People can work together on a Site to add file attachments, act as cloud file storage, deliver informations from other Google applications (like Google Drive, Google Calendar, Picasa and Youtube), and new free-form content. It is a platform where creating an educational site together is as easy as editing a document and publish Sites to the world. The Google Sites web application can be access from any Internet connected devices. On the other hand, Google Sites is an educational tool that provides teachers with some theoretical and practical ideas on how to use it in the classroom with students as they can use it as a discussion board, posting homeworks and assignments as well as creating webpages to include course materials. Through all the literature reviews, the findings of this conceptual paper revealed that teachers and students perceive Google Sites as an interactive learning tools that can be integrated in the classroom to assist them in the teaching and learning process.

KEYWORDS: Google Apps, Google Sites, Collaborative Learning, Classroom Technology, Technology

1 INTRODUCTION

Google Apps offer a robust possibilities for a collaborative learning (Croxtton, C. & Berger, R., 2009) as one of its application, Google Sites devoted an easy way to the information technology application in everyday's learning and teaching experiences by serving as a platform for presentation, documents and files storage for learning sessions.

Once a Google site is launched, it is easy for teachers to create pages for document class materials, activities and events, and even share photos from class events and projects. Users can just embed documents without even have to code any complicated hypertext markup language (HTML), as the files, spreadsheets, images, videos and link buttons are all provided on the site and users can just click on it so that it becomes the central place for all course and project information (Google, 2009). Hence, Google Site can be seen as a webpage created to helping teachers and schools find and use technology tools.

Moreover, it is a friendly-user interface application that can be access via mobile devices as well as any Internet connected computers regular browsers such as Google Chrome, Mozilla Firefox and Internet Explorer allowing a private virtual classroom to happen where homework, assignments, projects and class content and discussion are shared and updated.

1.1 Google For Educators

Digital classroom is about to happen with the use of Google Sites. The ability of Google Sites to become the digital hub for the classroom is sure to be fun and exciting. This free web design tool is quickly

becoming the most preferred way to create and publish media-rich websites for classroom integrated with Google Apps for Education, thus enhancing classroom collaborative learning.

Sites can be used to showcase work and create digital portfolios that allows the teachers to access all year long. A great way to start is by choosing templates that teachers can use to build their site and customize the content based on the template. The content and structure are the first important steps to be think about as beautifying things up should be beneficial and understandable to parents and students alike.

1.2 Google For Students

This brilliant site shows the student collaboration power and helps students' to improve their digital literacy as well as providing a great resource for prospective students along the way to their teaching and learning sessions.

The needs to getting start up easily within minutes is each of the users have to get their own G-mail account so that they can access Google apps automatically. This tool cuts the wasting time down on class writing the notes down and also cuts down on paper as one does not have to print out pages for their homeworks and assignments.

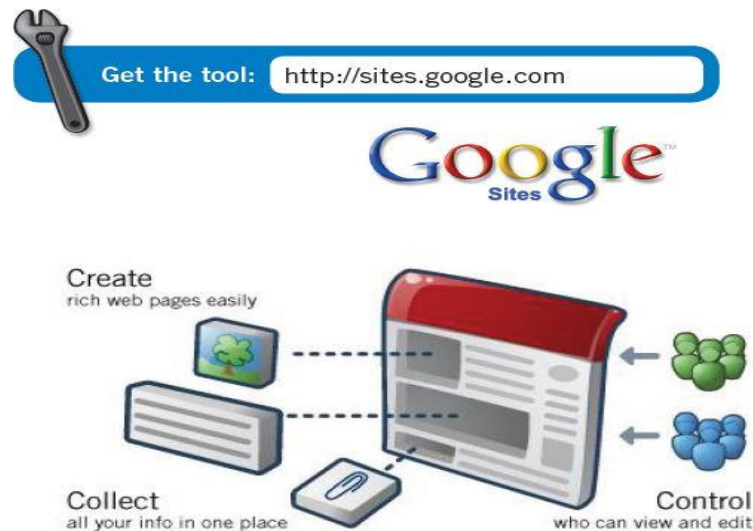


Figure 1 : Google Sites

2.0 BACKGROUND OF STUDY

The interests of using a Google Sites for Education school are large, but some of the most important ones include teachers and students abilities to have their e-mail and files access at home and at school. This, in theory, could eliminate the need for any storage drives such as flash drives, mislaid work, and so forth.

Most of educational institutions have embedded the use of technologies in the classroom to enhance the instructional delivery process. Despite of the numerous interest in Google Sites studies, the researchers believed that academic literature in this area are still slowly emerging especially in the study of how the teacher's or student's perceive the integration of Google Sites in the classroom activities.

It is also, undeniably, a great collaboration tool that can be used to enhance communication between teachers and students as it provides them an instant and reliable cloud file backup system, and most importantly, it is free.

Researchers believed that revolutionary changes and progresses in the technology functionality and knowledge transmission in educational field could help in the teaching and learning process to become smoother.

3.0 OBJECTIVES

This paper reports on a larger scope of study about both teachers' and students' case based teaching and learning sessions in Google Site with the following questions:

1. How did Google Sites accommodate the teaching and learning process?
2. In what way does the application of technology such as Google Site effectively helps the students' process of adapting the instructions?

4.0 SIGNIFICANCE OF STUDY

The significance of this study is to gather all the related literatures regarding the features and benefits of Google Sites integration in classroom activities. The education system is now changing. Established teaching methodologies are reaching their limits in most developed countries. New requirements are needed. In the search for solutions, technology is playing an increasingly prominent role which is allowing new approaches such as the introduction to Google Sites.

Engagement, defined as "student-faculty interaction, peer-to-peer collaboration and active learning..." (Chen, Gonyea, & Kuh, 2008), has been positively related to the learning experience quality.

Google Sites provided students with a safe place to publish comments and obtain feedback from peers, so it facilitated their collaborative learning. Besides enabling them to exchange ideas with peers, it also offered them a way of gaining confidences and motivations.

Students' subsequent learning experiences and completion of learning tasks is actually very dependent on their initial positive learning experiences and effective method of learning delivery demonstrated by their teachers in classroom.

In details, with this platform of study introduced in the classroom, students can create digital portfolios to feature their project work and achievements and hopefully in the future, they will be able use it to contribute in knowledge building inside the classroom and to help with course materials provided by teachers.

Whereas on certain issues, teachers can also create an interactive webpage for the class where rich multimedia contents including animated pictures, photos, videos, images, slides, and audio recordings and create a page for posting announcements, class activities, reading materials, classroom rules, and many more makes the teaching and learning session more fun.

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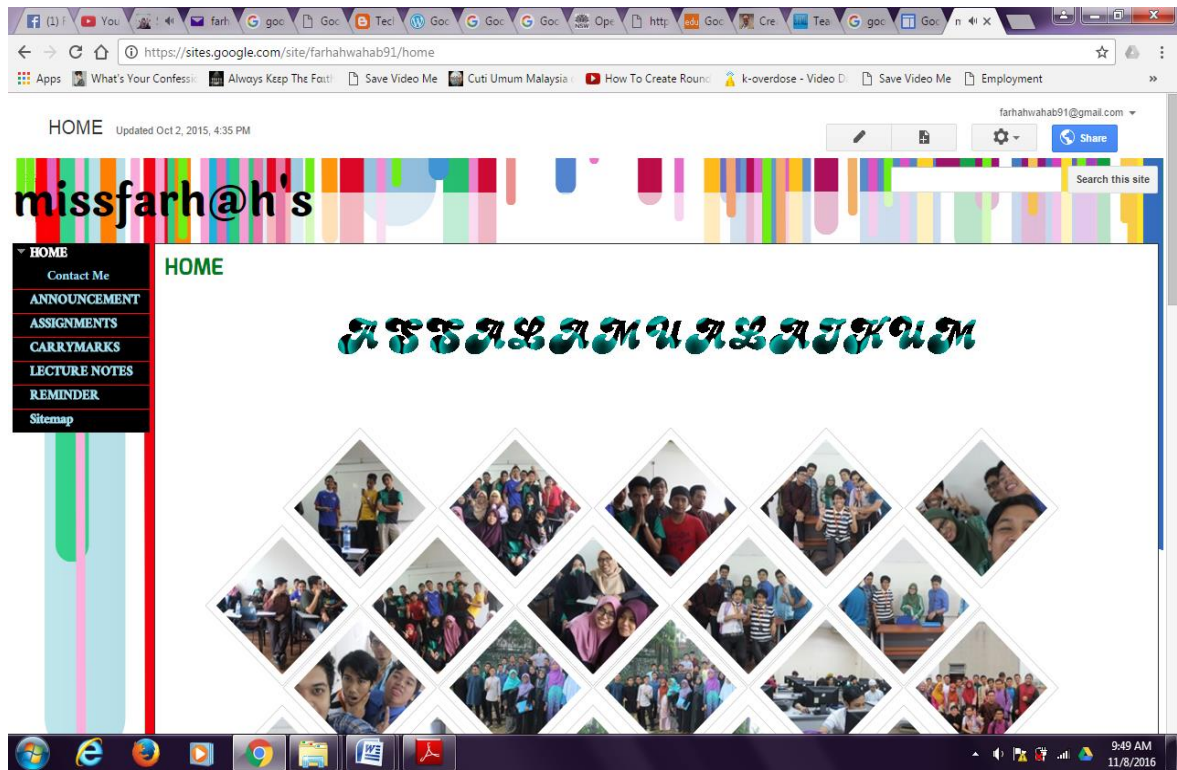


Figure 2 : Example of Google Sites (Homepage)

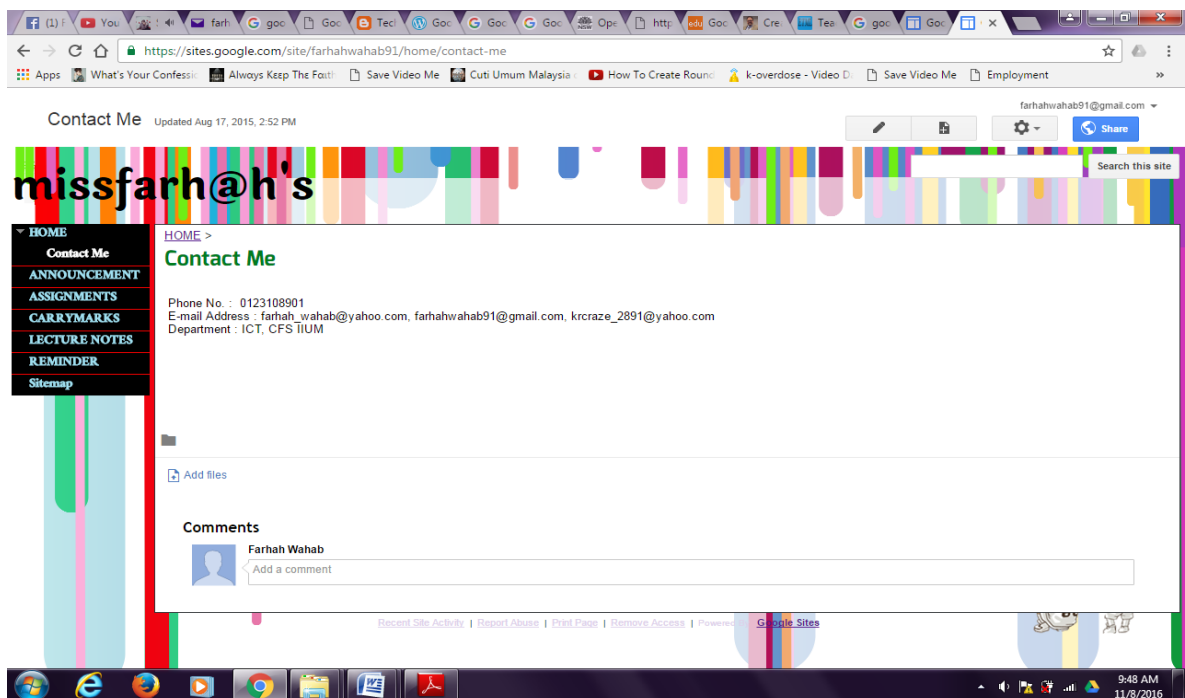


Figure 3 : Example of Google Sites (Subpage)

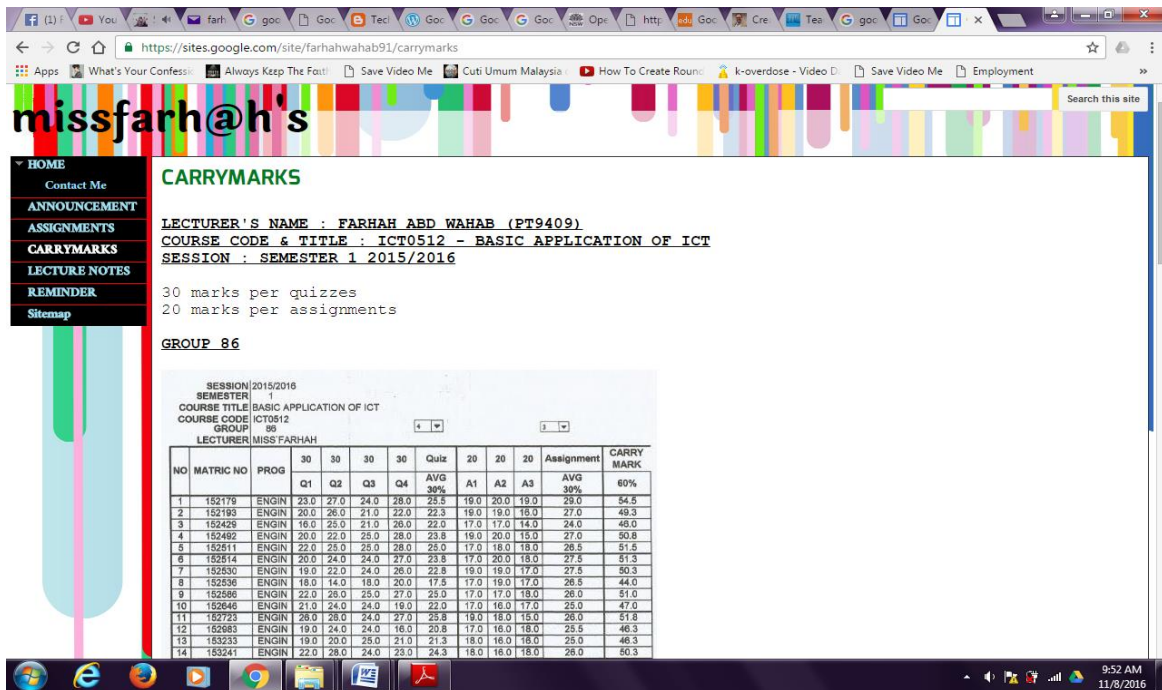


Figure 4 : Example of Google Sites (Carrymark Page)

5.0 THE INTEGRATION OF GOOGLE SITES IN EDUCATION

Choosing a Google Site over some other web platform can be seen as one of the biggest benefits in educational technology field as it helps catalyze works. Google Sites can just be synced to Google Drive by default. If teachers intend to share any teaching resources with students be it a document or a video, all they need is just a few clicks from becoming embedded and accessible. For example, teachers use playlists in class to direct students to the daily teaching plan, they can link to other Google Apps such as Google Docs, make quick edits to a Google Doc in their account, and it updates for all students to see when they access it. Another way teachers could use this to their advantage by having one folder in Google Drive where they can put curriculum, photos, audios videos, or whatever they intend to share and embed.

It is clearly stated that everything can be done with a chalk on a blackboard and with a mouse on a computer can be done by using technology (Ashfield and Wood, 2008). Google Sites can be a cost saver and environment friendly as this technology demonstrates how any Internet connected devices can provide learning stimuli for a whole classroom. Technology is becoming more and more advanced. Items that are faster and sleeker are replacing items that we once used. It is beneficial to look at technology from the past, so that it can be compared to technology from the present.

Previous studies conducted suggested that the interest of integrating Google Sites in classroom is large as recent large-scale national surveys of teacher practices with technology found an increase in teacher use of technology as a productivity tool supporting their own work between 2005 and 2007 but no increase in the level of teacher-assignment of technology-based learning activities for students during the same time period (Bakia, Means, Gallagher, Chen, & Jones, 2009).

Hence, researchers find that with little or no empirically based teacher guidance by implementing such technology on how to do so in ways that can enhance student learning require not just funding resources but also ongoing effort of both teachers and students as well as the familiarity with its functionality.

6.0 METHODOLOGY

Google Sites is a tool that allows students and teachers to create their own custom web pages, adding contents, attachments and embedded media from any other services such as YouTube videos, Google Docs spreadsheet, Google Drive and other gadgets available like a personalized calendar which is provided on the site. They tend to be interactive, focused more on pulling in dynamic content rather than on presentation, and are designed to complement the content of the site. The easy-to-use editor makes it possible to build a site in minutes by using templates for specific pages. For example, dashboards, file attachments, file cabinets, and lists.

This is a conceptual paper that is solely based on the literature review on how Google Sites accommodate teaching and learning process in the classroom. For future research, a quantitative study would be conducted to obtain data on the teacher's and student's perception and experience on the use of Google Sites in the classroom. To answer such a casual question like, ("How did Google Sites accommodate the teaching and learning process?"), both quantitative and qualitative method would preferably used.

Observation is used as the primary data source, while datas and informations from articles, the Internet, textbooks, media publications, electronic library database and journals were collected as the secondary data.

A valid instrument that measures perceptions and experiences toward Google Sites is going to be created as one of the procedure for conducting research. The observation method is conducted using the method of validated survey, and if it could be obtained, would be a good instrument for a future study.

Survey questionnaires with the use of Likert scale it will be a lot easier to analyze the data. The responses to each question will then be tallied in an Excel spreadsheet. Responses from those who have experiences with Google Sites will be placed in a separate spreadsheet from the other respondents.

From the responses, conclusions will be made about whether experiences with this kind of technology affects teaching and learning process and whether those who have experiences with the sites have a more positive attitude toward the technology. The purpose of doing this is to provide facilities to other researchers so that they can get access to it easily for future research.

At the beginning of the survey distribution, participants will be asked to read and sign a consent form stating that they willingly participated in the study and that any answers provided will be used as data and compiled into a report, for ethical reasons. They will also be informed that participation in the survey is completely confidential and voluntary and they are free to leave at any time.

7.0 CONCLUSION

Google Sites is a good innovation to be adopted because it would be fun for students and teachers to communicate virtually and process their respective delivery assignments.

Every pages on Google Sites can be configured to only allow editing by specified and selected people only hence enabling users to maintain their own parts of the site combined that can be checked by viewing the sitemaps, thus means that Google Sites is very well suited to situations where an attractive and interactive information resource can be produced, planning projects, or creating private resources to share with selected people (such as a portfolio) allowing students to work collaboratively.

Site templates are available to help users to create a site quickly and choose custom templates that can easily be applied, making it uncomplicated to create sites for specific purposes. For example, for educational purpose, classroom webpages users may choose to put post it notes and announcements.

Moreover, users can set up to three options up to their preferences as well as increasing the security of their sites - public, private or restricted to specific people. This makes it ideal for publishing users own public portfolios and private project workspaces. This is one way to secure user's own site by acknowledging selected people to have access to their sites.

Google Sites are based around an infrastructure that fosters collaborative working. Collaboration, where we work together to achieve a define goal, is a hugely vital element in learning.

At school or in university, as in life, people learn by constructing their own knowledge, and this is in part achieved by working with others. The interactive features of Google Sites that has been embedded allow this to happen very easily, and the way Google domain has been set up around almost every campus means that this collaboration can take place amongst staffs and students. Google Sites are also fairly easy to use, which means in many cases we can get on with what we want to do without the technology acting as a life barrier. They are web based, which means that they are easily accessible to anyone with a browser on mobile devices or computer, without any software installation, or worry about managing versions and incompatibilities.

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HUBUNGAN DIANTARA MOTIVASI AKADEMIK, HUBUNGAN GURU-PELAJAR, DAN *LEARNED HELPLESSNESS* DALAM KALANGAN PELAJAR SEKOLAH MENENGAH DI DAERAH PADANG TERAP, KEDAH

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ABSTRAK

Kajian ini dijalankan untuk mengkaji hubungan antara akademik motivasi, hubungan pelajar dan guru, dan learned helplessness dalam kalangan pelajar sekolah menengah di Kedah. Tiga buah sekolah telah dipilih secara rawak di Daerah Padang Terap, Kedah dan 240 orang pelajar tingkatan empat telah mengambil bahagian dalam kajian ini. Borang soal selidik telah digunakan dalam proses pengumpulan data. Learned Helplessness Questionnaire, Academic Motivation Scale and Teacher-student Relationship Inventory telah digunakan dalam kajian ini. Hasil kajian ini mampu memberi sedikit pengetahuan asas psikologi kepada pendidik dan masyarakat. Kajian menunjukkan bahawa selain daripada ibu bapa, hubungan pelajar dan guru juga merupakan salah satu aspek yang memberi kesan dalam tingkah laku, pemikiran dan motivasi untuk belajar kepada pelajar (Cornelius-White, 2007). Di samping itu, hasil kajian ini juga mampu menjadikan para pendidik lebih peka dengan keadaan learned helplessness dan memahami bagaimana masalah ini menjadi faktor penghalang kepada pencapaian akademik pelajar.

KEYWORDS: Learned helplessness, hubungan guru-pelajar, akademik motivasi

1.0 PENGENALAN

Tiada kecenderungan untuk belajar atau lebih dikenali sebagai *learned helplessness* (LH) adalah keadaan di mana pelajar tidak mempunyai keinginan untuk belajar lagi. Keadaan LH dapat dikaitkan dengan masalah kesihatan mental (Meehan, 2014). LH adalah keadaan di mana pelajar percaya bahawa mereka tidak berupaya untuk mengawal keadaan sekeliling walaupun telah banyak kali mencuba (Hsu, 2011). Keadaan ini berlaku kesan daripada kekerapan mengalami kegagalan yang membuatkan pelajar berasa takut untuk mencuba lagi. Hal ini membuatkan seseorang yang mengalami LH berasa takut ingin mencuba. LH juga dapat dikaitkan dengan beberapa masalah psikologi seperti kemurungan, kebimbangan, malu, rendah diri (Boeree, 2009), fobia dan kesunyian (Meehan, 2014).

Menurut Pertubuhan Kesihatan Sedunia, kesihatan mental merujuk kepada keadaan kesejahteraan di mana seseorang individu menyedari kebolehan mereka sendiri, dapat menghadapi tekanan normal kehidupan, boleh bekerja secara produktif dan mampu menyumbang kepada masyarakat (WHO 2007). Laporan Tinjauan Kesihatan dan Morbiditi Kebangsaan, 2015 (The National Health and Morbidity Survey) (Institute for Public Health) mendapati rakyat Malaysia turut berhadapan dengan masalah kesihatan mental yang semakin meningkat. Penyelidikan Kesihatan dan Morbiditi Kebangsaan mendedahkan isu-isu kesihatan mental dalam kalangan belia berusia 16 tahun melonjak daripada 10.7% pada tahun 2011 kepada 29.2% pada tahun lepas.

Berdasarkan kajian daripada Atherton (2009), pelajar yang mempunyai LH dianggap sebagai seorang yang dapat mengawal pembelajaran sendiri. Walau bagaimanapun, Atherton menyatakan bahawa keinginan pelajar untuk belajar telah lupus hasil daripada kemerosotan motivasi, kognitif dan emosi yang terhasil daripada peristiwa yang tidak menyenangkan dan tidak dapat di kawal oleh mereka. Selain itu, kajian daripada Diener dan Dweck (1978) menunjukkan kanak-kanak yang mengalami keadaan LH lebih

cenderung untuk mempunyai prestasi pembelajaran yang lemah, kegagalan dalam pembelajaran dan kurang keupayaan diri.

Keadaan LH ini sering kali di salah tafsir oleh masyarakat sebagai masalah kurang upaya dan malas (Rahal, 2010). Walhal, keadaan LH boleh terjadi kepada sesiapa sahaja bukan hanya kepada warga kurang upaya. Masalah ini menjadi semakin parah apabila masyarakat sekeliling tidak menyedari dan tidak mempedulikan keadaan LH ini dalam kalangan pelajar. Pelajar yang mengalami keadaan ini memerlukan sokongan dan perhatian daripada masyarakat sekeliling bagi membolehkan mereka membantu diri sendiri.

Pelajar yang mengalami masalah ini berasa cepat berputus asa dan tidak percaya kepada kebolehan diri sendiri. Mereka percaya bahawa setiap tindakan yang mereka lakukan tidak akan membuahkan sebarang hasil. Tan Sri Lee Lam Thye yang merupakan Ahli Majlis Penasihat Promosi Kesihatan Mental mengatakan bahawa masalah ini menjadi semakin kritikal ekoran sistem pendidikan negara yang berorientasikan peperiksaan pemikiran aras tinggi (Borneo Post, November 2013). Malahan sikap sesetengah pihak yang mengambil mudah tentang masalah ini telah menyebabkan pelbagai insiden yang tidak di ingini telah berlaku seperti kegagalan dalam pelajaran dan kejadian bunuh diri (Harwitz & Ravizza, 2000).

2.0 KEPENTINGAN KAJIAN

Tujuan utama kajian ini dijalankan adalah untuk mengenal pasti hubungan antara motivasi akademik, hubungan guru dan pelajar, dan LH dalam kalangan pelajar sekolah menengah.

Seperti yang telah di nyatakan, LH adalah satu keadaan yang kurang mendapat perhatian umum dan sering disalah tafsir oleh masyarakat. Hasil dapatan kajian ini dapat memberi gambaran yang jelas kepada masyarakat sekeliling terutamanya ibu bapa dan pendidik tentang keadaan LH. Kajian lepas menunjukkan bahawa pelajar yang mengalami LH memerlukan sokongan daripada sekeliling untuk mengembalikan semula keyakinan terhadap diri mereka sendiri.

Hasil kajian ini boleh menjadi sebagai rujukan kepada penyelidik pada masa akan datang yang berminat untuk mengkaji mengenai keadaan LH. Hal ini kerana kajian mengenai LH terhadap pelajar sekolah sangat kurang dikaji di Malaysia. Hasil kajian ini dapat memberi pengkaji akan datang sedikit informasi mengenai masalah LH di Malaysia serta gambaran terhadap faktor-faktor yang menjadi penyebab LH dalam kalangan pelajar.

Di samping itu, hasil kajian ini juga mampu memberi kesedaran kepada pendidik mengenai masalah LH dalam kalangan pelajar dan bagaimana masalah ini mampu menjadi batu penghalang kepada kejayaan seseorang individual. Pendidik perlu mempunyai pengetahuan tentang masalah ini jika mereka mahu membantu pelajar memperolehi kejayaan (Kerr, 2001). Pendidik perlu memahami terlebih dahulu masalah yang dihadapi oleh pelajar sebelum dapat membantu menyelesaikannya.

Kebanyakan guru mempunyai pengetahuan tentang asas psikologi pelajar tetapi kurang memberikan perhatian. Kajian yang dijalankan oleh Aliza, Norshidah dan Mohd Mokhtar (2002) kepada guru pendidikan khas menunjukkan tahap pengetahuan dan kemahiran yang sederhana berkaitan pengurusan tingkah laku yang diingini kepada pelajar. Justeru, melalui kajian-kajian yang telah dijalankan oleh penyelidik mampu menarik perhatian dan memberi pencerahan kepada pendidik tentang masalah ini. Pelajar juga terdedah dengan potensi untuk gagal walaupun pelbagai jenis cara pengajaran di ubah suai untuk membantu mereka (Sutherland & Singh, 2006).

3.0 KERANGKA TEORI DAN KAJIAN LEPAS YANG BERKAITAN

3.1 Kerangka Teori

Beberapa teori yang bersesuaian dengan pembolehubah kajian telah dipilih untuk mencapai tujuan kajian. Dalam kajian ini, *Learned Helplessness Theory* oleh Seligman (1975) telah digunakan untuk menerangkan konsep sebenar masalah LH dalam kalangan pelajar. LH terjadi apabila individu mengalami kegagalan yang berulang kali sehingga membuatnya tidak lagi percaya kepada kebolehan diri sendiri.

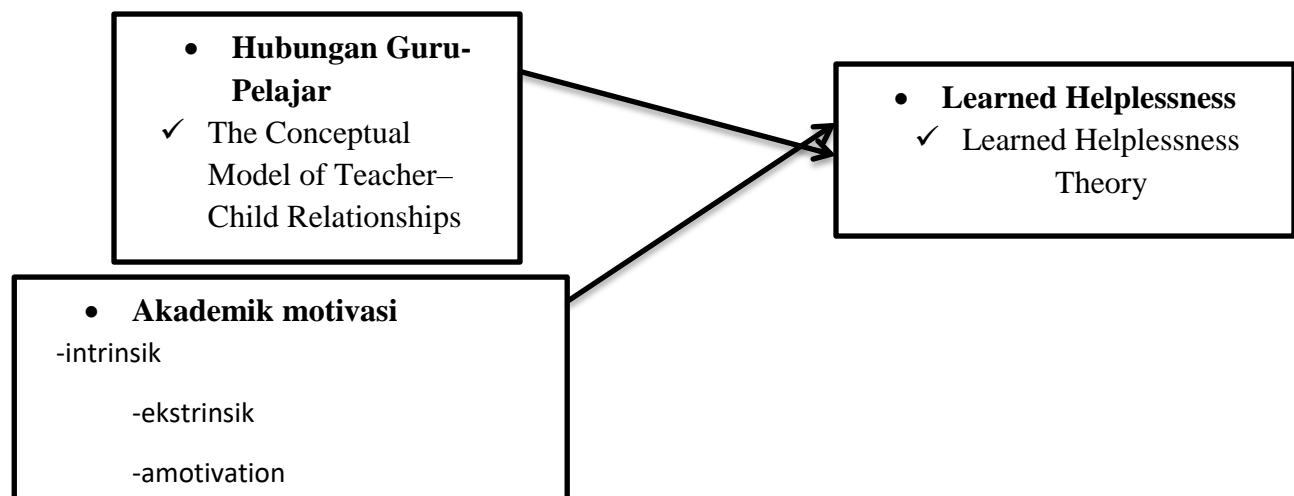
Pelajar yang mengalami masalah LH merasakan mereka bodoh, tidak berguna dan tidak layak untuk mendapat sesuatu yang baik (Thompson, 2010).

Menurut Cattrley (2004) berkurangnya sokongan sosial daripada tunjang utama iaitu ibu bapa, guru dan rakan sebaya dapat dikaitkan dengan kurang keyakinan untuk berjaya dalam akademik. Di samping itu, ia juga dapat memberi kesan kepada pelajar dalam pelbagai aspek. Sokongan yang diperoleh oleh pelajar daripada ibu bapa, rakan sebaya dan guru seolah-olah penyebab yang mendorong kepada keyakinan diri. Kajian lepas juga menunjukkan guru sekolah yang menunjukkan sikap penerimaan dan penyayang terhadap pelajar dapat memupuk hubungan positif dengan pelajar. Hubungan positif ini dapat membantu pelajar untuk mengekalkan minat mereka dalam pelajaran serta dapat mendorong kepada kecermelangan pencapaian akademik dan hubungan rakan sebaya (Sakineh, Liew, & Uba, 2015).

Oleh itu, *The Conceptual Model of Teacher-child* digunakan dalam kajian ini untuk melihat perkaitan diantara pelajar dan guru. Berdasarkan model ini, hubungan guru dan pelajar mempunyai pelbagai tahap interaksi yang dinamik antara kedua-duanya. Komponen utama dalam perhubungan guru dan pelajar adalah termasuk ciri-ciri individu, hubungan diwakili, pertukaran maklumat yang terlibat oleh kedua-dua pihak dan pengaruh luar kepada hubungan (Pianta, 1999). Hasil kajian juga menunjukkan pelajar yang merasakan diri mereka mendapat sokongan daripada guru lebih cenderung untuk mempunyai harga diri (self-esteem) yang tinggi (Jones & Hensley, 2012) yang merupakan halangan kepada masalah LH.

Dalam usaha membantu pelajar, guru seharusnya mengetahui pendekatan yang terbaik serta mampu memberikan kesan positif kepada pelajar. *Self Determination Theory* oleh Edward L. Deci dan Richard M. Ryan digunakan dalam kajian ini bagi mengenal pasti tahap motivasi pelajar dan juga jenis motivasi yang mempengaruhi pelajar yang mengalami LH dalam pelajaran. Terdapat tiga jenis motivasi yang memberi kesan kepada motivasi akademik pelajar. Setiap individu mempunyai jenis motivasi tersendiri yang dapat memotivasikan mereka. Kajian daripada Hsu (2011) mendapati bahawa kepelbagaian jenis personaliti pelajar melihat kegagalan mereka dalam pelajaran berbeza antara satu sama lain.

Berdasarkan teori-teori yang dibincangkan, kajian ini dijangka untuk mengetahui faktor-faktor yang berkaitan dan jenis motivasi yang mempengaruhi keadaan LH. Hubungan guru dan pelajar juga dijangka mampu memberi kesan ke atas LH. Oleh itu, rangka kerja konseptual ini dibangunkan berdasarkan teori-teori yang telah dibincangkan.



Gambarajah 1: Kerangka konseptual kajian

3.2 Learned Helplessness dan Hubungan Guru-Pelajar

Kajian mendapati bahawa sokongan guru, sokongan rakan sebaya dan juga autonomi sendiri merupakan faktor yang penting dalam membendung masalah LH. Kajian ini disokong oleh kajian lepas yang menekankan bahawa komunikasi pelajar dan guru adalah penghubung kepada sokongan guru (Van

Ryzin, Gravely, & Roseth, 2009). Sokongan guru boleh di kategorikan sebagai salah satu perasaan dihargai kerana mampu membuatkan individu merasakan bahawa mereka adalah sebahagian daripada ahli kelas. Tanpa sokongan di dalam kelas, pelajar akan berasa terasing dan melunturkan minat mereka untuk belajar.

Kajian ini disokong oleh hasil kajian daripada Pianta dan Hamre (2006) yang mendapati hubungan negatif pelajar dan guru akan memberi kesan kepada kualiti pembelajaran pelajar dalam gred pertama dan kedua di sekolah. Hal ini berlaku kerana semasa awal kemasukan persekolahan, pelajar masih belum membiasakan diri dengan persekitaran sekolah yang baru. Pianta dan Hamre (2006) menjelaskan bahawa salah satu penyebab yang menghalang pelajar berjaya dalam akademik adalah hubungan yang kurang baik di antara guru dan pelajar. Hubungan baik antara guru dan pelajar boleh menjadi penghalang kepada perasaan berputus asa untuk belajar di sekolah.

Kajian daripada Sabol dan Pianta (2012) juga menunjukkan bahawa hubungan guru dan pelajar mampu untuk mencorak konsep sendiri pelajar dan memberi kesan dalam jangka masa panjang. Konsep sendiri ini membuatkan mereka mengenali diri mereka sendiri. Konsep sendiri yang positif mampu membuatkan pelajar yakin dengan diri mereka sendiri.

Di samping itu, kajian lain menunjukkan bahawa kebergantungan ke sekolah (school attachment) merupakan salah satu penghalang yang terbaik kepada masalah kemurungan di dalam pencapaian akademik. Thapar, Collishaw, Pine dan Thapar (2012), merumuskan bahawa kemurungan boleh dikaitkan dengan kurangnya motivasi diri yang menyebabkan kita menerima tenaga positif yang rendah serta serta terdedah kepada keletihan. Hal ini telah mengurangkan keupayaan kita untuk berfikir serta memberi perhatian kepada sesuatu perkara. Hubungan baik antara pelajar dan guru boleh meningkatkan kebergantungan pelajar ke sekolah (Sabol dan Pianta, 2012). Kebergantungan pelajar ke sekolah boleh mengelakkan mereka menjadi kemurungan dan berputus asa dalam pelajaran.

3.3 Learned Helplessness dan Motivasi Akademik

Hasil kajian daripada Elmelid, Stickley, Lindblad, Schwab-Stone, Henrich, dan Ruchkin (2015), menunjukkan hubungan signifikan yang negatif antara gejala kemurungan dengan motivasi akademik yang mengakibatkan penurunan pelajar ke sekolah. Kajian daripada Fischer, Schult dan Hell (2013) mendapati bahawa terdapat hubungan signifikan yang negatif antara kebimbangan dan juga pencapaian akademik. Selain itu, tahap kebimbangan yang tinggi juga memberi kesan kepada motivasi akademik pelajar. Mempunyai perasaan kebimbangan menjadikan pelajar sentiasa bersedia dalam apa jua keadaan. Tetapi mempunyai tahap kebimbangan yang terlalu tinggi boleh menyebabkan kurang keyakinan diri.

Kajian ini di sokong oleh hasil kajian daripada Iroegbu (2013) yang mendapati bahawa ujian kebimbangan mempunyai hubungan yang negatif dengan pencapaian akademik. Berdasarkan hasil kajian, tahap kebimbangan seseorang secara signifikan mampu mempengaruhi pencapaian akademik. Selain itu, kajian daripada Elmelid et al. (2015) mendapati bahawa kebimbangan mempunyai hubungan yang positif dengan akademik motivasi tetapi secara negatif berkait dengan gejala kemurungan. Hasil kajian ini menunjukkan bahawa tahap kemurungan yang tinggi adalah tidak sesuai untuk pelajar. Hal ini kerana tahap kemurungan yang terlalu tinggi boleh menjejaskan motivasi pelajar untuk belajar. Walau bagaimapun, mempunyai sedikit perasaan kebimbangan adalah perlu kerana ia mampu merangsang motivasi akademik seseorang.

Baeten et al. (2013) menyatakan bahawa sokongan guru dan kekerapan ke sekolah memberi kesan yang positif kepada motivasi akademik pelajar secara tidak langsung menyumbang kepada pencapaian akademik walaupun dengan kehadiran kebimbangan dan kemurungan. Kebimbangan adalah secara signifikan mempunyai perkaitan dengan pencapaian akademik bagi pelajar lelaki dan perempuan. Tahap motivasi pelajar yang tinggi mungkin mengalami tahap kebimbangan yang tinggi kerana mereka sentiasa berada dalam keadaan bersedia. Namun begitu, seseorang yang mempunyai tahap motivasi akademik yang rendah mungkin akan berasa kurang kebimbangan kerana mereka tidak mempunyai sebarang matlamat untuk dicapai (Elmelid et al. 2015).

4.0 KESIMPULAN

Jesteru, perhatian orang ramai terhadap masalah ini amat diperlukan. Terdapat pelbagai faktor yang mampu mendorong kepada keadaan LH. Keadaan ini bukan sahaja berlaku dalam kalangan pelajar malahan kepada semua peringkat umur dan status. Oleh itu, hasil kajian yang telah dijalankan, dapat memberi pencerahan kepada pendidik tentang masalah LH serta mengetahui bagaimana LH mampu menjadi penghalang kepada seseorang untuk berjaya. Jika perkara ini tidak diberi perhatian sewajarnya, pelajar akan terus terdedah kepada kegagalan walaupun pelbagai jenis pendekatan telah diubahsuai membantu pelajar (Sutherland & Singh, 2006).

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A REVIEW ON ACCEPTANCE OF MASSIVE OPEN ONLINE COURSE (MOOC) IN MALAYSIA HIGHER EDUCATION INSTITUTION LEVEL

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ABSTRACT

The aim of this study is to summarize the information obtained from various journal about the acceptance factors of using Massive Open Online Course (MOOC) in higher education institution level. It is also to encourage educators and learners to implement technology in delivering the instructions by using MOOC as a platform. This study employed the Systematic Literature Review (SLR) technique where it was performed of the databases Google Scholar, it had been chosen to provide an overview of various studies related to the acceptance factors of MOOC intrigued the educators. The purpose of using SLR is to help the researchers to mapping out the literatures and categorize the obtained information into their belonging categories. This study contains three main sections. First section clarified about the introduction and study background of the MOOC in education. Second section clarified about the implementation of MOOC in higher education institution level, the benefits for both educators and students. Third section clarified about the future of MOOC as a platform in delivering the instructions in education. Throughout all the reviews from the journals, the researchers indicated positivity towards MOOC as a platform in delivering the instructions. However, there were also the constraints in implementation of MOOC, especially the absent of the internet. From this study, the researchers have recognized the themes that emerged from the past study conducted.

KEYWORDS: MOOC, Acceptance factors, Constraints in implementation

1.0 INTRODUCTION

The fact of how crucial of the technology availability in education is now at the peak. Throughout years, the educators and students seem to be always intrigued to the potential of technology. The existence of technology leads to education transformation and to facilitate both educators and students (Hew & Brush, 2007).

E-learning is the one of such technology where the internet presence is a must in order to deliver the courses to the students. Looking back the past few years, in regard to the openness of the learning environment, several initiatives had been carried out to ensure the practice of e-learning is at the right track (Kikkas, Laanpere, & Poldoja, 2011).

One of initiative that is intended to facilitate in education is the Massive Open Online Course (MOOC). MOOC is the subject of increasing attention, both in the popular press (Pappano, 2012; Kovanovic, Joksimovic, Siemens & Hatala, 2015) and as a topic for academic research. This phenomenon is now booming in popularity among the educators, researchers, instructors as well as students. This rapidly growing mode of educational holding the potential to be access beyond the geographical and social boundaries.

The MOOC is situated within the large frame of open educational resources, where it is referring as freely and openly digitized material to be use for educators and students (OECD, 2007, p. 30). It suits with

the aim of open education resources which are to encourage and to enable sharing content. As technologies have become readily available, the way to achieve that goal is now seems to be widespread.

2.0 STUDY BACKGROUND

The authenticity of the MOOC term was introduced in 2008 by George Siemens and Stephen Downes. MOOC began to gain its momentum when Sebastian Thrun who was a Stanford University professor offered an artificial intelligence course for free (Hu, 2013).

Based to the acronym, M stands for massive by mean the capacity of participation would go for hundreds. Enrolment size of MOOC would be up as high as 500 participants (Koutropoulos, Gallagher, Abajian, de Waard, Hogue, Keskin, & Rodriguez, 2012). First O stands for open by mean is open freely for everyone to access especially for educators and students, second O stands for online where the contents are delivered fully online and requiring internet access and C stands for courses where it offers contents completed with supported lectures videos, forum, test and so on. MOOC can be access by any individual that have present of internet, with available resources, they can interact with other peers, doing reflection and sharing thoughts with others (Kop,2011; Koutropoulos et al., 2012).

MOOC was established to facilitate varying schedules from different countries and time zones. Students may learn at any time and suited with their own pace. There also no strictly rules to follow. For instance, they may take as much time as they want to complete one course. They also may choose whether to complete the course or to leave the course if it is not suited to them. This phenomenon is seeing to be ultimate in flexible education where it is built for supporting collaboration from other universities and sharing resources without boundaries. Generally, MOOC are offered by universities in collaboration with providers such as Coursera, Udacity, OpenLearning and edX.

3.0 RESEARCH OBJECTIVE

The focal objective of this study is to identify the acceptance factors of using MOOC in higher education institution level. Besides that, this study also aim to list what are the constraints in implementation of MOOC in teaching and learning process. Other than to identify the acceptance factors of using MOOC and to know what are the constraints in implementation, this study also intends to encourage educators and students to use MOOC. Briefly, the objectives of this study are clearly listed below:

- 1) To identify the acceptance factors of MOOC
- 2) To list what are the constraints in implementation of MOOC
- 3) To encourage educators and students to use MOOC

4.0 RESEARCH METHODOLOGY

The aim of this study is to determine what are the factors that intrigued educators' and students' interest to use MOOC in teaching and learning process as well as the hitches that they may face during implementation process. The researchers choose Systematic Literature Review (SLR) as the research methodology to carry out the systematic reviewed literature from previous journals. According to Sa'don, Alias, & Ohshima (2014), SLR gives researchers the guideline for acquisition solutions in the specific context. The researchers believe this is the proper effort to systematically review literature relating to MOOC. The review categorises the literature into different area of interest.

5.0 SIGNIFICANCE OF RESEARCH

The significance of this study is to provide all allied literatures regarding the factors that intrigued educators' and students' interest to use MOOC. This study also can be used as sequel references from the past studies conducted. MOOC has become emerging technology used to facilitate in the educational

setting especially in higher education institution level. Moreover, it is aligned to actualize the 21st century education and it is also stated at Shift number nine which is; globalized online learning in Malaysia Education Blueprint 2015-2025 (Higher Education). However, the advent of MOOC poses several challenges for educators and students when implement it during teaching and learning process. Hence, this study is crucial to identify the acceptance factors, yet to encourage educators and students to use MOOC.

6.0 MOOC IN HIGHER EDUCATION

As a replacement Technology Enhanced Learning (TEL) model, the emergence of Massive Open Online Courses (MOOCs) has the potential to vary the present pedagogy in higher education perspective. Online learning within the style of MOOCs has the potential to alter the locus of learning by moving it on the far side formalized teaching, ancient learning management systems, and standard field courses. MOOCs hold the potential for “wall-less schools” wherever students not return to category however rather follow their course of study from where they're. Therefore, MOOCs function as particle accelerators of learning. Through MOOCs, new sources of information area unit provided, like learning analytics (Reich, 2015). Fostering and enhancing personal learning may facilitate course development, support organizations, and map learning designs and patterns through learning analytics, learners, academics, and establishments get information on a large vary of problems. MOOCs provide rich opportunities for large-scale experiments that may advance the science of learning and innovative education development because it is scalable (Reich, 2015).

Though MOOCs are typically used as complete online courses, a couple of MOOCs were employed in different formats to support face-to-face learning surroundings. According to Garrison and Vaughan (2008), the basic principle of mixed learning as, “face-to-face language and on-line written language square measure optimally integrated such the strengths of every square measure mixed into a singular learning expertise congruent with the context and meant academic purpose”. Higher education goes digital, responding to the design of information during a digital age, and MOOCs, whereas heavily criticized, have tested a much-needed catalyst for the event of progressive programs that answer the dynamical world. Hence, this paper is to summarize the information obtained from various journals about the acceptance factors of using Massive Open Online Course (MOOC) in higher education institution level.

6.1 Factors of Acceptance of MOOC in Higher Education

Factors that make a MOOC is well accepted among educators is first; there are many free platforms can be used to develop a MOOC course such as OpenLearning.com, Coursera, FutureLearn, and Khan Academy. Educators can create their own course contents and activities for students by using this platform. It is accessible all over the world and will have the participations from various countries. According to Siyana (2014), MOOC can encourage engagement between educators and students.

The second factor is MOOC offers variety of courses and maintain its effectiveness because students can choose the course that they interest and relates to their field. By joining the MOOC, students can learn ubiquitously suits to their own pace. According to Shan (2015), currently, over five hundred universities, primarily prestigious and extremely hierarchical, supply MOOCs, and close to 4500 courses were obtainable in 2015 once Coursera, edX, Future Learn, and Udacity were referred to as the massive four MOOC suppliers.

MOOC offers an attractive and more meaningful learning environment because educators and students can interact and get immediate feedbacks because there is a chat function. Through this platform, participants gain a better understanding about the courses by sharing knowledge with others. On the other hands, MOOC encourage the students for improvement on lifelong learning skill. This can be seen from Griffiths (2014) said the hybrid formats offered by MOOCs can improve student achievement and reduce costs.

6.2 Constraints in Implementation of MOOC

Even though there are many advantages of MOOC, there are also few disadvantages of why educators and learners quite difficult to implement it. Mostly, the main reason is time constraint. Time constraints here refer to the time taken for educators to prepare the contents of the courses. According to Barbera, Gros and Kirshner (2012), MOOCs is a vigorous and online learning methodology wherever students have a central role in course development and in regulation study time. Therefore, time is a very important issue for understanding learning activities.

Some contents of technical subject, for instance, Civil Mechanical and Electrical that need physical hands on exposures are not suitable to be delivering through MOOC. Real time question answering also is not possible because the students are learning at their own pace compared to face to face class where there is a teacher who can directly responds to the students' questions. Based on this issue, Scanlon (2012) and Mune (2015) found that MOOCs are valuable learning and academic initiatives that ought to be used as default resources within the same manner that scientific journals and textbooks are used.

7.0 THE FUTURE OF MOOC

As cited in The Malaysian Education Blueprint 2015-2025(Higher Education), MOOC are proving such a wave that makes a different towards the pattern in higher education globally as the way smartphone have rapidly changing communication. MOOC is expected to have the same impact that digital technology done.

The future of MOOC will be expected with more courses offering, degrees offered, certificates and involvement of universities within the providers (Finkle & Masters, 2014) In Malaysia, the growth of MOOC is increasing and is in the right track. Begin in September 2014, Malaysian public universities had offering four courses using MOOC concepts for undergraduate (Ministry of Education Malaysia, 2015). As retrieved on 24 November 2016, through official Malaysia MOOC in OpenLearning platform, it is listed over 59 courses, learn with 197 802 students. It shows that there is a positive growth for MOOC.

In future, perhaps, MOOC can be implement as a formal education in delivering instruction, which it will change the nature of teaching in institution and making it more engaging, effective and efficient (Carr,2012). Some international universities had counted MOOC as a formal higher education courses by crediting of MOOC such as Colorado State University and University of Helsinki in Finland (Kursun, 2016).

MOOC is not only being seen significant to be implement in higher education institution level, but it is also beneficial for all groups of people in supporting their lifelong learning. According to Friedman (2013)), "I can see a day soon where you will create your own college degree by taking the best online courses from the best professor from around the world". MOOC will change the way teaching and learning process and everyone will have to adapt.

8.0 CONCLUDING REMARKS

In conclusion, the researchers hope that MOOC will be different from what eventually becomes not a disruption but rather an acceptable and alternative method of delivering knowledge. The digital native nowadays and tomorrow rigorous the employment of additional technology in education. MOOC is an alternative that can support the learning of the 21st century and also can be applied for blended learning, which is widely used in education nowadays.

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INFLUENCE OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) AND ICT UTILIZATION AMONG PRE-SERVICE TEACHERS

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ABSTRACT

ICT has become a key attention and concentration in the education sector, that improved the method of retrieving information and significantly changes the methods of the contact between learners and their peers, as well as between learners' and means of information and even students-instructor. This paper discussed TPACK and its dimensions, and their influence on pre-service teachers use of ICT.

INTRODUCTION

The term Information and Communication Technology (ICT) can be defined as the tools and the processes of contact, form, store, produces, influence, regained, present and give-and-take information by electronic and other programmed means (Marinagi, & Tsoukalas, 2013). ICT can be described as all types of equipment that will aid in processing, communication, and transmission of information by any programmed electronic means (computers, radio, and television, telephone, email, online, internet, CD-Roms). Attention and concentration have been given on ICT in the education sectors by educators towards improving the techniques of retrieving information and significant changes in the procedures of contact among the learners and their peers as well as between students and means of information and even learners' instructor communication (Al-Zaidiyeen, Mei & Fook, 2010).

ICT has become a significant issue in the field of initial teacher education program since its first introduction in the UK in the year 1980s, (Davis, 1992). The use of ICT is greatly improving students higher thinking, skills, motivation and learning engagement, Emmanuel and Unogu (2012), incorporating of ICT tools in teaching can lead to the chances for communication and increase students' learning. According to Yusuf's (2006), viewed that, ICT is critical for advancing meaningful educational initiatives and in training a highly skilled labor force. This view was supported by Ifinedo (2006, and Ubah, (2012), adopting of ICT in teaching and learning technologies at tertiary education institutions across the creations by the educators create an environment for both learners and their instructors to involve collective learning and gain contact to information.

Background of the Study

Koehler and Mishra, (2008), described TPACK as an outline of teacher knowledge for technology incorporation. In line with this, Nelson, Christopher, & Mims, (2009), defined content, pedagogy and technology as teacher knowledge with a complex connection and communication among these three forms of knowledge domain within the TPACK framework. It is a framework intended as an addition of Shulman's PCK that involves a kind of understanding of both pedagogy and content, (Shulman, 1986). Added to this, the transformation of Shulman's framework into TPACK has been connected to technology

to curriculum content and pedagogical approaches, Mishra and Koehler (2006) and Angeli and Valentines (2008).

The emergence of TPACK, was a clear and useful framework for scholars working to understand technology incorporation in teaching and learning process, based on the structure of Shulman's (1986, 1987), the understanding of content knowledge (CK) and pedagogy knowledge (PK) or PCK, Mishra and Koehler (2006) added technology to PCK and defined the resulting TPACK as the interlinking of content, pedagogy and technology. Mishra and Koehler (2006), said that, the theoretical framework of TPACK was presented to the instructive study field to enable the teachers to understand the knowledge required of them for effective technology incorporation. According to Niess, (2008) defined TPACK as using the 21st century technology to support students' learning by considering the students' needs and classroom conditions when criticizing, planning, organizing and summarizing a subject matter. There are three core mechanisms of teachers' knowledge: pedagogy, technology and content, and four more components are involved in the TPACK structure. It is defined as:

PK is a profound knowledge about the approaches and procedures of training and knowledge and how it involves, amongst other things, values, general educational aims and purposes. According to Koehler and Mishra (2009), explained that, TCK is a constituent of knowledge components that exist within the various technological competencies, as they are used in training and knowledge settings, and equally, as the result of using a particular technology, a teacher knows that teaching techniques might change. PCK is mixtures of both pedagogy and content with the aim to improve best teaching practices in the different content for various areas. CK in a given subject specialty is being simplified as a knowledge of specific representations of a topic in a particular subject. TK is explained as the knowledge on how evolving technologies are used. TPK is a general knowledge of the pedagogical undertakings expected of a teacher to get involved in using evolving technologies. According to Cox and Graham (2009), TPACK can be referred to as an instructor's knowledge on effective use and consolidate on the subject-specific activities base on topic specific representations by means of evolving technologies to enable learner education (Cox & Graham, 2009).

ICT UTILIZATION

The model change in both content and pedagogy is as a result of effective adoption and utilization of ICTs in education reform in the 21st century, which is at the heart of education (Onyia & Offorma, 2011). According to Johnson, 2007, in the education process, ICTs has become necessary, because it has the ability of supporting the quality of education. The world has advanced regions' educational institutions are energetically implementing highly incorporation of ICT schemes with competent personnel through ICT using in a virtual classroom, (Lopez-Perez, Perez-Lopez, Rodriguez-Ariza & Argente-Linares, 2013). According to Anderson, (2010) in most regions of Africa, ICTs are yet to be embraced appropriately. Teachers in America, Australia, Europe and most of Asia, have adapted in the utilization of ICTs in the classroom (Lopez-Peraz et al., 2013) unfortunately, many developing countries, especially in sub Saharan Africa are yet to utilize the benefits and opportunities provided by ICT (Mbaba & Shema, 2012; Ubulom, Enyekit & Onnuekwa, 2011; Enyekit & Onuekwa, 2011; Umoru (Mbaba & Shema, 2012; Ubulom, Enyekit & Onuekwa, 2011; Umoru, 2012).

Though, in Nigeria and South Africa, ICTs is highly valued and contributed to the national growth and development, however, other African nations have not fully utilized the advantage (Awosejo, Ajala & Agunbiade, 2014). A Study conducted by Sife, Lwoga & Sanga (2007), have revealed that, due to the socioeconomic and technological challenges ICTs have not infused to a certain degree in most institutions of higher education in the sub region. In line with this, Kwak, Park, Chung & Ghosh, 2012; Zhang, Geo & Ge, (2013) ICT have been accepted in the developed countries and other emerging societies, particularly from African perspectives (Nigeria and South Africa inclusive) are rare (Arekete, Ifinedo & De Akinnuwesi, 2014; Ojiako, Chipulu, Maguire, Akinyemi & Johnson, 2012).

Problem Statement

In the 21st century, the pattern of teaching and learning process today has been shifted from the old method instructions to a more lively and flexible one, which is learner-centred (Ezekoka and Okoli, 2012). According to Collins and O'Brien, (2003) this learner-centred approach makes learners to impact on the activities, materials, content and pace of learning, that will place them in the center of the learning process and improves independent learning. However, Adomi, (2006) and Okebukola (2004), stated that, despite the huge capital investment of both Federal and State governments, the glaring relevance of ICT in education and donations from Non-Governmental Organizations to Secondary schools in Nigeria through ICT driven project known as "school net" some teachers are still reluctant, ineffective and unproductive in using ICT facilities to improve students' academic performance. Beetheng and Sim (2008), asserted that, the opportunity provided by the 21st century technology, secondary school teachers in developing countries like Nigeria is still has a long way to go before they are able to take the advantage of this century technology and this was verified by Adomi (2010), who reported that, 75percent of Nigerian secondary school teachers giving instructions have little or no experience regarding ICT in education.

According to Anderson, (2010), unfortunately, most of the African regions are yet to embrace ICT properly. Still, in most of African countries, Nigeria is inclusive; instructors are still stressed with outdated tools (Mbaba & Shema, 2012; Ubulom, Enyokit & Onuekwa, 2011; Umoru, 2012). In addition, many teachers have not developed interest, hence exhibits negative feelings in the utilization of ICT. (Becta, 2004; Hara, 1999). Additional, lessons conducted by pre-service teachers, for example, in sciences, applying ICT to the TPACK model, but their understanding in how to incorporate the three knowledge domains was incomplete (Magawata, Muhammad & Ahmad, 2011; Mezieobi, 2008). After a comprehensive search through available literatures, the researcher found no study that integrates the TPACK Model among the pre-service teachers' in Kano State. However, to ensure this competency, this paper will focus on the influence of technological pedagogical content knowledge TPACK and ICT utilization among pre-service instructors.

Objective of the study

The objective of this study is to review literature related to the influence of TPACK and ICT utilization among pre-service teachers.

LITERATURE REVIEW

The instructors' knowledge and skills connected to technology integration in the TPACK framework which is collectively used to explain and described it as TPACK (Mishra & Koehler, 2006; Niess, et al., 2009). According to Polly, Mims, Shepherd, & Inan, (2009), in primary and secondary school education, educational aids are often used as technological tools. The TPACK model features interdependent components of teachers' knowledge: content knowledge, Mishra, Schmidt, Baran and Thompson, (2009), defined CK as educated knowledge about a subject matter, PK is a knowledge about procedures, methods, practices involving teaching and learning techniques and strategies, in addition to assessment techniques, classroom management skills, while TK as knowledge of both normal and extra advanced skills.

Mishra and Koehler (2006), have proposed a framework of TPACK which will be shown in figure 1 below which clarifies the need to develop and understand the TPACK to effectively integrate ICT in teaching learning processes. The TPACK model stresses how the linking of the three domains can improve ICT utilization in teaching and learning. PK and CK form the combination of PCK. This refers to teachers with the knowledge of delivering their subject successfully to aid learners to understand the subject clearly. CK and TK form the TCK which allows utilization of technology to encourage the teaching of the subject matter. TK and PK form the TPK which aids instructors in selecting the suitable and available technology tools to convey the content, plan the lesson and manage the learners. A combination of TK, CK and PK

forms the TPACK which allows instructors in conveying their subject content to the students using the most suitable available technology with suitable pedagogy (Mishra & Koehler, 2006).

The understanding of both content and pedagogy of the framework of TPACK is planned as an extension of Shulman's PCK, (Shulman, 1986). The framework of Shulman was changed to TPACK, involving technology and content of curriculum including pedagogical approaches. The interactions between and among these bodies of knowledge which includes: PCK, TCK, TPK and TPACK are other components of the framework. (Koehler & Mishra, 2009), the relationship among the various components of TPACK in a given context is what makes usage of technology effectively in the teaching process. According to Koehler & Mishra (2009), instructors' knowledge of content, pedagogy and technology forms the basis of effective teaching through the deployment of technology which TPACK offered.

Quality of teachers is significant in enhancing and promoting the development of quality of education (Harris & Sass, 2011). However, in the 21st century, the challenging issue of producing quality teachers are facing by most of countries, especially developing ones and under developed. (Townsend & Bates, 2007; Timperley, 2012). Teachers have encountered new challenges due to the expanding possibilities of the utilization of ICT in every respect of the school context in the 21st century (Albion, Tondeur, Forkosh-Baruch & Peeraer, 2015). According to Nelson, Christopher & Mims, (2009). Using the knowledge of pedagogy, content and technology to teach content and skills with a student centered approach is another challenging issue facing by the teachers. Teacher education institutions have confronted the challenge to prepare pre-service teachers and improve in-service teacher education to successfully incorporate ICT into teaching and learning process (Sang, Valcke, van Braak, & Tondeur, 2010).

To overcome these challenges, an interaction between the teachers' understanding and the approach on how best they apply the knowledge within the contexts of their classroom is significant (Koehler & Mishra, 2006). In doing this, it is important for a teacher to realize that, there are three components: content, pedagogy, and technology, in TPACK which is at the heart of good teaching, plus the relationship between and among them.

TPACK AND ITS DIMENSIONS

TPACK is essentially defined as a framework of instructor knowledge for technology incorporation. The three bodies of knowledge within the framework of TPACK: technology, content and pedagogy which is defined as teacher knowledge that has complex interaction and intersection between them (Koehler and Mishra 2008). In the study conducted by So and Kim (2009), TPACK component is defined as knowing how to represent subject matter with technology in pedagogically sound ways. With respect to teacher competencies, TPACK framework is one of the technology incorporation models that focus on effective technology integration in the teaching process. According to Mishra and Koehler, (2006), who introduced four other new fundamental knowledge dimensions, namely: (a) TCK, (b) TPK, (c) TK and (d) TPACK in addition to the existing three professional knowledge types (PK, CK, and PCK) proposed by Shulman (1987). In line with this, Mishra and Koehler, (2006) incorporated the TK dimension into the PCK model (Shulman, 1987b), Below are the seven dimensions of TPACK.

Technological knowledge

According to Baran, Chuang, & Thompson, (2011), TK can be described as all about the effective handling and keeping the form of high- and low-technologies, comprising ICT such as dial-up internet connection, wireless broadband, the management of interactive, blackboards, whiteboards, hardware and software packages and creating digital photos and videos.

Content Knowledge

Content Knowledge CK, can be referred to as any information about the subject matter which pre-service teachers are likely to obtain and finally to impart their students (Baran, Chuang, & Thompson, 2011).

Pedagogical Knowledge

Pedagogical Knowledge can be described as instructors' deep knowledge about the processes and methods of teaching and learning (Mishra & Koehler, 2006).

Pedagogical Content Knowledge

Pedagogical Content Knowledge PCK, can be described as pertaining to the way in which the content can be signified and expressed to make it understandable to each other's (Shulman, 1986).

Technological Content Knowledge

TCK is an understanding of the way in which technology and content encourage and pressure one another Koehler & Mishra, (2009). According to Alayyar, Fisser & Voogt, (2012) Technological Pedagogical Knowledge, it can be explained on how teachings transform by means of ICT. Consequently, in a related development, it is taking the information on what way to increase teaching and learning processes when technologies are being totally used (Harris, Mishra, & Koehler, 2009).

Technological Pedagogical Knowledge

According to Baran, Chuang, & Thompson, (2011), TPK can be referred to as a perfect, thoughtful on how pre-service teachers can successfully relate technology in their instruction method and practices. Again, according to Alayyar, Fisser & Voogt, (2012) TPK, it can be explained on how instructions modify by means of ICT. Therefore, in a related development, it is having the information on what way to increase teaching and learning processes when technologies are being completely utilized (Harris, Mishra & Koehler, 2009).

Technological Pedagogical Content Knowledge

TPACK, rises out of the joining between the three core knowledge, such as technology, pedagogy and content that can be described as knowing how to represent subject matter with technology in pedagogically complete ways. The procedure of developing knowledge of content, pedagogy and technology is appropriate for all pre-service teachers and importantly permit them to encounter the tasks they will be facing when integrating ICT into classroom teaching.

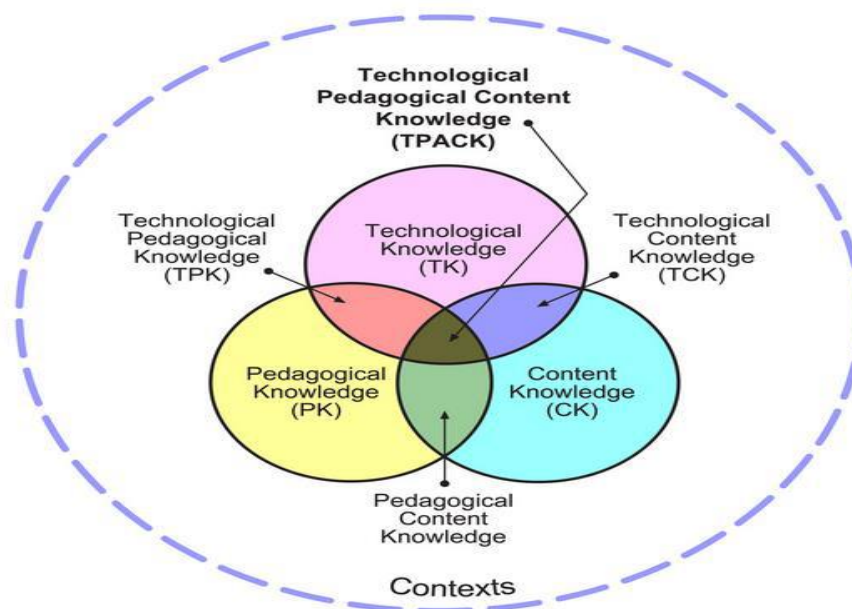


Figure 1.1 TPACK Model

ICT UTILIZATION

The idea of pedagogical and content knowledge was presented as a basis for teachers' competencies necessary to convey the required learning outcomes, when the idea of technology started to be introduced in schools in the early 1990s. According to (Mouza et al., 2014), the new teachers with the knowledge and skills enter the classroom to design and conduct the lessons in which the utilization of technology is emphasized to support curricular goals. These new teachers' adoptions of technology are seriously determined by the quality and quantity of their technology experience involved in the instructors' training program (Agyei & Voogt, 2011; Tondeur et al., 2012). Hence, studying both the pre-service and starting teachers' factors influencing their concrete utilization of ICT in teaching practices can form a basis where strategies in relation to their ICT training in the teacher training program can be identified and developed to make teachers competent users of technology in class activities. The development of educational materials is based on the teachers' need that will make them to utilize pedagogical, demonstrate content knowledge, and integrate technology successfully. Consequently, the teacher education program is expected to provide TPACK necessary to apply the model effectively by the pre-service teachers. According to Finger, Jamieson-Proctor and Albion (2010), the responsibility for preparing future teachers who are likely to train their students in a world characterized by ongoing technological changes is depended on the pre-service teacher education programs.

The effective utilization of ICT in the process of teaching and learning that comprises the instructor to understand in what way ICT attaches with the pedagogy and content is based on the influence of TPACK on pre-service teachers'. In order to teach well and be relevant in today's classrooms, TPACK is critical for instructors. The ability to utilize the internet and ICT effectively has become an essential part of everyone's education. The educational program, nature and course content of the tertiary institution's has been speedily changed and reorganized due to ICT integration (Etonyeaku, E.A.C. 2012). According to Kyalo & Nzuki (2014), through the previous era, the universal encouragements put into the ICT utilization on society and our daily lives and attention, increasing interest and investment in the ICT, particularly in the education sector, which spreads the alarm on how best the resources of ICT can be functional and incorporated to look the academic process being developed.

In line with this, on the intersection about content, technology and pedagogy, teachers need to be knowledgeable about it (Ozgun-Koca, Meager, & Edwards, 2010). According to Nelson, Christopher, and Mims (2009), stated that, a better competent TPACK teacher exhibit the best practices in pedagogy, content, technology and has a better collaborative, organize meaningful, and technology-rich learning chances for their learners. The educational materials that demonstrate utilization of pedagogical knowledge, content knowledge, and incorporate technology need to be developed by the teachers. Consequently, the teacher education programs are expected to provide TPACK necessary to apply the model effectively by the pre-service teachers. Finger, Jamieson-Proctor and Albion (2010) supported this with the words Pre-service teacher education program that has the accountability for making forthcoming instructors who are expected to be training their learners in this technological era which is a world characterized by ongoing technological changes. Moreover, Web 2.0 tools, are some technologies, found in the construction of knowledge together and a well-developed TPACK which is applied by instructors who used these tools properly convey the learners with skills in which they were active (Nelson et al. 2009).

METHODOLOGY

A survey research design will be applied in this study, the study will be conducted in Kano State-Nigeria at three colleges of education, and the population of this research will be 1,493 pre-service teachers. The total sample size to be distributed is (428 samples) to teachers across the state. The study will adopt four different instruments to measure the research variables. The instruments include: ICT Use scale by Braak, Tondeur & Valcle (2004), TPACK by Mishra & Koehler, (2006) and behavior intention scale by Venkatesh (2003).

CONCLUSION

After the findings of this study, the activities based on TPACK develop the pre-service teachers' use of TPACK and the aim is to make them use the TPACK during instruction. The current study will make the pre-service teachers start thinking as teachers, and also, will talk about the benefits of the application of TPACK in their future teaching. Again, the findings of this study will affect pre-service teachers' to incorporate technology in the classroom. Moreover, before adequate gains in using ICT in teaching can be achieved, greater understanding of TPACK may be required for pre-service teachers. However, in realizing the potential of integrating ICT in teaching, especially during pre-service teachers' teaching practice, the schools have to be well equipped with ICT facilities and support.

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COMMUNITY OF PRACTICE IN DOCTORAL EDUCATION

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ABSTRACT

Communities of Practice (CoP) theory is important in understanding how adults learn, participate in practices, and create identity within the community or group. This paper explores on the relevance of CoP in the context of postgraduate study, specifically, in the field of doctoral education. The paper is aimed to analyse the use of CoP within different aspects of doctoral education and summarize the various forms of CoP within the learning environment of postgraduate education. A general review of some recent studies which had incorporated CoP within the doctoral education context was also included. The paper then elaborated on the concept of legitimate peripheral participation along with a discussion on CoP's role towards developing academic identity among doctoral students. Finally, the future research on this topic was also discussed towards the end of the paper.

KEYWORDS: Community of Practice, Doctoral Education, Legitimate Peripheral Participation, Academic Identity

1.0 INTRODUCTION

Communities of Practice (CoP) which was introduced by Wenger and Lave in 1998 refers to a social theory of learning. The basis of CoP is the theory of situated cognition where “the notion of learning knowledge and skills in contexts that reflect the way the knowledge will be useful in real life” (Collins, 1989 p. 2). Learners can become actively immersed in a community of practice through interaction and participation in social context (Lave & Wenger, 1991). The concept refers to a social theory of learning which highlights learning activities within a community. The assumption of the theory is that, “engagement in social practice is the fundamental process by which we learn and so become who we are. The primary unit of analysis is neither the individual and social institutions but rather the informal “communities of practice” that they form as they pursue shared interest overtime” (Wenger, 1998). It refers to a group of individuals who shares the same concern or passion for an activity and create the initiative to improve themselves in doing the activity as they communicate on a regular basis (Wenger, 1998). A community of practice is characterized by three dimensions namely; mutual engagement, joint enterprise and shared repertoire (Wenger, 1998). In the context of doctoral education, CoP has been regarded as learning communities outside the formal classrooms and establishing CoPs has proven effective for doctoral students (Boud & Lee, 2005; Sacham & Od-Cohen, 2009; Lahenius, 2012). The three main characteristics of a CoP identified by Wenger (1998) are:

- a) The domain where it has an identity that has shared domain of interest and membership indicates commitment to the domain.
- b) The community where members of the community come together and join the activities within the community and learn from each other.
- c) The practice which members of the CoP become practitioners and they generate a shared repertoire of resources for example, experiences, stories, tools.

CoP are considered as, the basic building blocks of a social learning system because they are the social ‘containers’ of the competences that make up such a system’ which members come together through their understanding of the community they are involved in terms of a ‘joint enterprise’, through ‘mutual engagement’ within a framework of ‘shared repertoire of communal resources – language, routines, sensibilities’ (Wenger, 1998, p. 229)

In other words, CoP is a concept of collective and shared learning of any particular interest or tasks within a society. It brought up the notion of participation among individuals within a community with regards to particular shared interest. People continuously want to learn and develop themselves within their particular interest, therefore there is a need to be engaged within a community of their shared interest. In theory, from the CoP perspective, by being a part of the community one will eventually create an identity and a sense of belonging within the community at hand.

Through CoP, knowledge is transferred within members of the community through the process of socialization. From an organizational perspective based on the concept of CoP, Nonaka and Takeuchi (1995) believed that at first, knowledge is created by individuals within an organization and later evolves into organizational knowledge through tacit and explicit knowledge conversion processes namely, ‘socialization’, ‘externalization’, ‘combination’ and ‘internalization’. Similarly, in doctoral education context, doctoral students go through these similar processes in terms of transferring of knowledge within their own CoP in the form of tacit or explicit knowledge.

Hence, the concept of CoP is relevant to doctoral work since doctoral students are grouped into one social learning system which involves sharing of knowledge through research work within various communities. The communities can be referred to as the scholarly communities. Defined by Lahenius (2012) scholarly communities are “multiple relationships that result from the pursuit of shared scholarly interests and endeavours, provide the particular context of the learning environment for doctoral studies to take place within certain social practices” (p. 29).

However, “There has been little theorisation on CoP (communities of practice) related to doctoral education” (Lahenius, 2012). Even Shacham and Od-Cohen (2009) agreed that only a minimal number of existing literature focused on CoP within postgraduate learning. Hence, there is a need to further understand the conceptualization of CoP in doctoral education context in order to illuminate the importance and relevance of using CoP as a form of support in doctoral work.

The initial part of this paper looks into recent studies which had incorporated or applied CoP within the doctoral education context. This paper then elaborates on the concept of legitimate peripheral participation and CoP’s role towards developing an academic identity among doctoral students.

2.0 INCORPORATING COMMUNITY OF PRACTICE IN DOCTORAL EDUCATION

Previous studies (e.g., Boud & Lee, 2005; Lahenius, 2012; Parker, 2009; Shacham & Od-Cohen, 2009) reported that, CoP which were established among peers and advisors within the context of doctoral education come as an advantage for doctoral students to develop their skills in academic writing and reading as well as professional development towards becoming a researcher. Moreover, Sacham and Od-Cohen (2009) indicated in their study that collective research through CoP could enhance student interaction and simultaneously lessen the feeling of isolation.

The CoP reported were in the form of writing and reading groups as well as discourses on research approaches and practices (Boud & Lee, 2005; Lahenius, 2012; Parker, 2009; Shacham & Od-Cohen, 2009), while Janson, Howard and Schoenberger-Orgad, (2004) focused on CoP for doctoral work initially and eventually developed into a forum for sharing emotional concerns in regards to doctoral study to avoid the feeling of isolation. Lesham (2007) on the other hand, focused on cohort-based CoP where a ‘communal tutorial discussion’ was established in different stages of doctoral study towards understanding and developing a conceptual framework. Similarly, Wisker, Robinson and Sacham (2007) focused on Ph.D cohorts whereby students became supportive of each other and collaborated among themselves in resolving issues pertaining to their doctoral work.

As for the study conducted by Newswander and Borrego (2009), they concentrated on journal clubs as the CoP of graduate students. However, both studies of Lesham (2009) and Newswander and Borrego established similarly three main benefits from their respective CoPs, namely: 1) discovery of new knowledge within the particular practice, 2) generation of problem solving skills and creativity and 3) acquiring better understanding of the shared repertoire through collaboration among peers.

Adults attending higher education are placed in various CoPs during their learning experience, hence the meaning constructed through the learning environment may determine their participation as a success or otherwise (O'Donnell & Tobell, 2007). As illustrated in the case of CoP of doctoral students in conferences, the forms of apprenticeship are established within interactions between novice and expert participants where this serves as an opportunity to familiarize within a professional context (Chapman et al., 2009; Coryell & Murray, 2014). Based on her earlier study, Coryell (2011) further elaborated that as doctoral students, they are located within multiple CoPs as illustrated in Figure 1 below. Situated learning takes place during their doctoral study whereby they engage themselves in various forms of learning and practice (socialization processes) which would eventually elevate their participation to a full membership in the scholarly community and later towards the professional community.

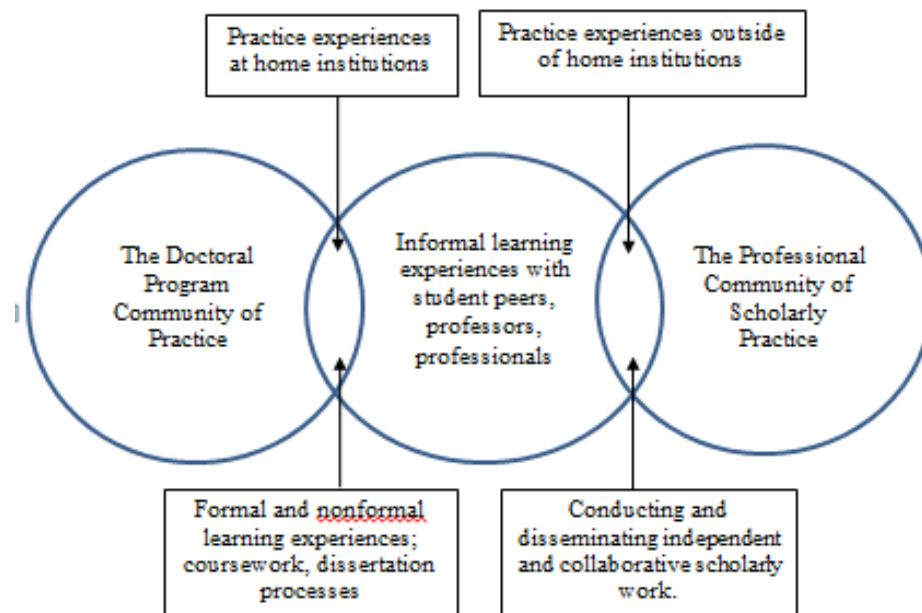


Figure 1: Relationships of Overlapping Communities of Practice in Doctoral Education. Adapted from J. E. Coryell, & K. Murray, 2014, "Adult learning and doctoral student research forum participation: Insights into the nature of professional participatory experience". *International Journal of Doctoral Studies*, 9, p. 322.

3.0 WHAT IS LEGITIMATE PERIPHERAL PARTICIPATION ?

With reference to the involvement of an individual within a social learning system as mentioned earlier, Wenger (1998) put forward the idea of participation and non-participation into a community in the form of 'peripherality', where it is referred to as a small or not a full participation within the community. In the case of doctoral students, theoretically it is a clear case of 'peripherality' (as a novice) moving towards full participation (as an expert) within the academic community in which they would become professional researchers or academicians. Thus, it will be useful to look at the relevance of 'peripherality' within doctoral education and to understand the notion of apprenticeship from a novice to a master.

Lave and Wenger (1991) expanded the notion of ‘apprenticeship’ from the concept of ‘situated learning’ in 1988, when the meaning of apprenticeship was still unclear. They eventually shifted the concept of ‘situated learning’ to ‘legitimate peripheral participation’. Situated learning involves, placing thought and action at a specific place, to be able to create meaning through the involvement of other learners, the environment and activities, and to identify the thinking and doing processes of experts in tackling knowledge and skills tasks (Lave & Wenger, 1991). The legitimate peripheral participation (LPP) is concerned with the participation of new learners into a community of practitioners. These learners will evolve from a novice to a master in specific knowledge and skills via sociocultural practices within the community

According to Lave and Wenger (1991), in LPP, a new member will initially participate in practices within the community and execute certain tasks which are ‘peripheral’. At this point, the new member is still regarded as an apprentice and at a later stage the apprentice will gradually work his or her way up into becoming an expert. The newcomer gradually gains acknowledgement and ‘legitimacy’ from his or her participation.

As an apprentice, the learner is encouraged to work collaboratively with others in order to gain a better learning experience. Lave and Wenger (1991) further elaborate that, “[t]he effectiveness of the circulation of information among peers suggests to the contrary, that engaging in practice, rather than being its object, may well be a condition for the effectiveness of learning” (p.93). The learning process is enhanced by sharing your ideas with others. So this suggests that the focus of effective practice should be on processes.

The concept of LPP is adaptable in the context of doctoral education, whereby it provides an understanding on how postgraduate students become acculturated to their doctoral work. This can be done through social interactions with fellow PhD students as well as with their supervisors by looking into the ways supervisors initiate the participation of their doctoral students as researchers in different disciplines.

Wenger (1998) opined that, “our identity includes our ability and our inability to shape the meanings that define our communities and our forms of belonging” (p.145). In view of this, it is hoped that doctoral students will enable to engage themselves in various research communities as well as develop their own academic identity and sense of belonging within those communities in order to generate a more meaningful doctoral education experience.

3.1 Legitimate Peripheral Participation (LPP) and Doctoral Supervision

As a newcomer in the research area, doctoral students will need to be guided in terms of knowing how to carry out their research in the academic context. Wisker et. al. (2007) referred ‘guardian supervisors’, PhD cohorts and group of distance supervisors as a CoP by itself that could “share ideas and build good practice over time” (p. 306).

As a gatekeeper (Lee, 2008), the supervisor controls information and provides avenues for student to venture in searching for the right knowledge in his or her research and this can be seen as legitimate peripheral participation where, the expert, who is the supervisor, will then facilitate and eventually bring in the apprentice, who is the student into the community of practice (Lee, 2008; Paré, McAlpine & Starke-Meyerring, 2006; Peterson, 2007). Access to a community of practice needs to be available to newcomers by giving access to continuous activity which is characteristic of the community, senior members, peers within the community, “and to information, resources, and opportunities for participation” (Lave & Wenger, 1991, p.101). This provides a way of evaluating Ph.D work whereby for example, students need to have the support from the academic community itself in conducting research or writing papers.

Lave and Wenger (1991) state that the relationship involves the masters’ ‘sponsorship’ of the apprentice or newcomers into the community of practice through dissemination of work. This is a process that can be identified in supervision of doctoral education where the supervisors give the support and guidance towards becoming a member of the academia through their research work as they become skilled researchers and authors of their research. In addition, it may also be observed within the relationship of a newcomer and his or her peers, other doctoral students whereby the newcomers see their senior members

or peers as a guide or referral point when doing their doctoral research and writing, be it either for their doctoral dissertation or publication purposes.

4.0 DEVELOPING AN ‘ACADEMIC IDENTITY’

CoP through LPP has also been reported to enhance the development of doctoral students’ identity (O’Donnell & Tobbell, 2009; Fotovatian & Miller, 2014). The location of the students in legitimate peripheral participation can be further described when the PhD or doctoral study is viewed as “initiation rite, where you undergo an ordeal and, if you come through the ordeal in a creditable manner, are admitted to membership of the academic clan” (Rugg & Petre, 2004, p. 2). Some examples of the location include the ordeal that one has to experience in gaining access to samples for the doctoral research and another is to go through the oral examination (*viva voce*) towards the end of the doctoral education. Coryell and Murray (2014) mentioned that learning through CoP enable members to not just acquire skills and knowledge but simultaneously develop an identity. It is through the peer-learning experience and practice that members may acquire the assumption on having a new identity and consequently moved into full membership within the community.

As Petersen (2007) suggests, doctoral research is a process towards forming an ‘academic identity’ (p.441) whereby it involves the researcher in shaping his or her own thinking and actions within the boundaries of a chosen subject that he or she will be specialising in. In other words, the identity of a PhD student as a researcher will be of importance to identify the focus of their research work. As Hasrati (2005) points out, “There are issues of acculturation into the institution, the community of the discipline, the country/civilisation and epistemological access” (p.272).

The concept of LPP in community of practice within the context of doctoral education is very much relevant towards the development of academicians and expert researchers. It serves as a training ground to nurture knowledge and skills of a researcher, a writer and as well as an educator in the field of academia. In order to enhance the student’s capability in becoming a full researcher or an academician and to develop his or her identity, there is a need to have the sense of belonging within the field of research, the faculty and the institution itself. One of the most important element in developing the said knowledge and skills is through the process of mastery within the conceptual framework of CoP through the process of LPP.

5.0 FUTURE RESEARCH

Since the scholarship on doctoral education has increased in the past couple of decades, the need arise to further understand and conceptualize doctoral students’ social learning process in various higher education context in order to develop suitable mechanisms to facilitate doctoral students’ learning through CoP in the future. It is through understanding the socialization process of doctoral students, CoPs can be further explained. Golde (1998) describes the process of graduate school socialization as one “in which a newcomer is made a member of a community - in the case of graduate students, the community of an academic department in a particular discipline” (p. 56). She continues,

[t]he socialization of graduate students is an unusual double socialization. New students are simultaneously directly socialized into the role of graduate student and are given preparatory socialization into graduate student life and the future career common to most doctoral students (p. 56).

Therefore, after looking into various perspectives within doctoral education context, a suggested future study on the international doctoral students’ participation in CoP within various disciplines needs to be conducted. From the theoretical perspective, CoP will be applied to explain the doctoral academic socialization experience. Moreover, understanding the influence of cross-cultural elements within various disciplinary contexts of doctoral education will add to the existing body of knowledge in conceptualization of CoP. The study will be explained using the Graduate Socialization Framework by Weidman, Twale and Stein (1991) along with Gardner’s (2009) Three-phased Doctoral Student Development Model. However,

in terms of the cross-cultural aspects of the study, the Intercultural Competence Model (Deardorff, 2006 & 2009) will be adapted in the study in order to further examine the elements of attitude, knowledge, skills, internal outcomes and external outcomes within a cross-cultural boundary.

In short, the study could possibly inform various disciplines on the significance of CoP towards the respective fields of specialization since the socialization process of science and non-science doctoral programs are varied in nature. Moreover, the study may also contribute towards understanding the development of intercultural competence through doctoral students' participation in CoP that could be applied within the field of international students' management.

6.0 CONCLUSION

As reported in previous studies, it is evidently necessary that a CoP among doctoral students should always be encouraged and supported in order to enhance their doctoral learning experience. It has proven to provide skills, knowledge and opportunities from peripheral participation towards full membership in the scholarly or professional community. Moreover, academic identity development becomes prevalent as a result of legitimate peripheral participation within the scholarly community. Doctoral supervision could also benefit from the concept of legitimate peripheral participation in CoP. Although scholars from various parts of the world had conducted various empirical research and created numerous literature on CoP in the area of doctoral education, there is still a room for more similar research to be conducted in the local higher education context. It is hoped that this conceptual paper will ignite interest of local scholars to embark further research on the subject matter.

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INOVASI PENGAJARAN DAN PEMBELAJARAN SAINS: GOOGLE CLASSROOM

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ABSTRAK

Sistem pendidikan pada masa kini berkembang dengan begitu pesat terutamanya dalam bidang ICT dan perubahan dalam aspek pengajaran dan pembelajaran tidak dapat dielakkan. Salah satu aspek penting adalah pendekatan pengajaran dan pembelajaran abad ke-21. Oleh itu, kertas konsep ini membincangkan tentang penggunaan 'Google Classroom' sebagai inovasi dalam pengajaran serta pembelajaran sains. Pelbagai kelebihan penggunaan 'Google Classroom' dibincangkan antaranya dapat memupuk minat dan mendorong murid ke arah pembelajaran abad ke-21 serta meningkatkan pencapaian murid. Cabaran terhadap penggunaan 'Google Classroom' turut dibincangkan serta peranan yang perlu dimainkan oleh semua pihak bagi memastikan penggunaan 'Google Classroom' dapat mencapai matlamatnya.

Kata kunci: ICT, Google Classroom, inovasi, pengajaran, pembelajaran sains

1.0 PENGENALAN

Pelan Pembangunan Pendidikan Malaysia 2013-2025 mempunyai 11 anjakan utama dan salah satu daripadanya adalah teknologi maklumat dan komunikasi (ICT). Kementerian Pelajaran Malaysia (KPM) amat menggalakkan para pendidik memanfaatkan penggunaan ICT bagi meningkatkan kualiti pembelajaran di Malaysia. Ini bagi memastikan murid celik ICT dan menyumbang kepada inovasi dalam pedagogi di samping dapat menyalurkan maklumat yang lebih berkesan dan bermakna kepada murid.

Menyedari potensi transformasi ICT dalam pendidikan, kajian semula oleh UNESCO menyatakan bahawa Malaysia adalah antara negara pertama di dunia yang mempunyai pelan strategik ICT untuk sistem pendidikan. Kajian semula ini menyatakan bahawa dasar dan pelan yang hebat telah dibangunkan sejak 1990, termasuk Pelan Strategik bagi Sekolah Bestari dan Dasar ICT dalam Pendidikan 2010. Matlamatnya adalah untuk memanfaatkan potensi ICT dalam meningkatkan pemikiran yang mendalam serta menambah baik kualiti keseluruhan pendidikan. Hasrat ini bukan sahaja setakat mengajar murid untuk mampu menggunakan fungsi asas ICT seperti pemerosesan perkataan, Internet dan emel. ICT dalam pendidikan seharusnya dapat membantu murid meningkatkan kemahiran berfikir aras tinggi. Pihak Kementerian Pelajaran Malaysia telah berusaha untuk mengukuhkan asas ICT sekolah (Pelan Induk Pembangunan Pendidikan 2013-2025).

Asas ICT sekolah dapat diperkukuh dengan menyediakan murid dengan kemahiran dan pengetahuan untuk belajar dengan berkesan dan bermakna serta hidup secara produktif dalam dunia global dan digital. Pembelajaran bermakna hanya boleh dicapai apabila murid terlibat secara aktif dalam aktiviti pembelajaran (Jonassen, 2008). Du Plessis (2014) menyatakan bahawa pendekatan pembelajaran sains boleh dilaksanakan menggunakan ICT dimana murid terlibat dalam pembelajaran sains secara aktif.

Selain itu melengkapkan kesemua 10,000 sekolah seluruh negara dengan capaian Internet 4G dan platform pembelajaran maya (*virtual learning platform*). Platform pembelajaran maya ini boleh digunakan oleh guru, murid dan ibu bapa untuk berkomunikasi, berkolaborasi dan berkongsi bahan pembelajaran untuk murid.

Pihak Kementerian Pendidikan juga memberi latihan kepada semua guru untuk menerapkan ICT dalam pengajaran dan pembelajaran bagi menyokong pembelajaran murid. Guru adalah tulang belakang bagi merealisasikan aspirasi dan agenda yang telah dirancang oleh pihak Kementerian Pendidikan. Pihak Kementerian Pendidikan juga akan meningkatkan nisbah peralatan ICT berbanding murid daripada 1:30 pada tahun 2011 kepada 1:10 pada tahun 2020. Ini bagi memastikan murid di luar bandar tidak ketinggalan dalam aspek pendidikan berbanding murid di bandar.

Guru juga perlu merintis cara penyampaian pembelajaran dengan menggunakan inovasi ICT seperti pembelajaran jarak jauh dan pembelajaran kadar sendiri (*self-paced*). Oleh itu proses pembelajaran boleh berlangsung dengan lebih fleksibel dan mengikut kebolehan murid.

Google Classroom adalah satu platform pembelajaran yang dihasilkan oleh pihak Google untuk kegunaan sekolah-sekolah yang bertujuan untuk memudahkan penghasilan, pengedaran dan memeriksa tugas murid dengan cara atas talian tanpa menggunakan kertas. Ia dilancarkan pada tahun 2014 dan diperkenalkan sebagai ciri aplikasi Google untuk Pendidikan.

Google Classroom menghubungkan pelbagai perkhidmatan Google untuk membantu institusi pendidikan ke arah sistem tanpa kertas dan pembelajaran atas talian. Penghasilan tugas dan penghantaran dilakukan melalui *Google Drive* manakala Gmail digunakan untuk berkomunikasi. Guru boleh menjemput murid ke bilik darjah *Google Classroom* melalui kod khas yang diberikan oleh guru. *Google Classroom* diintegrasikan bersama dengan kalendar Google murid dan guru. Komunikasi melalui *Gmail* membolehkan guru membuat pengumuman dan bertanya soalan kepada murid di dalam setiap kelas.

2.0 PENGGUNAAN GOOGLE CLASSROOM DI SEKOLAH SULTAN ALAM SHAH

Pengajaran dan pembelajaran menggunakan *Google Classroom* di Sekolah Sultan Alam Shah mendapat sokongan dan kerjasama yang sangat baik daripada para pentadbir dan guru-guru. Kemudahan dan prasarana yang diperlukan disediakan dengan sebaiknya oleh para pentadbir yang secara tidak langsung dapat meningkatkan motivasi guru dan murid untuk pengajaran dan pembelajaran menggunakan *Google Classroom*. Penggunaan *Google Classroom* semakin meningkat terutamanya dengan adanya kerjasama dan bimbingan daripada Eduspec Holding Berhad yang telah mengadakan kursus penggunaan *Google Classroom* bersama guru-guru dan murid-murid.

Permintaan untuk perubahan dalam kurikulum baru sains abad ke-21 memerlukan guru-guru untuk menyesuaikan diri dan menerima pakai amalan pedagogi sains yang baru yang mampu menggerakkan murid ke arah literasi saintifik (Osborne dan Hennessey, 2006). Murid tidak hanya perlu belajar kandungan, konsep atau tema sesuatu mata pelajaran sebaliknya murid perlu pandai untuk berunding, melibatkan diri secara aktif dalam perbincangan, mampu mengumpul data dan membuat keputusan (Plakitsi, 2013).

Menurut pengurus pengeluaran aplikasi Google untuk pendidikan, Zach Yeskel menyatakan bahawa *Google Classroom* dicipta untuk memberi lebih banyak masa untuk guru mengajar dan memberi lebih banyak masa untuk murid belajar. *Google Classroom* telah dijadikan projek rintis di beberapa negeri termasuk New York, California dan Illinois (Google, 2014).

Google Classroom adalah platform pembelajaran yang merupakan sistem dalam talian yang membolehkan guru-guru untuk berkongsi bahan pengajaran, nota, video, dan memeriksa tugas murid secara atas talian. Murid dapat mengakses *Google Classroom* pada bila-bila masa sahaja untuk membuat tugas yang diberikan oleh guru. Murid dapat memeriksa gred, markah atau komen yang diberikan oleh guru untuk setiap tugas. Dalam pendekatan pengajaran dan pembelajaran abad ke-21 guru bukanlah berperanan sebagai pemberi maklumat sebaliknya sebagai fasilitator. Berikut adalah beberapa kelebihan *Google Classroom* dalam bidang pendidikan.

- Membuat bahan pengajaran – Proses membuat bahan pengajaran adalah mudah dan tidak mengambil masa yang lama. Guru boleh memuat naik bahan pengajaran di *Google Classroom* untuk kegunaan murid-murid.

- Komunikasi – Murid dapat berbincang bersama guru dan rakan-rakan menggunakan aplikasi komen, membolehkan maklum balas yang segera.

- Membuat tugas – Murid boleh membuat tugas dan menghantar tugas kepada guru secara atas talian. Kaedah ini secara tidak langsung dapat mengurangkan kos penggunaan kertas.
- Semakan tugas murid – Guru dapat menyemak tugas murid secara atas talian pada bila-bila masa, memberi komen dan maklum balas terhadap tugas murid.
- Ruang simpanan maklumat – Guru mempunyai ruang simpanan tanpa had dalam talian untuk dokumen, lembaran kerja, video dan lain-lain.
- Pembelajaran sendiri – Murid bebas untuk mencari maklumat di internet dan dapat berdikari dalam pembelajaran manakala guru berperanan sebagai fasilitator.
- Kepelbagaian bahan pengajaran – Guru dapat mengakses *YouTube*, google, dan pelbagai laman web untuk dijadikan bahan pengajaran.
- Kolaborasi – Guru dapat berkolaborasi bersama guru-guru lain yang mengajar mata pelajaran yang sama dengan cara berkongsi bahan-bahan pengajaran.
- Notis/pengumuman – Guru boleh memuat naik notis dan pengumuman kepada para pelajar secara atas talian.

Dengan menggunakan internet, *Google Classroom* bukan sahaja boleh diakses dengan menggunakan komputer, malah boleh juga dilayari dengan menggunakan telefon bimbit, tablet, i-pad dan sebagainya. Pembelajaran menggunakan *Google Classroom* dapat menarik minat murid dan membolehkan proses pengajaran dan pembelajaran menjadi lebih fleksibel. Menggunakan *Google Classroom*, pelajar boleh belajar di mana sahaja pada bila-bila masa. Guru pula dapat memeriksa tugas murid pada bila-bila masa di mana jua.

3.0 GOOGLE CLASSROOM SEBAGAI INOVASI DALAM PENGAJARAN SAINS

Anjakan transformasi dalam sistem pendidikan Malaysia yang telah digariskan oleh pihak Kementerian Pendidikan Malaysia dilaksanakan dalam tiga gelombang dimana di dalam gelombang 1 (2013-2015) pihak Kementerian Pendidikan Malaysia berhasrat untuk meningkatkan standard pengajaran terutamanya dalam Bahasa Malaysia, Bahasa Inggeris, Matematik dan Sains, soalan peperiksaan lebih menjurus kepada soalan kemahiran berfikir aras tinggi (KBAT), mengukuhkan kualiti pendidikan STEM dan melaksanakan 1BestariNet ke semua sekolah untuk mengintegrasikan ICT dalam pengajaran dan pembelajaran. Bagi gelombang kedua (2016-2020) pula, pihak Kementerian Pendidikan Malaysia telah berhasrat untuk menarik minat dan kesedaran masyarakat dalam STEM, memacu inovasi ICT khususnya untuk pembelajaran jarak jauh dan pembelajaran terarah sendiri. Manakala bagi gelombang ketiga (2021-2025) pula, pihak Kementerian Pendidikan Malaysia berhasrat untuk melaksanakan program dan inovasi ICT bagi kumpulan berkeperluan khusus di seluruh negara bagi meningkatkan standard pembelajaran secara berterusan (Pelan Induk Pembangunan Pendidikan 2013-2025).

Penggunaan ICT dapat memberi ruang untuk meningkatkan motivasi, peluang, dan keberkesanan penyelesaian masalah terutamanya dalam mata pelajaran sains. ICT juga memainkan peranan penting semasa pembelajaran proses saintifik dan kemahiran. ICT menyumbang pembangunan minda dengan menyokong penerokaan dengan memberikan maklum balas visual dalam masa yang singkat. ICT juga menyokong pembelajaran sendiri serta pembelajaran kooperatif di kalangan rakan sebaya dengan memberikan motivasi and inspirasi (Plakitsi, 2013).

Pertumbuhan pesat ICT mempunyai kesan meluas tentang bagaimana *Google Classroom* boleh digunakan untuk meningkatkan pengalaman pengajaran dan pembelajaran di sekolah. Bagi mata pelajaran Sains, *Google Classroom* boleh digunakan untuk mempelbagaikan lagi kaedah pengajaran sains bagi meningkatkan lagi minat murid terhadap mata pelajaran sains. Murid boleh berkolaborasi untuk menyelesaikan sesuatu tugas secara berkumpulan, berpasangan atau individu serta mencari maklumat di internet. *Google Classroom* turut digunakan secara meluas di Sekolah Sultan Alam Shah Putrajaya meliputi pelbagai bidang mata pelajaran antaranya Geografi, sejarah, pendidikan agama islam, kemahiran hidup dan bahasa inggeris.

Untuk mata pelajaran sains, adalah sangat penting untuk murid mendapat peluang untuk terlibat secara aktif dalam aktiviti berkaitan kreativiti and inovasi. Sains adalah suatu disiplin ilmu yang

memerlukan murid untuk menyoal, bereksperimen, mencuba sesuatu yang baru, menyiasat sesuatu teori atau fakta dan berfikir di luar kotak. Murid akan lebih memahami sesuatu maklumat apabila mereka berusaha sendiri untuk mendapatkannya yang secara tidak langsung membawa kepada pembelajaran bermakna. Oleh itu penggunaan *Google Classroom* dalam pengajaran dan pembelajaran sains adalah satu inovasi dalam pendidikan seiring dengan teknologi masa kini.

Contohnya apabila guru menjalankan suatu projek sains yang memerlukan murid untuk merakam video mereka sedang menggunakan pipet untuk memindahkan cecair berwarna daripada kelalang kon kepada silinder penyukat. Murid kemudiannya perlu memuat naik video tersebut untuk dinilai oleh guru sama ada mereka dapat menggunakan pipet dengan baik atau tidak. Guru dapat melihat video tersebut secara atas talian dan seterusnya membuat penilaian dan memberi komen. Murid yang masih belum dapat menggunakan pipet dengan baik akan dikenalpasti dan dibantu dengan menjalankan intervensi. Guru tidak perlu berada di makmal sepanjang masa untuk menilai tahap penguasaan murid dalam menggunakan pipet sebaliknya dengan hanya melihat video yang telah dimuat naik oleh murid-murid secara atas talian guru boleh menilai dan terus memberi maklum balas. Bukan sahaja dapat menjimatkan masa, malah guru juga dapat menilai prestasi murid melalui atas talian dan ini amat memudahkan.

4.0 KONSEP E-PEMBELAJARAN MELALUI PENGGUNAAN GOOGLE CLASSROOM

Sistem E-pembelajaran banyak mengubah senario pendidikan di Malaysia. Dengan kemajuan sistem pembelajaran berasaskan teknologi dalam talian, pelajar memainkan peranan yang besar dan menjadi faktor penentu dalam pembelajaran. E-pembelajaran (atau pendidikan dalam talian) telah menjadi perkara biasa dalam banyak organisasi dan institusi pendidikan sebagai satu cara untuk menyampaikan maklumat. (Allen & Seaman, 2013).

Pembelajaran berasaskan *Google Classroom* dapat dilaksanakan dengan lebih berkesan menggunakan aplikasi maya dimana murid dapat mengulangkaji topik-topik pada bila-bila masa yang diinginkan. Peranan guru adalah sebagai fasilitator yang membantu murid dalam pembelajaran mereka. Murid-murid dapat berkolaborasi dan bertukar-tukar pandangan semasa melaksanakan tugas menggunakan *Google Classroom*. Guru juga dapat memberi maklum balas segera terhadap tugas murid.

Google Classroom memberi peluang kepada murid yang tidak dapat hadir ke kelas dengan mengakses maklumat di rumah. Murid-murid akan mendapat kesan positif dengan penggunaan *Google Classroom* ini dan dapat mengurangkan jurang pendidikan antara murid di bandar dan di luar bandar. Murid dapat melengkapkan diri masing-masing dengan ilmu pengetahuan terkini dan meningkatkan perasaan ingin tahu di kalangan murid.

5.0 KESAN POSITIF PENGGUNAAN GOOGLE CLASSROOM

Terdapat beberapa kesan positif yang telah dikenalpasti terhadap aplikasi pembelajaran menggunakan *Google Classroom* di Malaysia. Antaranya penggunaan *Google Classroom* membolehkan pembelajaran menjadi lebih fleksibel, memudahkan capaian maklumat dan memudahkan cara pembelajaran. Masa pembelajaran adalah bersifat tidak terhad kerana murid boleh mengakses bahan pembelajaran setiap masa di mana sahaja yang mempunyai capaian internet. *Google Classroom* juga memberi kemudahan kepada murid untuk membuat tugas, mencari maklumat di internet, menambah pengetahuan dalam sesuatu topik, membuat latihan yang diberikan guru serta maklum balas guru yang pantas membolehkan *Google Classroom* menjadi cara pembelajaran yang berkesan. Apabila aplikasi *Google Classroom* telah ditambah kepada akaun dan kelas telah dibuat, guru boleh mula menghantar tugas kelas beserta dengan tarikh akhir untuk penghantaran. Terdapat juga antaramuka untuk guru mengawasi kemajuan murid dimana guru dapat mengetahui sama ada murid telah menghantar tugas atau tidak. Untuk penggredan, guru boleh mengubahsuai mengikut skala markah yang sesuai (Lawson, 2014).

Google Classroom sangat mesra pengguna dimana guru dapat membina isi kandungan pengajaran dan memuat naik ke *Google Classroom* untuk diakses oleh murid-murid. Bahan pengajaran ini dapat diubah suai dari masa ke semasa, sesuai dengan perubahan yang diinginkan oleh guru dan tahap pembelajaran

murid. Pengintegrasian ICT dalam pembelajaran memberikan pelbagai kelebihan iaitu membolehkan murid-murid mendapatkan maklumat dengan pantas, meningkatkan minat dan pengetahuan murid-murid, mempelbagaikan kaedah pembelajaran dan pendekatan pembelajaran secara kolaboratif. Murid dapat bekerjasama untuk menyelesaikan sesuatu tugas, membina kemahiran komunikasi, kemahiran menyelesaikan masalah dan meningkatkan daya kreativiti dan inovasi. *Google Classroom* mempunyai kemampuan untuk memberi latihan kepada murid, memberi markah dan gred, memeriksa tugas murid dan memberi komen secara atas talian. Guru juga boleh memberi bahan pengajaran seperti video, fail dan nota secara atas talian (PTM UKM, 2016).

6.0 CABARAN PENGGUNAAN GOOGLE CLASSROOM DALAM PENDIDIKAN

Transformasi pendidikan haruslah bermula dengan guru menerusi kesedaran diri, sifat positif, dan kemahuan untuk berubah, membina ilmu dan kemahiran diri. Tanpa komitmen guru, perubahan yang diinginkan sukar dicapai. Antara cabaran berkaitan penggunaan *Google Classroom* adalah persediaan guru serta kesediaan dari aspek kelengkapan ICT di sekolah. Guru memainkan peranan besar dalam menggerakkan murid untuk mengintegrasikan pembelajaran dalam persekitaran maya dan membudayakan sifat cintakan ilmu. Tanpa guru sebagai tunjang utama, pembelajaran berasaskan ICT ini tidak akan dapat menjadi kenyataan. Guru perlu menunjukkan sifat yang positif dan mempunyai keinginan yang tinggi untuk belajar perkara-perkara baru yang diluar kebiasaan mereka terutamanya dalam bidang ICT. Ini kerana bidang ICT ini berkembang dengan sangat pesat dan tanpa persediaan yang cukup seseorang itu pasti akan ketinggalan.

Penggunaan *Google Classroom* dapat meningkatkan motivasi guru-guru dan memudahkan guru untuk menyediakan bahan pengajaran dan pembelajaran. Di Sekolah Sultan Alam Shah penglibatan guru-guru dalam kursus *Google Classroom* amatlah menggalakkan. Bengkel *Google Classroom* yang diadakan dapat meningkatkan motivasi dan memberi inspirasi kepada guru-guru tentang kepentingan inovasi dalam pengajaran. Guru-guru mulai aktif menggunakan *Google Classroom* untuk mempelbagaikan lagi kaedah pengajaran dalam mata pelajaran masing-masing. Proses perubahan ini bermula dengan guru dan perlulah diberi sokongan dan galakan berterusan daripada guru-guru lain, para pentadbir, JPN dan KPM.

Walau bagaimanapun terdapat kelemahan dalam melaksanakan *Google Classroom* dalam bilik darjah antaranya capaian internet tidak menentu. Selain itu, kekurangan bilik komputer dalam sesebuah sekolah dapat mematahkan semangat dan motivasi guru untuk mengajar menggunakan *Google Classroom*. Apabila jumlah komputer tidak mencukupi untuk semua murid dalam sesebuah kelas, terdapat murid yang terpaksa berkongsi dengan murid yang lain. Pembelajaran seseorang murid akan terganggu dan menjadi kurang efektif apabila perlu berkongsi dan ini dapat memberi kesan terhadap pembelajaran seseorang murid. Selain itu, penggunaan *Google Classroom* menggunakan i-pad atau tablet sangat bergantung kepada kekuatan isyarat daripada pemancar (penggunaan teknologi tanpa wayar). Oleh itu, apabila isyarat yang diterima tidak kuat, akan memberi kesan besar terhadap penggunaan *Google Classroom*.

Ini menunjukkan faktor guru dan kemudahan ICT adalah cabaran terbesar pelaksanaan *Google Classroom* di sekolah. Sikap guru terhadap teknologi khususnya *Google Classroom* adalah faktor penting sama ada pengajaran dan pembelajaran menggunakan *Google Classroom* boleh berlangsung dengan jayanya. Faktor kemudahan ICT juga perlu diberi perhatian yang serius oleh pihak yang berwajib bagi membolehkan penggunaan *Google Classroom* di sekolah mencapai matlamatnya.

Pengaplikasian *Google Classroom* memerlukan pembabitian pelbagai pihak seperti murid, guru-guru, pentadbir sekolah, JPN dan KPM agar ia dapat digunakan secara optimum di sekolah. Dalam pelaksanaan *Google Classroom* ini terdapat juga kekangan namun ia hendaklah diatasi dengan kerjasama pelbagai pihak. Pihak pentadbir sekolah perlulah sentiasa memberi galakkan dan dorongan kepada guru-guru agar mampu melaksanakan aplikasi pembelajaran maya ini secara optimum. Selain itu, penggunaan *Google Classroom* perlu diluaskan kepada semua guru agar dapat digunakan untuk semua mata pelajaran.

7.0 IMPLIKASI PENGGUNAAN GOOGLE CLASSROOM KEPADA PENDIDIKAN DI MALAYSIA

Pendidikan adalah salah satu aspek terpenting dalam kemajuan sesuatu bangsa dan negara. Penggunaan *Google Classroom* di Malaysia mempunyai matlamat untuk menjadi salah satu inovasi dalam pengajaran dan pembelajaran sains bagi menghasilkan murid yang kreatif, inovatis dan mampu berfikir. Inovasi dan perubahan dalam pengajaran dan pembelajaran sains akan memberi impak kepada untuk meningkatkan modal insan murid dan guru dan secara tidak langsung dapat meningkatkan kualiti pendidikan di Malaysia. Penggunaan *Google Classroom* murid-murid di Malaysia dapat bersaing di peringkat antarabangsa. Penggunaan *Google Classroom* membolehkan murid melibatkan diri dengan aktif di dalam kelas, berfikiran kreatif dan kritis yang membolehkan mutu pendidikan meningkat seiring dengan mutu murid yang meningkat. Penglibatan guru secara aktif juga dapat meningkatkan mutu pengajaran dan pembelajaran ke tahap yang lebih baik.

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INTEGRATED THEORETICAL FRAMEWORK IN ASSESSING TEACHERS' INNOVATIVE BEHAVIOUR IN MALAYSIA

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ABSTRACT

By year 2017, all form one students in the government secondary schools shall be enjoying learning under the new curriculum of Kurikulum Standard Sekolah Menengah (KSSM) set by the Ministry of Education (MOE) as continuation of these students being the pioneer in the Kurikulum Standard Sekolah Rendah (KSSR) which was introduced in year 2011. One of the aims in the Standard-Based English Language Curriculum for Secondary Schools (SBELC) of Form 1 2017, is preparing the students in collaborating with others to solve problems creatively and innovatively in the real world. Hence, the educators need to exhibit innovative behaviour to nurture the students in a smooth and systematic manner in accordance top the MOE philosophy. Under the National Philosophy, the education system is designed to produce citizens who are apart from being knowledgeable and competent, yet also able to contribute to the betterment of the nation at large. Therefore, this conceptual paper is prepared to develop a theoretical framework for assessing the teachers' innovative behaviour in several public schools in Malaysia. The major latent factors that have analytical potential of teacher's innovative behaviour are perceived supervisory support and teamwork. The theoretical foundation used for this study is the integration of theory of strong and weak ties, theory of planned behaviour and stage model of innovative behaviour.

KEYWORDS: Theory of strong and weak tie, Theory of planned behaviour and Stage model of innovative behaviour.

1.0 INTRODUCTION

In 2013, Ministry of Education Malaysia (MOE) and Agensi Inovasi Malaysia (AIM) have collaborated in an approach which was implemented due to the challenge of 21st Century education in preparing graduates for a dynamic future by embedding critical knowledge and skills, as well as ethics and morality, from preschool to higher education. The approach is directly related to the Higher Order Thinking Skills (HOTS) which is highly pertinent to the students. As outlined by MOE and AIM, in order to remain competitive in the world, Malaysia needs to embrace change and become an innovation economy. Hence, to achieve the goal, they jointly created the i-THINK project. i-THINK equips Malaysia's next generation of innovators to think critically and be adaptable in preparation for the future. The project helps schools impart thinking skills to students, allowing them to be lifelong learners; great at solving problems and coming up with creative solutions.

In an Education Forum on 15th May 2014 (Kuala Lumpur), Datuk Noor Rezan Bapoo Binti Hashim emphasized the role of teachers' innovative teaching in her speech. According to her, "Teachers should complete themselves with a vast knowledge that includes various fields and have to be bold enough to shift towards creativity and innovation. This requirement is consistent with the current educational changes that require creative and innovative teachers to make teaching and learning effective and thus produce quality product. Teachers must play a role in driving creativity and innovation in all areas of the school and intelligently implement both elements through teaching and learning activities conducted in an orderly manner".

In 2016, there have been many training courses for teachers with the objective of achieving the country's vision in the First Strategic Thrust of 10MP: The transformation of the nation requires the

transformation of the government machinery to support changes in the economic landscape. To emerge as a competitive nation at the global level, the government needs to increasingly act as a competitive corporation. In pursuing this aspiration, the government will uphold four main pillars, that is, the “four by four” formula: (1) The 1Malaysia, People First, Performance Now philosophy, (2) The Government Transformation Programme or GTP, (3) The Economic Transformation Programme or ETP, which rests on the New Economic Model and (4) The five-year development plans, which are the 10th and 11th Malaysia Plans. These four main pillars are supported by four complementary values: acculturation of creativity and innovation, emphasis on speed of decision-making and execution, value for money and integrity values.

Today, in consistent of the MOE’s policy on *Memartabatkan Bahasa Malaysia dan Memperkukuhkan Bahasa Inggeris* (MBMMBI), English teachers have been introduced to a comprehensive reading lesson under the Hayati Eksplorasi Berfikir Aras Tinggi (HEBAT) in pertaining to the HOTS implementation among the school students. This approach is a beginning step in ensuring innovative teaching are being conducted to prepare the students to sit for Programme for International Student Assessment (PISA) test. This test is a worldwide study by the Organisation for Economic Co-operation and Development (OECD) in member and non-member nations of 15-year-old school pupils' scholastic performance on mathematics, science, and reading. MOE is preparing for the first batch schedule to sit for the test in year 2018. This is a chunk of the efforts done by MOE in playing its role as the vital body in grooming the future generation.

Literature has indicated that besides conflict with co-workers, a worker’s innovative behaviour might also be resisted by other actors in the work environment, such as supervisors, subordinates or other stakeholders of the organization. Janssen (2003). This further explained by Anderson, de Dreau & Nijstad, 2004; Zhou & Shalley, 2003 stating that employees’ innovative behaviour depends greatly on their interaction with others in the workplace. In describing team approaches, Stott and Walker (1999) list out expansion as value-laden terms such as collaboration, empowerment, co-operation and consultation as being used freely to describe the shape, form and processes of future schools. From these gathered terms, it suggest that people become more productive and more satisfied in their jobs when they work together closely.

Currently, in Malaysia there has been limited studies that investigate the important role of perceived supervisory support in enhancing teachers’ innovative behaviour. So far, there have been literatures on teachers’ innovative projects, but few studies on teachers’ innovative behaviour. We can find stage model of innovativeness more in term of products innovation in present high technology scenario, but rarely tested in other context of studies, precisely in education or school context. For instance, a study on teachers role as innovation-social entrepreneurship spiral in India (Chand & Misra, 2009) and a study on Malaysian public sector organization’s innovativeness (Indra, 2007). Nevertheless, contrary to literature that highlighted leadership style as main predictor in promoting innovative schools (Mulford, 2003; Jones, 2009; and Westnick & Miske, 2009), in Johari et al (2012) study imply that teamwork quality is more dominant in contributing innovative behaviour among teachers in schools. Whereas, this study ropes previous work on how teamwork matters for creativity in innovative projects (Hoegl & Parboteeah, 2007) ruled out that teamwork quality has positive correlation with teachers’ innovative behaviour and dominantly predicting innovative behaviour among teachers compared to supervisor’s leadership style and career commitment.

2.0 DEFINITION OF INNOVATIVE BEHAVIOUR

Innovation is defined as a multi-faceted concept that has been described as the quest for finding new ways of doing things and can be described as an organizational activity that is based on varying degrees of novelty by a study conducted by Oke et al. (2009). Steiner’s (1965) study as cited in Oke et al. (2009) mentioned that innovation also refers to a creative process whereby two or more existing entities are combined to produce a previously unavailable configuration and a person is considered as innovative if he is engage in this type of activity. Innovation is also used to describe the process whereby an existing idea, procedure or artifact becomes part of an adopter’s cognitive and behavioural repertoire. It is defined as a process of adoption, implementation, utilization, and internalization.

Literature has indicated that employees' innovative behaviour depends greatly on their interaction with others in the workplace (Anderson, de Dreau & Nijstad, 2004; Zhou & Shalley, 2003). Janssen (2003) stated that besides conflict with co-workers, a worker's innovative behaviour might also be resisted by other actors in the work environment, such as supervisors, subordinates or other stakeholders of the organization. Stott and Walker (1999) describe team approaches expansion as value-laden terms such as collaboration, empowerment, co-operation and consultation are used freely to describe the shape, form and processes of future schools. These and associated terms suggest that if people work together closely, they become more productive and more satisfied in their jobs.

3.0 INTEGRATED FRAMEWORK: THEORY OF STRONG AND WEAK TIES, THEORY OF PLANNED BEHAVIOR AND STAGE MODEL OF INNOVATIVE BEHAVIOUR

3.1 Theory of Strong and Weak Ties

In a literature review by Thurlings and Evers and Vermeulen (2014) on a model of explaining teachers' innovative behaviour, they had discussed the fact that support of teachers positively influences innovative behaviour, this behaviour in itself could also put collegial relationships under pressure. The research question remains whether pressures always negatively affect innovative behaviour. This question can be addressed in part through Granovetter's (1973) theory of strong and weak ties, since ties are necessary for innovative behaviour (receiving new input and new ideas), but at the same time, those ties should not be too strong, as weak ties are more related to innovation and strong ties to the status quo (Baer, 2010). The influence of innovative behaviour on the ties between colleagues can lead to tensions, which can reduce the intensity and, perhaps, the number of interactions. This reduction could free the way for more innovative behaviour.

3.2 Theory of Planned Behaviour

Thurlings and Evers and Vermeulen (2014) also discussed on a preliminary conceptual model which summarized visually the findings of this contemporary research field. The model shows individual factors are more closely related to innovative behaviour than environmental factors. This resonates with Fishbein and Ajzen's (2010) theory of planned behaviour that describes how behaviour is influenced. The authors made a distinction between proximal and distal factors. Proximal factors, such as traits and motivation, are more closely related to behaviour. Distal factors, such as environmental and organizational factors, act from a longer distance to behaviour and are mediated by proximal variables.

3.3 Stage Model of Innovative Behaviour

Kanter (1988) in her study on three tiers for innovation research, described her three efforts in designing research on aspects of innovation in an organization. It emphasized on the fact that a study of successful innovative projects illuminated the distinctive characteristics of innovation process, where there are differences between innovations and other kinds of managerial activity. A pace of events was associated with the innovations studies, when there are four identified innovation tasks. (1) *idea generation* and activation of the drivers of the innovation, (2) *coalition building* and acquisition of the power necessary to move the idea to reality, (3) *idea realization* and innovation production, turning the idea into a model that can be used, (4) *transfer or diffusion*, the spreading of the model – the commercialization of the product, the adoption of the idea.

Meanwhile, Scott & Bruce (1994), in their study on determinants of innovative behaviour: A Path Model of Individual Innovation in the workplace, list out reviewed innovation as a multistage process, with different activities and different individual behaviours necessary at each stage. They defined individual innovation, begins with problem recognition and the generation of ideas or solutions, either novel or adopted. In the next stage of the process, an individual seeks sponsorship for an idea and attempts to build a coalition of supporters for it. Finally, through the third stage of the innovation process, the innovative

individual completes the idea by producing 'a prototype or model of the innovation that can now be diffused or turned to productive use' (Kanter, 1988).

They further clarified that individuals can be expected to be involved in any combination of these behaviours at any one time, as innovation is actually characterized by discontinuous activities rather than discrete, sequential stages (Schroeder, Van de Ven, Scudder, & Polley, 1989). Scott & Bruce (1994) in their stage model of individual innovative behaviour, they viewed four interacting systems: individual, leader, work group, and climate for innovation as the outcomes.

4.0 INNOVATIVE BEHAVIOUR LATENT PREDICTORS

As explained explicitly by a preliminary model of factors that enhance innovative behaviour in educational organizations in Thurlings and Evers and Vermeulen (2014) innovative behaviour can be described as a process in which new ideas are generated, created, developed, applied, promoted, realized, and modified by employees to benefit role performance. Various reasons, such as rapid technological and social changes in society, underline the necessity for innovative behaviour of employees and teachers. They have concluded that the predictors of teacher's innovative behaviour can be categorized into two main categories (i.e. individual-related factor and organizational factors). The individual-related factor refers to teamwork whereas the organizational factors refer to perceived supervisory support

4.1 Teamwork and its Relationship to Innovative Behaviour

Teamwork is vital in today's organization management. Through optimum teamwork, it may lead to increased teacher's commitment and schools' excellence (Mohd, Lokman & Muzammil, 2009). Ahmad Zaharuddin's (2001) study as cited in Mohd et al. (2009) studied that the medium of teamwork between colleagues within departments, direct towards fast achievement of organization objectives. In a team, each member will be exposed to joy fulfilment, strength and privilege in working. They addressed team building as an important aspect in any organization.

Since innovation often is an interactive process in the sense that groups of individuals develop, promote, discuss, modify, and realize new ideas (Kanter, 1988; West & Farr, 1989), intra team interdependencies may play an important role in predicting individual team members' innovative behaviour. Conceptual and empirical analyses by Hoegl and Gemuenden (2001) on teamwork quality, and similarly by Sethi and Nicholson (2001) on charged team behaviour, acknowledge that performance-relevant team processes in innovative projects include not only task-related elements such as cooperation and integration, but also social elements such as enthusiasm, drive, and commitment. Although idea generation and evaluation within an organization may sometimes be a solitary activity, more commonly work group members and peers influence individual innovation. Researchers have normally studied work group effects at the group levels of analysis, using group outcomes or group innovation as the dependent variable. Rogers (1954) suggested that the cohesiveness of a work group determines the degree to which individuals believe that they can introduce ideas without personal censure. From leader-member exchange (LMX) theory, Seers (1989) suggested that individuals engage in a role-making process with their work groups. This lead to high quality team-member exchange (TMX) characterized by mutual trust and respect in cooperation and collaboration between a main individual and the work group.

4.2 Perceived Supervisor Support and its Relationship to Innovative Behaviour

In the Malaysian education field, the supervisor support is translated in the roles of Panel Chiefs (Ketua Panitia, Ketua Bidang) and the Senior Assistants (Penolong Kanan). Holton et al. (2000) studied on supervisor support indicates that, one of the social support variables in the celebrated Learning Transfer System Inventory (LTSI) model is described as the extent to which supervisor-managers support and reinforce use of learning on the job. Such support takes the form of encouragement to a trainee to use newly learnt skills, assistance in identifying situations to use such skills, guidance in the proper application of the

trained skills, provision of feedback, positive reinforcement of new applications and improvements, all of which facilitate positive transfer of training (Elangovan & Karakowsky, 1999).

5.0 CONCLUSION

Based on the findings of this theoretical framework, it shall serve as a model made applicable in the local context as related to the main objective of this study in finding teamwork factor as contributing to professional development among Malaysian teachers in relation to their innovative behaviour with today's challenges. This integrated theoretical framework in measuring teachers' innovative behaviour in Malaysia shall also assist the school's administrators in identifying the importance of teamwork in correlation to the generation of teacher's innovative behaviour. This also to lead to an objective of there is a need to improve supervisory support among the school's workforce to collaborate effectively in achieving the MOE philosophy.

In Human Resource Development (HRD), the term is applied to define an integrated and holistic, conscious and proactive approach to changing work-related knowledge and behaviour, using a range of learning strategies and techniques. Joy-Matthews, Megginson, and Surtees (2004: p 6-7) mentioned that there are many strands in HRD that involve personal development for a current job or situation; development in or for new work settings; activities through which individual and organizational goals may be reconciled; and developmental leading to a better life for individuals, organizations and wider communities. To enable individuals to perform jobs, there are learning strategies, training and development which have key competencies such as focus on identifying, assuring, and helping develop, through planned learning. Learning is essential in leading towards continuous professional development (CPD) for training and development. One of the principles of CPD that will enable a person to maximize own learning and contribute to others is by developing ones act in tune with their values (values-based) or to act more along the lines that are rewarded in the organization which is in a pragmatic learning.

Hence, this article is aimed to develop a theoretical framework for measuring teachers' innovative behaviour with the integration of theory of strong and weak ties, theory of planned behaviour and stage model of innovative behaviour as the stand. In this article there are two key factors (perceived supervisory support and teamwork) that are wrapped up as correlated to the teachers' innovative behaviour.

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A CASE STUDY OF MALAYSIAN RURAL SECONDARY SCHOOL STUDENTS' ATTITUDES TOWARDS LEARNING ENGLISH AS A SECOND LANGUAGE

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ABSTRACT

This paper proposes a study to understand rural secondary school students' attitudes towards learning the English language, to explore what kinds of sociocultural and psychological factors that may contribute to the rural secondary school students attitudes towards learning the English language, to determine how these sociocultural and psychological factors may contribute to the rural secondary school students attitudes towards learning the English language, and to suggest ways to foster positive attitudes for rural secondary school students to learn the English language. From the literature review, the problem with students' lack of English language proficiency is most prominent among rural students in Malaysia. Gardner and Lambert (1959), as cited in Ler (2012), stated that success in language learning is related to attitudinal variables. These variables are; i) attitudes towards the language learned and ii) the attitudes towards the language speakers as well as their culture. Language learning can be said as a complicated process as it involves internal and external factors (Wang, 2008). In this proposal, the researchers propose to study 10 students from a rural school in the southern state of the country as the main participants. These students will be interviewed twice and will be observed at least thrice during English lesson in the classrooms. The researchers will also analyze their learning materials (i.e. their notes, exercises and homework). To complement the data, the researchers also intend to interview 10 parents (of the students chosen), 3 English teachers from the school, and 3 prominent educational authorities (i.e., the school principal, the district's SISC+ English teacher and the Head of Education District Office). Through this thorough exploration, the researchers hope to find out rural secondary school students' attitudes; how do sociocultural and psychological factors affect their attitudes, and how to improve those attitudes.

KEYWORDS: Rural school, Attitude, Sociocultural, Psychological, Second Language

1.0 BACKGROUND OF THE PROBLEM

Being a global language, English is a must-know language in order for one to fit into the real world. For this reason, English plays a significant part in Malaysian Education system, where it is viewed as a second language as well as a language of knowledge, which can help Malaysians gain better employment and thus gain better social status. However, many students view English as a foreign language, which is spoken only during language lessons (Tom, Aiza, Awang & Siti, 2013). This is worrying because if seen as a foreign language, the students may not see the significance of mastering the language. In addition, using the language only during the lesson can hardly be sufficient enough to make the good English speakers.

The low proficiency level of English among Malaysian students has a significant relationship with their negative attitudes towards learning English in school. For example, when Science and Mathematics were taught in English, complaints are made and the Malaysian government was urged to change the policy. A research was conducted by Associate Professor Hashima Jalaluddin of Universiti Kebangsaan Malaysia, as reported in The New Straits Times Online on 7th of September 2008, not long after the implementation of the policy in 2003 (John & Aniza, 2008). In her research, she studied 43 teachers and 971 Form One

students from six schools in the central and southern states of Peninsular Malaysia, and she found that a large number of students (i.e., 70 per cent) would rather learn the two subjects in Bahasa Melayu. This indicates that the negative view towards the policy has started as early as it was implemented.

1.1 Problem Statement

The issue with students' lack of English language proficiency is mostly among rural school students in Malaysia as they do not have enough exposure towards the language. Also, there is insufficient English language practice among these students (Rosli Talif & Jayakaran Mukundan, 1994; Jamali Ismail & Hasliza Aris, 2002). Malaysian students who are staying in secluded area did not see how English is important in their daily life. This eventually lowers their motivation and lessens their proficiency in the language (Jamali Ismail & Hasliza Arif, 2002). This situation is quite disturbing because without seeing the practicality of using the second language in their community circle, they might hardly see the need to really learn the language as they believe they would not be using it in their daily life. Consequently, there is a high tendency for these students in the remote area to have a negative attitude towards learning the language.

With the Education Blueprints that we have been holding on to since 2013, this is not what the country needs. In the Blueprint, it is stated that one of the 11 shifts is to "ensure every child is proficient in Bahasa Malaysia and English Language" (p.12). Even though the Malaysian education system is currently in the second wave of the Blueprint plan (i.e., undergoing changes and improvements in the education system), these changes and improvements in the system still seem so far away when it comes to students' proficiency in English, particularly those in rural areas. This may be due to the students, especially those in remote or rural areas, unable to see the immediate need to use English in their lives

This research aims to understand the attitudes of students studying in a rural school in a southern state in the Peninsular of Malaysia on the learning of English language. This study specifically looks to examine how the sociocultural and psychological factors in this area affect the students' attitudes towards learning English. The main objectives of this research are:

- i) To investigate rural secondary school students' attitudes towards learning the English language
- ii) To explore what kinds of sociocultural and psychological factors that may contribute to the rural secondary school students attitudes towards learning the English language
- iii) To determine how these sociocultural and psychological factors may contribute to the rural secondary school students attitudes towards learning the English language
- iv) To suggest ways to foster positive attitudes for rural secondary school students to learn the English Language

This study focuses on three research questions, which are as follow:

- i) What are the rural secondary school students' attitudes towards learning the English language?
- ii) What are the sociocultural and psychological factors that contribute to the rural secondary school students' attitudes towards learning the English language?
- iii) How do these sociocultural and psychological factors contribute to the rural secondary school students' attitude towards learning the English language?
- v) How can the society foster positive attitudes for rural secondary school students to learn the English language

1.2 Research Significance

Despite learning English for 11 years during their primary and secondary education, most rural students in Malaysia can hardly master the language (Hussein Islam & Parilah, 2014); and this issue is

apparent when they further studies to tertiary education or when they enter the workforce. There is a significant relationship between the rural students' attitudes and their English Language achievement (Adnan, 1985). It is therefore important to conduct a research on this topic because by understanding the rural students' attitudes, more understanding can be achieved about the lack of English proficiency amongst rural students in Malaysia and thus provide suggestions to avoid problems in the future.

The findings of this research will not only benefit the students (in their learning), but it will also benefit the teachers and the society at large in which it will help them to understand how their roles affect the students' attitude. This may hopefully lead the teachers to reflect on their teaching practices and make necessary changes to address this issue.

An in-depth qualitative research, such as a case study or an ethnographic research, is the best research design for this topic because it helps in understanding the real culture of the community in rural areas. This is where the researcher seeks to find understanding of this phenomenon or this issue (i.e., case) by going below the surface and beyond assumptions to study about this matter in depth. By understanding the social and cultural elements that contributes to the students' attitude towards learning English, only then will we be able to understand the reason behind their negative attitudes when learning the English language.

2.0 REVIEW OF LITERATURE

Ler (2012) claimed that English proficiency of most Malaysian students, particularly those staying in rural areas, is worrying. As English plays a significant part in Malaysian Education system, the fact that the proficiency of students in rural areas is not up to par (Jamali Ismail & Hasliza Arif, 2002) is undeniably disturbing. In fact, many students in the country actually perceive English as a foreign language where they only use it orally during language lessons (Tom, Aiza, Awang and Siti, 2013). This strengthens the statement by Rosli Talif and Jayakaran Mukundan (1994), Jamali Ismail and Hasliza Aris (2002) that there is insufficient English language practice among Malaysian students. To make it worse, many Malaysian students in general do understand that English is important and they realize that English brings many benefits to them. However, they do not put sufficient amount of hard work to make their English better (Noraini and Noorizah, 1999 as cited in Siti Sukainah and Melor 2014). However, in many rural areas, the students are largely influenced by the "shy" mentality as well as the "small-mindedness" of the society which blinded them from seeing the significance of the language (Lee, 2003; Ler, 2012).

Siti Norliana (2008) stated that social context is a big influence in shaping one's attitude. This statement is in parallel with Brown (2000) who claimed that one's attitude "develop early in childhood and are the result of parents and peers' attitudes" (p.180), together with others from other cultures. Siti Norliana added that attitudes towards a language, whether or not it is important, frequently start at home. Learning a language could also be influenced by the geographical characteristics of the place where a student is learning a second language (Navarro-Villarroel, 2011). For example, most Malaysian school children, in particular those who reside in the rural areas, experience very minimal contact with English language, which is only during their English classes (Normazidah et al., 2012). This situation neither portray the reality nor does it portray the relevance of learning English language for these rural school students. As a result, they show poor attitudes towards the language as it is not meaningful to them.

In addition, students with a positive experience with other languages in their school education are more likely to develop positive attitudes toward learning those languages. These positive attitudes will also be shown in their later life and education (Lindholm-Leary & Borsato, 2001).

Apart from that, the students' attitude is very much associated with their perception on the risk of embarrassment and losing face throughout the learning process (Horwitz, 1990, as cited in Gobel and colleagues (2013). This anxious feeling will only lead to debilitation of the language learning process (Du, 2009; Morreale, 2011; Tanveer, 2007).

Lee (2003) suggests that some English as a second language (ESL) students in our country still perceive English language in a negative way. In her research, he found that, within certain contexts, ESL students in rural parts in Malaysia feel more accepted when they do not use English rather than when using

the language. She also found that using English in some situations may even lead to resentment, enmity, as well as alienation. This is further supported by Ler (2012), who stated that rural students are influenced by the narrow-mindedness and shyness mentality which is an archetypal behaviour for people of limited exposure towards English.

3.0 THEORETICAL FRAMEWORK

Based on the review of related literature, there are quite a number of related theories/approaches and models in regard to this study. However, Vygotsky's (1978) Sociocultural Theory and Spolsky's (1989) Model of Second Language Learning and Gardner's (1985) Second Language Acquisition Theory are connected most significantly and linked closely to the main focus of this study.

Focusing on the importance of social interaction towards cognitive development, Vygotsky's (1978) Sociocultural Theory is very much connected to the sociocultural factors which have been identified as one of the major factor affecting students' attitude towards learning English. Spolsky's Model of Second Language Learning (1989) also talks about how social context plays a big role in molding one's attitude. On the other hand, Gardner's (1985) Second Language Acquisition Theory talks about how the teacher's role (i.e., way of teaching) in classroom is significant in shaping the students' attitude. This theory also highlights how the students' past experiences in learning the language may affect their attitudes. In addition to that, Gardner (1985) also believes that the amount of interaction that one has with the society around him/her using a particular language would also affect their attitude towards learning the language.

Given the brief descriptions of these theories, the researchers believes that these three theories are best used in conducting the research because they will be able to explain about both the sociocultural and psychological elements that shape the students' attitudes towards learning the English language. These theories will be used and referred to in guiding this research and to explain the findings of the study

4.0 RESEARCH METHOD

This study will adopt the qualitative research design in which the researchers proposes to conduct a case study approach to investigate the attitudes of Malaysian students in learning English as a second language. According to Yin (2011), a qualitative research contributes knowledge into existing or developing ideas that may clarify human social conduct, which in this study would be the students' attitude towards learning English. In addition, according to Patton and Cochran (2002), a qualitative research and its methods aim to understand aspects of social life rather than just producing numbers.

For the purpose of this study, the researchers opt to employ the case study qualitative research approach. A qualitative researcher who does case studies is more concerned in the meaning people make of their lives in specific situations (Dyson and Genishi, 2005). Baxter and Jack (2008) strengthen this statement by claiming that "the case study methodology provides tools for researchers to study complex phenomena within their contexts" (p. 544). Thus, it is suitable for this research because instead of just wanting to know what is the attitude of the students, the researchers aims to understand why and how the phenomenon (i.e., positive or negative attitudes) among students are developed.

4.1 Research Setting and Research Participants

This research will be conducted in a public secondary school in a rural district of a southern state in Peninsular Malaysia.

The ratio of male and female students in this school is close to 1:1 (i.e., one male to one female). Around 67% of these students are Malays, 19% of them are Chinese and 14% are Indians. Considering the fact that this state, the district, and the school is quite diverse ethnically in its population, and the fact that the students in this district (and particularly in this school) are often found to having quite poor attitudes towards the teaching and learning (and especially using) the English language, this setting is a suitable place for this research as it aims to see the sociocultural factors affecting one's

The division of the number of the targeted participants are as follow:

- i) **Primary participants: 10 students** (i.e., two students from form 1,2,3,4 and 5, in which both of the students will be either one good attitude student and one poor attitude student – which is indicative of maximum variation sampling). In choosing the primary participants, the researchers will engage in a purposive sampling method through the suggestion of the gatekeepers (i.e., school administrators and teachers), and they will also adopt the stratified purposeful sampling (particularly the maximum variation sampling technique) to get a wider range of students from each form level. The researchers also come up with a selection criteria, in which they will consider the students’ personal and academic backgrounds, such as race, gender, and also their English language proficiency level(s).
- ii) **Secondary participants: 10 parents** (of the students’ chosen). Their participation is crucial in terms of providing data for the sociocultural aspects of the students’ lives that may illuminate their attitudes towards learning English.
- iii) **Secondary participants: All English teachers in this school** (3 teachers). The researchers believe that all of the teachers in this particular school may have useful insights and also personal experiences with students’ (positive and/or negative) attitudes towards the learning of English language, of which would be useful data to be triangulated with the data from the primary participants.
- iv) **Secondary participants: 3 prominent educational authorities in the district** (i.e., the school principal, the district’s SISC+ English teacher and the Head of Education District Office). Their selection is based on their stake in the education system in this particular research setting (i.e., secondary school education in this particular school and in the district). The principal of the school is chosen because as the leader of the school, he will be aware of the condition of the students as well as the English teachers in the school. The English SISC+ teacher is chosen because his work scope involves observing English lessons in schools in the particular the district. The selection of the Head of District Education Office is made as the researchers believe that he is the best person to seek to get to know more about the condition of the teachers and the students in the school chosen as he is in charge of the achievement of all the schools in the district.

4.2 Research Instruments

The research instruments that will be used are face-to-face semi-structured interview sessions, observation sessions, field notes, and document analysis of lesson materials (e.g., teaching plans, teaching modules, students’ exercises, etc.).

4.2.1 Semi-Structured Interview Sessions

In this study, the researchers will conduct two individual interviews on each student (as primary participants) and one interview for each secondary participants (i.e., teachers, parents, and educational authorities) in order to get more information and data, which are useful for the research.

The first interview with the students will focus more on their personal, sociocultural and psychological backgrounds. After collecting data in the observations and analyzing related documents, the students will be interviewed for the second time. This is to get to know more on how they perceive English and their opinions on the significance of learning English as well as their uses of English (inside and outside of the school setting), and their exposure towards the English language.

As for the teachers and the educational authorities the interview is designed to get to know their personal and academic backgrounds as well as their views on the significance of learning of English. More importantly, they will be asked about their thoughts on students' attitudes towards learning English.

The interview sessions with the parents are designed to get to know more in depth information on the values and beliefs that they have on the significance of English learning. More importantly, they will be asked about their thoughts on their attitudes and their children's attitudes towards learning English.

4.2.2 Observation Sessions

Through this case study, the researchers will observe each student for at least three to four times throughout the entire period of the study. In doing so, the researchers will observe the way the student interact with the teacher and other students and most importantly his/her attitudes towards the lessons, which will be observed through their interactions, actions, reactions, and essentially their participations in class.

4.2.3 Filed notes

The researchers also will do a systematic note-taking during the period of the research on important events and circumstances that are deemed to be useful to inform the research. They will take these field notes by recording the times and places of the observations and other important events and circumstances, together "with a description of what is observed on one side and observer comments on the other" (Dyson and Genishi, 2006, p.60).

4.2.4 Document (Lesson Materials)

The researchers will also review related documents from the participants prior to, during, and after their interview sessions. The document review will be done mostly on the students' learning materials and the teachers' teaching materials. As for students' learning materials, they will include students' exercise books and examination scripts as well as their homework. In regards to teachers' teaching materials, they will include the teachers' lesson plans, teaching modules, and other related materials. Reviewing these documents will be really helpful to keep the researchers from "having to interrupt an otherwise healthy flow of conversation" during the interview by asking irrelevant questions (Yin, 2011, p. 149) about information that can be gathered from these documents.

4.3 Data Collection

In gaining permission to conduct this research in the school, the researchers will send the required form (i.e., BPPDP 1.2 for) to the Educational Planning and Research Division (EPRD) under the Ministry of Education to get the permission to do the research. Upon receiving the permission, the researchers will send out a formal letter to the District Education Office to get their consent to carry out this research. The researchers will also contact the District Education Office to follow up on their request to carry out the study in this school. After the request from the District Education Office succeeded, the researchers will later proceed to send an official letter of request to the principal of the school requesting permission to conduct research. After their request is approved, the researchers will set up meetings with the main school administrator who will be available in the school, in which they can be either the schools' principal, vice principal, or head of the English language department to explain the background of the research and the commitment that would be required from the schools, particularly from the students and teachers and students who will be involved.

Upon given permission to conduct the study and with the advice from the school administrators and teachers, in the beginning of the study the researchers will identify and select the students who will participate in the study, in accordance to the selection procedures and selection criteria that were mentioned

previously. After the students are chosen, the researchers will contact their parents to ask for their oral consent before giving the consent letter to the students for them to pass to their parents. The researchers will also give the consent letter to the English teachers in the school and send the letter to the English SISC+ teacher in the District Education Office.

After all the written consents are returned, the researchers will start collecting the data. The researchers will start with the first interview session (i.e., Pre-Observation Interview) with the students and the interview session with their parents. After that, the researchers will start observing the students. During the observation period, they will start collecting the lesson material (i.e., the students' homework, the copies of the teachers' lesson plan, the worksheets, etc.). They will also start interviewing the teachers as well as the educational authorities. Throughout the whole process, they will continuously do the formal and informal observations and take field notes.

4.4 Data Analysis

The main data for this study will be generated from the interview sessions, the instructional observation sessions, and field notes. These particular data will then be complemented by data from other source (i.e., the students learning materials and teachers' teaching materials) through triangulation. This corroboration, according to Yin (2011), "serves as another way of strengthening the validity of a study" (p. 81). The data set will provide "multiple kinds of data on which to build interpretations, answers to research questions, and conclusions" (Abu Bakar, 2013, p. 81)

As for this research, the researchers would do thematic analysis, in which they will first compile all the data (Yin, 2011), read, and make annotations on all the data received from each instrument (i.e., the interview sessions, the observations, the field notes and the learning documents). Patton and Cochran also claimed that although these preliminary observations (on the data) may not seem very significant, it would be very helpful for the first few transcripts as the researchers would still be struggling to sink in the data.

After that, the researchers would go deeper and more thoroughly into the data to start break them into parts. This process is also known as the disassembling of data process (Yin, 2011). They will then reassemble the data (Yin, 2011) into identified the themes (Patton & Cochran, 2002). At this stage, the researchers will use the data from all the instruments and start to identify the themes. These themes will be largely depending on the conceptual framework of the research where the two major elements would be sociocultural factors and psychological factors. After analysing all the data separately (according to the instrument and according to each participant, in which they repeat the same analytical process according to each of the participants based on each of their individual data collected from the research instruments), the researchers will analyse and make the conclusions (Yin, 2011) on the overall data. In doing so, the researchers will do the triangulation process. Triangulations can be divided into four kinds; i) methods triangulation, ii) triangulation of sources, iii) analyst triangulation, and iv) theory/perspective triangulation (Denzin, 1978; Patton, 1999) In this research, the researchers will do two types of triangulation which are methods triangulation (i.e., the instruments) and triangulation of sources (the participants).

4.5 Validity of Research

In order to ensure that the research will be carried out with integrity and rigor, particularly due to the fact that qualitative research requires the researchers to be involved with the participant quite closely and to be in the field for somewhat a long period of time, the researchers will do detailed observations, interviews and document reviews to get "rich" data. This process will involve 4 different sources – students, their parents, the teachers, and the educational authorities – which means that all of these data will be triangulated with one another. This means that two of Maxwell's (2009) validity and rigor criteria will be met, in which the research will be engaged with intensive long-term involvement and also with the collection of various rich data. Throughout the data collection process (i.e., interview, observation, field notes, and document analysis) the researchers will check with the participants whether or not her interpretations of the data analysed and interpreted are the same with what the respondents intend to convey.

This will fit the 4th criteria, which is respondents' validation or member checking. Lastly, the researcher will make comparison of the data received with the research done in other setting to fulfil the 5th criteria; comparison. In doing so, the researchers will constantly compare all of the data collected from each participant in determining the answers for the research questions. The compare procedure involves not only the various data collected on each individual participant (i.e., within-case analysis) but also across participants (i.e., cross-case analysis) (Yin, 2011). Another two criteria; discrepant evidence and negative cases and quasi-statistics will be considered depending on the data received. If the data received turns out to be questionable, thus the researchers will have to do rival explanation by "appropriately recognizing the rival and rejecting the original interpretation" (Yin, 2011, p.80).

5.0 CONCLUSION

This research aims to understand the attitudes of Malaysian students in a rural secondary school towards learning English as a second language. In addition, it also will help in understanding how sociocultural and psychological factors affect the students' attitude. This research is important to all the participants (i.e., the students, the teachers, the parents and the educational authorities). Through the findings of this proposed study, it is hoped that the students will understand themselves more as they engage in the research. To illustrate, from the interview sessions the students will learn more about their own perceptions and beliefs about their attitudes on learning English. Meanwhile, the teachers will get to see how they may change their teaching styles (if needed) in order to have a more interesting and meaningful classroom interaction. The same thing goes to the parents and the educational authorities. This research may be an eye opener for them to see the real situation going in regards to their children's or the students' attitude towards learning English. Not only this will benefit them, it will also benefit the students too as the students may realize more about the importance of learning the English language that would hopefully lead to better attitude to learn English as a second language.

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USE OF GEOMETER'S SKETCHPAD IN THE MALAYSIAN MATHEMATICS CLASSROOM

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ABSTRACT

There is increasing use of technology in the teaching of mathematics. Of particular interest in this study is a dynamic geometry software aimed at enhancing students' mathematical understanding and increasing instructional efficiency. In 2004, the Ministry of Education in Malaysia purchased the licence for Geometer's Sketchpad (GSP), one of many dynamic geometry software, for nationwide use. This paper examines studies regarding the efficacy of GSP in the Malaysian mathematics classroom, and in particular, the teaching of geometry and graph functions. Generally, this tool has been found to be effective in improving students' geometry skills and mathematics achievement. This paper also looks at reviews of teachers' and students' attitudes towards the integration of GSP in the teaching and learning of mathematics. Both teachers and students have displayed positive attitudes towards GSP. Nonetheless, teachers have admitted that they face challenges such as time constraint, inadequate professional training regarding the use of the GSP, as well as the lack of hardware support to bring out the optimum application of technology in their classrooms. As such, school administration and authorities are urged to provide training and maintenance support to create an environment that is conducive to the use of GSP in the teaching and learning of mathematics.

KEYWORDS: Geometer's Sketchpad, Geometry, Graph functions

1 INTRODUCTION

Technology is fast becoming a key tool in education. In Malaysia, mathematics is a compulsory subject in schools, from the primary till secondary levels. According to the Ministry of Education (2012), students' performance in national examinations had been improving gradually from 2000 to 2011. Notably, the passing rate of mathematics in 2011 was nearly 92% for PMR (Penilaian Menengah Rendah or Lower Secondary Assessment) and 81% for SPM (Sijil Pelajaran Malaysian or Malaysian Certificate of Education). However, in 2015, mathematics was one of the 34 subjects that showed a decline in performance in the SPM examination (Abas, 2016). Besides, the GPN (Gred Purata Nasional or National Average Grade) of the SPM examination deteriorated by 0.07 points from 5.08 in 2014 to 5.15 in 2015, where a lower GPN indicates better performance (Abas, 2016). In contrast, students showed improvement in the PMR examination in 2013, with a GPN of 2.67 from 2.71 in 2012, with mathematics as one of the subjects that showed improved performance (Priya, 2013). In short, students' mathematics performances at national examinations are inconsistent and tend to fluctuate. Therefore, the adoption of new technologies in mathematics education is an opportunity to bring students' mathematics learning and performance to a consistently higher level.

Technologies for educational purposes include the scientific or graphic calculator, and mathematical software for providing a platform for online mathematics lectures. Generally, these technologies are seen to be beneficial for mathematics teaching and learning as they could improve students' achievement and attitudes towards mathematics learning (Leong, 2014). Specifically, dynamic geometry software (DGS) is developed and commonly used to strengthen and enhance students' geometrical thinking and mathematical concepts (Hannafin, Burrus, & Little, 2001; Dimakos & Zaranis, 2010; Chew & Lim, 2013; Idris, 2009; Teoh & Fong, 2005). A geometrical figure can be drawn on-screen using DGS. Furthermore, the drawn

geometrical figure can be dragged around on display without changing its geometrical properties while maintaining the geometrical relation of the construction of the figure. Hence, such a geometrical software is described as dynamic (Jones, Mackrell, & Stevenson, 2009). Examples of DGS are Cabri, GeoGebra, and Geometer's Sketchpad (GSP). The licence for Geometer's Sketchpad (GSP) Version 4.05 for Key Press Curriculum in 2004 had been purchased by the Malaysian Ministry of Education (Leong, 2014). This paper provides an overview of the application of GSP in the Malaysian mathematics classroom, as well as implications of the attitudes of teachers and students towards GSP.

2 GEOMETER'S SKETCHPAD IN LEARNING

Geometer's Sketchpad (GSP) is a dynamic geometry software that can be used to create, explore, and analyze a broad range of mathematical concepts such as geometry, algebra, calculus, and trigonometry (Stekee, Jackiw, & Chanan, 2001). From the perspective of mathematics students, the dynamic and graphing features of GSP allow students to explore and visualize mathematical figures and graph functions (Teoh & Fong, 2005; Chew & Lim, 2013; Leong, 2013; Ayub, Tarmizi, Bakar, & Yunus, 2008). Hence students are able to perform informal conjectures on the geometrical relations of mathematical figures or the characteristics of graph functions before attempting to understand them (Teoh & Fong, 2005; Ayub et al., 2008; Leong, 2013).

From the teachers' perspective, GSP helps save time sketching graphs or geometrical figures which may be distorted (Teoh & Fong, 2005). Hence, teachers have more instructional time which can be used to explain mathematical concepts instead of redrawing figures which the students can visualize in proper scaling at the same time (Teoh & Fong, 2005). Moreover, teachers can prepare exercises or tests by printing out the mathematical figures or graph functions that have been created in GSP (Stekee et al., 2001), thus saving time.

3 APPLICATION OF GEOMETER'S SKETCHPAD IN MALAYSIAN SCHOOLS

According to the 2002 Form 1 curriculum specifications, the integration of computer software to explore the concept of polygons was a suggested instructional activity (Ministry of Education Malaysia, 2002). A year later, *dynamic geometric software* was included in the list of suggested activities to teach the properties of angles (Ministry of Education Malaysia, 2003). Then in 2006, Geometer's Sketchpad was specified as the technology for the teaching and learning of straight lines in the Form 4 mathematics curriculum specifications (Ministry of Education Malaysia, 2006). Hence the changes in suggested activities over the years imply that after the purchase of GSP license in 2004, the Ministry of Education wanted teachers to utilize GSP in the teaching and learning of mathematics in different mathematics domains. With GSP having been included in the curriculum specifications at both primary and secondary school levels, it is timely to review the implementation and application in the Malaysian mathematics classroom to assess its effectiveness in improving mathematics learning.

3.1 Efficacy of Geometer's Sketchpad in Geometry Learning

In Malaysia, teachers have been advised to use GSP in geometry lessons. Most of the past studies have associated GSP with van Hiele's geometry phase-based learning in geometry instructional activities. It should be noted that van Hiele's level of geometric thinking is a model that describes students' geometric thinking levels (Mason, 1998).

Chew and Lim (2013) demonstrated the effectiveness of GSP in designing van Hiele's phase-based instructions teaching regular polygons to Year 4 students. The case study found that 22 out of 26 students had advanced their geometric thinking level from level 0 or level 1 to level 2. The positive results imply that a well-designed instructional activity with the aid of GSP could enrich students' geometric understanding. In contrast, however, Poh and Leong (2014) did not find such encouraging results when they examined the effects of GSP on Year 3 pupils' van Hiele's geometric thinking levels. The study

disclosed there was no significant difference in van Hiele's geometric thinking levels between the treatment and control groups. Poh and Leong (2014) attributed the insignificant effect to the short period of time during which the study was carried out. The researchers were of the view that perhaps students needed more time to master different mathematical concepts.

Similar studies have been carried out at secondary education. Quasi-experimental studies involving Form 2 students (Idris, 2007) and Form 3 students (Idris, 2009) were carried out to examine the effectiveness of GSP with regard to their geometric achievement and van Hiele's geometric thinking. Both studies were carried out for 10 weeks. The experimental group used GSP as an instructional tool while the control group was taught using the conventional teaching approach. The results indicated that the experimental groups for both Form 2 and Form 3 showed a significant improvement in van Hiele's geometric thinking and geometry achievement. Another study by Abdullah and Zakaria (2013) also found a positive impact on students' geometric thinking levels after the utilization of GSP. The study involved 94 Form 2 students who were taught the topic of Transformation. Ten students where five students from each group were randomly selected for interview to study their geometry thinking level in details. Although the students in both the experimental and control groups showed advancement in van Hiele's geometric thinking levels, four out of five from the treatment could progress to Level 3 whilst none from the control group achieved Level 3.

3.2 Efficacy of Geometer's Sketchpad in Graph Functions

With regard to graph functions, Teoh and Fong (2005) carried out a quasi-experimental study to investigate the effectiveness of using GSP and the graphic calculator in the learning of quadratic functions by Form 4 students. The findings revealed that there was no significant difference in mathematics achievement between students who used GSP and those who used the graphic calculator. This implies that both tools are equally effective in enhancing mathematics learning. Teoh and Fong (2005) emphasized visualization as the key to better understanding. They, therefore, urged teachers to continue using GSP or to start to use it if they had yet to do so.

In another study, Leong (2013) examined the impact of using GSP by 43 Form 6 students who were taught graph functions. In the experimental group, 22 students explored the characteristics of graph functions with the help of computers that were equipped with GSP while 21 of them in the control group were taught using the traditional teaching approach. The result, in line with that of Teoh and Fong (2005), showed that GSP did improve the students' performance.

In another study, a prototype of the GSP digital module, designed for the teaching and learning of quadratic functions to test its pedagogical usability, was examined by 34 secondary school mathematics teachers (Nordin, Zakaria, Embi, & Yassin, 2008). The teachers found that the GSP digital module met the criteria for pedagogical usability, *viz.* student control, student activities, objective-oriented, application, value-added, motivation, knowledge value, flexibility, and response. Its features such as plotting graphs and graphing simulations made learning more interactive and interesting as it allowed students to do informal conjecture (Nordin et al., 2008).

This paper has, thus far, reviewed the efficacy of GSP in the Malaysian mathematics classroom. Generally, this technological tool has been found to be effective in improving students' geometry and their learning of graph functions in the Malaysian classroom. However, it is important to note that as much as technology can help students understand mathematics better, it does not override students' need to learn and master basic mathematics skills such as addition, subtraction, multiplication, and division (Ministry of Education Malaysia, 2006). Besides, the effectiveness of the technology depends on the way or the extent to which it has been utilized. As emphasized by Teoh and Fong (2005), teachers' enthusiasm in the classroom and willingness to exploit educational technological tools are the key to fostering a successful mathematics classroom. It is therefore important to examine teachers' and students' perceptions and attitudes towards the GSP. The following section of the paper will deal with this.

4 TEACHERS' AND STUDENTS' PERCEPTION TOWARDS GEOMETER'S SKETCHPAD

With regard to teachers' use of GSP, a lesson study was mooted to encourage the integration of GSP in the mathematics classroom (Chew & Lim 2011; Liew & Lim, 2009). A lesson study refers to a form of teacher professional development where a small group of teachers work together, following a fixed time schedule to plan, practice, appraise, and amend collaboratively on lesson plans (Chew & Lim, 2011). The studies found that most of the teachers showed positive attitudes throughout the skill training and collaboration process, and this resulted in GSP's efficacy in enhancing students' performance in geometry learning. However, in the interview session, teachers voiced out the challenges they experienced in the process. For instance, they faced time constraint, and as such they had difficulty designing comprehensive instructional activities using GSP (Chew & Lim, 2011; Liew & Lim, 2009). Despite the obvious benefits of the lesson study which enabled teachers to collaborate and exchange their GSP instructional materials, teachers also found it problematic assigning a time slot for their discussions. In view of these challenges, Abdullah, Surif, Ibrahim, Ali and Hamzah (2014) designed a GSP module known as MyGSP. The module, tailored for the Malaysian secondary level mathematics curriculum, includes a video demonstration on GSP usage for teachers and how to hone higher order thinking skills and teaching strategies. The designers of the module were hopeful that mathematics teachers would find it useful (Abdullah et al., 2014).

According to Chew and Lim (2011), apart from time constraint, teachers were also reluctant to use GSP if facilities in the school were not well maintained and supported. When there were frequent malfunctioning of computers, breakdown of LCD projectors, or insufficient number of computers for students to use, teachers were often discouraged. Therefore, a successful mathematics classroom requires collaboration from teachers, school administrators and Ministry of Education to support and ensure good hardware maintenance, software updates, and optimal workload.

With regard to students' attitudes towards the use of GSP, it was found that students perceived it as a useful tool (Idris, 2007, 2009; Liew & Lim, 2009; Leong, 2013). A study by Leong (2013) on Form 6 students showed improved attitudes towards the learning of graph functions when GSP was integrated in the lesson. The students also participated actively in group discussions (Liew & Lim, 2009). However, one must not discount the fact that the students' positive attitudes towards the GSP in learning might be due to the novelty effects of technology (Hanaffin et al., 2001). Therefore, the role and potential of technology, in this case, GSP, must be examined thoroughly to maximize its effectiveness in teaching and learning (Ayub et al., 2008).

5 CONCLUSION

In general, the literature suggests that GSP is an effective tool in the teaching and learning of geometry and graph functions in the Malaysian mathematics classroom. For instance, GSP is time-efficient when sketching of geometrical figures or graph functions with accurate scales. It enables students to visualize and conject informally about related mathematical concepts. Meanwhile, teachers would have more time to explain or explore more mathematical concepts compared to the conventional approach to mathematics instruction. The result is that GSP also has a positive impact on students' mathematics performance, in particular geometry and graph functions, as students are able to better understand mathematical concepts owing to the dynamic features of GSP. As such, teachers are urged to make use of GSP to enhance students' mathematics learning.

The important role of mathematics teachers in making pedagogical decisions on whether to utilize GSP and the challenges they face should be highlighted. As indicated earlier, teachers' and students' attitudes towards the use of GSP have been positive in general. Nevertheless, it is essential to ensure that teachers do not despair over poor hardware maintenance. It is indeed a challenge to help teachers overcome the time constraint factor in the preparation of GSP instructional materials as well as equipping them with the necessary technical skills to take full advantage of GSP. Therefore, it is proposed that all mathematics teachers be provided with comprehensive training on using and integrating GSP in their mathematics lesson instead of merely training representatives of selected schools. In addition, pre-service mathematics teachers

should also be similarly trained to equip them with the essential skills to use GSP effectively. With regard to the challenge of preparing GSP instructional materials with limited time, teachers are advised to utilize the peer-coaching group time to collaborate on constructing GSP materials and to provide constructive advice to peers for teaching mathematics. Taken together, it requires teachers' in-depth pedagogical insights to make the most of GSP. Hence teachers' professional development is a key factor in improving mathematics performance while technology acts as an effective teaching aid. To conclude, GSP might have many useful features but the efficacy of the tool in enhancing students' mathematics performance also depends very much so on teachers' willingness and competence to fully exploit GSP.

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A REVIEW ON TEACHER'S PERCEPTION TOWARDS THE USE OF INTERACTIVE WHITEBOARD IN CLASSROOM ACTIVITIES

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ABSTRACT

This paper aims to examine and review the existing literatures on teacher's perception towards the use of interactive whiteboard in the classroom activities. The researchers had conducted the armchair analysis technique where previous studies related with the teacher's perception on interactive whiteboard were collected and analyzed. The purpose of doing this is to facilitate the researchers to tract down the literatures and categorize them into belonging categories. The researchers had divided the content of this conceptual paper into three main sections. The first section explained about the introduction and study background of the interactive whiteboards. Second section talked about the integration of interactive whiteboards in education. In this section, the researchers had collected relevant articles to study about the interest topic which is on teacher's perception towards the use of interactive whiteboard in classroom activities. There are no time boundary set since the researchers try to find the pattern of the study throughout the year. Next, the third section writes about the future of interactive whiteboard in an educational setting and how it can give impact in the teaching and learning process. Through all the literature reviews, the findings of this conceptual paper revealed that teachers perceive interactive whiteboard as an interactive learning tools that can be used to assist them in the instructional delivery. However, there are also negative perceptions highlighted especially in term of technical support and cost for maintaining the interactive whiteboard. From the research also, the researchers have recognized and categorized the most prominent themes that emerged from previous research conducted. As a whole, this paper summarizes the teacher's perception on the integration of interactive whiteboard in the classroom activities by following the armchair analysis technique.

KEYWORDS: Teacher's perception, Interactive whiteboard, Teachers, Classroom activities

1.0 INTRODUCTION

The education system has been rapidly and widely moving towards the modern way of teaching and learning nowadays. There are a lot of educational institutions including government and private sectors who have been supplied their students with technology such as computers, Internet, iPad and others in order to create best learning environment and learning experience (Turel, 2012). Besides that, further effort has been extended to make this objectives come true by integrating communication technologies including interactive whiteboards in the classroom. From the previous studies conducted, there are numerous existing literature reviews that write about the use of interactive whiteboard for teaching and learning purposes (Higgins, 2007). An interactive whiteboard is defined by Coyle (2015) as a large board with touch sensitive screen which is typically mounted on a wall; connected with computer and projector. The combination of these technologies has create the new trends for teachers to create new and exciting ways to deliver the instruction in two-way communication with the students. This new learning environment is different when compared with the traditional approach of chalk-and-talk (Hall and Higgins, 2005). Students are able to express their ideas and skills openly with the use of interactive whiteboard. Based on the previous research

conducted, most of the researchers have identified the advantages of interactive whiteboard and described the emerged themes in the related categories. Other than that, there are also a lot of studies talked about how interactive whiteboard had been used in the education and how it can give impacts to the teachers and students.

2.0 STUDY BACKGROUND

Most of educational institutions have embedded the use of technologies in the classroom to enhance the instructional delivery process. To date, there are a lot of technologies introduced to teachers and students in the classroom including the use of interactive whiteboards. Interactive whiteboard which come from the combination of computer, projector, and smart screen are becoming more popular and began to attract the attention in our education system (Akkoyunlu, 2013). Despite of the numerous interest in interactive whiteboards studies, the researchers believed that academic literature in this area are still slowly emerging especially in the study of how the teacher's or student's perceive the integration of interactive whiteboard in the classroom activities.

Smith, Higgins, Wall, and Miller (2006) claimed that the use of interactive whiteboards can enhance the interaction between the teachers and the students by allowing them working together and sharing ideas to each other. Besides that, encouraging students to use interactive whiteboards can also help them develop self-confidence of using technology (Md. Khambari, 2014). This is because students are able to operate the technology themselves with the minimal supervision from their teachers without feeling fear to make mistakes. From the research conducted also, the researchers found that the teachers can enhance student's motivation and retention in the classroom by applying several ways of delivery instruction technique assisted by interactive whiteboard (Beauchamp & Parkinson, 2005). Turel (2010) also mentioned about the advantages of interactive whiteboard in the classroom including enhancing social interaction, grasp learner's attention, and facilitate the learning process by using visual media that can be embedded in the interactive whiteboards.

Although these researches focus on the benefits of the interactive whiteboard and its magnificent impact, the researchers believed that it is crucial to understand and explore about the truth from teacher's own perception and how far the integration of interactive whiteboard can assist them delivery the instruction in a more meaningful way. This is because the way of how the teachers view or perceive the interactive whiteboards might be different from others depending on several factors such as time, strategies and technique in teaching. Besides that, teacher's skill and technological abilities are also factors that influence on how they perceive the use of interactive whiteboard in their classroom (Hodge & Anderson, 2007). Beauchamp (2004) has developed a framework to classify the interactive whiteboards user based on the behaviour and perception. The result indicated that the teachers who are regards as a beginner tend to use interactive whiteboard in a traditional ways while advanced teachers are able to utilize the functions embedded in it to create the interactive lessons.

3.0 RESEARCH OBJECTIVES

The main objectives of this study is to provide an understanding on how the teachers perceive the integration of interactive whiteboard in their classroom activities. Other than that, the researchers aims to analyse the underlying reasons of interactive whiteboard adoption especially in the educational sectors. Specifically, the objectives of this research are translated into more specific objectives as listed below:

1. To understand teacher's perception towards the integration of interactive whiteboards in the classroom activities.
2. To analyse the underlying reasons of interactive whiteboards adoption in an educational settings.

4.0 RESEARCH METHODOLOGY

The aim of this study is to determine teachers' perception on how the interactive whiteboard can assist them in lessons planning as well as the difficulties that they may face while using the interactive whiteboard. Armchair analysis technique has been employed to carry out the systematic literatures reviews for this study. According to Glass (1976), armchair analysis is where the research was done by reviewing literature from journals. This kind of analysis is considered as a non-empirical technique to obtain data for the research. As the objectives is the most important part in a research, therefore, it is crucial to choose a suitable research design to meet and accomplish the objectives of the research (Cohen, Manion, & Morrison, 2013). According to Swann and Pratt (2003), an educational research is a critical and systematic request for information which aimed to inform educational judgements and decisions to improve educational action. Besides that, case study research design is also used in this study. Case study design is used to investigate in-depth one or few cases naturally occurred in social situation (Swann & Pratt, 2004). A case study research is chosen for this study is to gather all the related literatures regarding teachers' perception on integrating interactive whiteboard in classroom activities. The purpose of doing this is to provide facilities to other researchers so that they can get access to it easily for future research.

5.0 SIGNIFICANCE OF THE STUDY

The significance of this study is to gather all the related literatures regarding teacher's perception when they integrate interactive whiteboard for educational purposes. This study also can be used as supplement references to the existing literatures or previous studies conducted. In other words, this article is meant to update the previous studies conducted to provide an additional analysis involving the use of interactive whiteboards and what are teacher's perception or views about it. As mentioned before, interactive whiteboards are considered and one of the existing and emerging technology used as teaching tool in the classroom. The use of it has become a trend worldwide and are being used in many institutions especially in the educational settings. However, we have to aware that every technology comes with its own advantages and disadvantages. Understanding the teacher's own perception while integrating interactive whiteboards in a real context and environment will help the researchers to gain deep insights of how this new technology can be used as one of the learning tools in the classroom to enhance and promote meaningful learning (Johnson, 2007). Hence, this study is important to examine the teacher's perception on how the interactive whiteboard can be integrated in the classroom.

6.0 THE INTEGRATION OF INTERACTIVE WHITEBOARD IN EDUCATION

There are changing in pedagogy practice among teachers by adopting interactive whiteboards in teaching and learning (Lewin, Somekh, & Steadman 2008). Some of the teachers were developing new ways to deliver their instruction by using new skills in order to draw on possibilities that offered by the interactive whiteboards. Besides, teachers had become more skilful in using interactive whiteboards to develop new kinds of interactivities with pupils, which involving the interactivity among teachers and pupils; as well as with the learning resources. Previous studies also conclude that the teachers were adjusting their lifestyle in becoming more inclusive and cooperative in supporting learning.

There are some suggestions for teachers in integrating interactive whiteboards into the education system by Marzano (2009); namely (1) organizing content, design the flipcharts accordingly and insert page as a reminder for teachers to pause and reflect with students on the new information, which is spend time to process the content, (2) visuals should be chosen carefully and only focus on the important ideas, and (3) use the interactive whiteboard with the best practice that we can give. Besides that, Slay and Hodgkinson (2008) suggested that in order to ease the process of utilizing interactive whiteboards in teaching and learning, there is necessary needs to have proper instalment of the boards, providing continuous technical support, and provide sufficient training for teachers with the introduced technology.

Teachers are considered as the key role in taking the responsibility in implementing the interactive whiteboards in teaching and learning process. Therefore, it is important to consider the reasons of implementing the innovation from teacher's perspectives. Tosuntaş, Karadağ, and Orhan (2014) stated that

there are several factors that affect the teachers in using interactive whiteboard in teaching and learning. The most prominent factor that has been highlighted is on how the teachers perceive the interactive whiteboard as user-friendly tool to help them in the classroom. However, software and hardware difficulties experienced by the teachers during the use of interactive whiteboard should be resolved.

Besides that, social influence was also an important factors that affects teachers' adoption of interactive whiteboard in teaching and learning (Wong, Russo & McDowall, 2013; Wong, Teo, & Goh, 2013). For example, when a teacher in a school is using interactive whiteboard and reaches a critical mass, the other teacher's adoption of interactive whiteboard in the school will also increase (Tosuntaş, Karadağ, & Orhan, 2014). Lewin, Somekh, and Steadman (2008) also found out that interactive whiteboards are able to affect motivation of students who have problem with low prior attainment. Students who were not achieving full potential are motivated and attain gains after the teachers used interactive whiteboard as the pedagogical approach.

Previous studies conducted also suggested that the effect of integrating interactive whiteboard is greater when the students are divided into small groups, rather than as a part of the whole class. As students are the end-users compared to the teachers, the student's acceptance of interactive whiteboard is also one of the concerns for understanding the reasons of the emerging of this innovation. According to Mata, Lazar, and Lazar (2015), students agreed that the evaluation of the pedagogical factors, which include easy learning, improving the learning results, increasing understanding and study level were the main reasons for the acceptance of interactive whiteboard among them.

6.1 Benefits to the teachers and students

Kennewell and Beauchamp (2007) claimed that teacher's perceive the interactive whiteboard as an effective tools in gaining and keeping students' attention, stimulate thinking and maintaining focus of the students on subject matters rather than just focusing on the teachers or other peers. By using an interactive whiteboard, it will be better to address the needs of the students rather than the other options (Shannon & Cunningham, 2009). This is because the teachers will have more time to walk around the class and keep an eye on the students, rather than just monitor them at a stationery position when using a blackboard or overhead projector. Therefore, teachers are able to help the students who are struggling with the teaching content.

On top of that, other study claimed that students are able to engage more in the classroom activities, as the teachers can give quick access to photos or videos from the Internet as an aid of teaching (Marzano, 2009). Marzano (2009) also suggested that teacher can use some interactive software to reinforce student's memories by giving questions or exercises. Beauchamp and Parkinson (2005) stated that by using interactive whiteboard, teachers are able to save the student's activities or worksheets by the end of the class for future lessons. Through this way, the teachers does not need to record everything manually and can just use software on the interactive whiteboards to ease their work. Kennewell and Beauchamp (2007) also supported the statement where they found out the traditional classroom media such as blackboard, textbooks, work sheets and so on had less flexibility compared to the interactive whiteboard. Undoubtedly, the use of interactive whiteboard has allowed the teachers to adjust the lessons by following the needs and interest of the class.

6.2 Advantages of integrating interactive whiteboards in the classroom

In a research conducted by Tsai and Jang (2012), they had identify the reasons of elementary school Mathematics and Science teachers in Taiwan for practicing or not practicing the interactive whiteboard. The closed ended questions given to the teachers were developed according to an overview of the discussion from the previous research about the advantages and disadvantages of practicing interactive whiteboard. The result of the survey indicates that interactive whiteboards are able to attract student's attention during the lesson and enhance the two-way interactions between the teacher and students and among the students

themselves. Furthermore, interactive whiteboard has successfully stimulates students' attention and enhance their motivation because the lessons are more fun and enjoyable (Aytaç, 2013).

According to Manny-Ikan and Dagan (2011), students reported that the implementation of interactive whiteboard in classroom also provide enjoyment of learning, expectant understanding on the materials and promote the desire to actively participate during the learning process. Other than that, the use of interactive whiteboard can assists teachers in explaining complex and abstract concept since interactive whiteboard has the visual effect such as highlighting, drawing and colouring that make the teaching process run efficiently (Tsai & Jang, 2012). This finding is linear with Skutil and Maněnova (2012) where the result claimed that, interactive whiteboard are able to assist teachers in Science teaching it has the ability to visualize things such as complex pictures or abstract ideas.

Besides, Johnson and Türel (2012) carried a research study on 174 Turkish teachers who have actively practicing the interactive whiteboard in their school for at least six months. The purpose of the study conducted is to evaluate teachers' perception and the integration of interactive whiteboard in the classroom. From the findings, the teachers were satisfied with the use of interactive whiteboard and they perceived that technology as powerful tools that can helps and motivate them in giving instruction. This claimed agreed by Amani and Yousif (2015) in their research study where the result indicates that interactive whiteboard help teachers in designing new instructional situations confidently. Besides that, they are also able to put various strategies and techniques into practice by practicing the interactive whiteboard in classroom.

6.3 Disadvantages of integrating interactive whiteboards in the classroom

Financial constraint become the most prominent problem in using interactive whiteboard in school (Tsai & Jang, 2012). The cost required to install the interactive whiteboard in school is high and some of schools are having financial problem with the affordance to purchase this technology for teaching and learning purposes. The teachers and administrators are full aware that schools have to equip with baseline configuration technology such as teaching computers, high quality digital projectors, wireless keyboards and mouse and others. But most of these technologies demand for high monetary value. In a research study conducted by Amani and Yousif (2015), teachers claimed that the relevant authorities did not supply the appropriate financial support to provide classrooms with the interactive whiteboard.

Technical issue is another limitations concerns with the use of interactive whiteboard. There are numbers of issues stated by Ishtaiwa & Shana (2011) in their study on pre-service teachers using the interactive whiteboard for Arabic language teaching and learning. Among the issues mentioned included the time needed by the teachers to prepare the learning materials, technological infrastructure and resources, training and technical support. Some of the technical issues that happens when conducting lessons using interactive whiteboard are the inability to manipulate certain images and symbols. Based on the study conducted by Aytaç (2013), the common complain made by the student is about the struggling with technical problem when the interactive whiteboard does not function properly. The technical issues such as sensitivity problem and calibration setting also has been highlighted in the previous studies and has result to slowdown in teaching process, time loss, and interrupt student concentration in classroom. Related to this issue, teachers pointed their difficulty of not having technical support to solve the technical problem in their immediate needs (Tsai & Jang, 2012). Technical issues that happen when integrating the interactive whiteboard in the classroom also lead to time waste and the teachers are sometimes refuse to use it and more comfortable to use white board (Gasaymeh & Jwaifell, 2013).

7.0 THE FUTURE OF INTERACTIVE WHITEBOARD

There are some teachers who are not ready to implement the interactive whiteboard in the classroom due to the lack of skills in handling the technology. In order to encourage teachers to implement the interactive whiteboard successfully in the future, schools must provide specific training programs with specific skills for teachers to let them explore and become proficient in using the interactive whiteboard. In

order to enable the teachers master using the interactive whiteboard, Columba and Yudt (2011) emphasized that it is very important to provide sufficient training and support so that the teachers know on how to utilize and maximize the use of interactive whiteboard in education. Teachers have to be provided with consistent training to help them use the interactive whiteboard effectively (Abuhmaid, 2014). Other than that, issues related to interactive whiteboard implementation such as technical issues and skills need to be eliminated first to ensure widely diffusion of interactive whiteboard in education in the future.

The same attention should also give on the installation of interactive whiteboard. Technical support should be provided so that the teachers can conduct their lessons efficiently. This is due to the reason that classroom activities might be disturbed whenever the technical issues arises and this situation may affect the teacher's and student's interest in teaching and learning process. Other than that, trained technical consultant hired must be fully competent and aware about the capabilities of interactive whiteboard including the software supplied with the board (Becta, 2004). The relevant authority need to employ at least one technician for each department so that the learning process by integrating interactive whiteboard can run smoothly and efficiently to both teachers and students (Gasaymeh & Jwaifell, 2013). Sufficient technical support is one of the crucial element as it might lead to stress free for teachers in using interactive whiteboard in classroom and also might increase the rate of adoption of this new technology in the future.

8.0 CONCLUDING REMARKS

This conceptual paper present on teachers' perception toward the use of interactive whiteboard in classroom activities. From the literature reviews, the main purpose of integrating interactive whiteboard in schools is to assist teacher in designing more meaningful lesson to the students. The interactive features of interactive whiteboard that has been embedded does helps teachers in visualizing complex concept thus enhance greater understanding of the students. However, there are some issues inhibit the use of interactive whiteboard where it needs to be resolve in order to provide more effective technology tool for teaching and learning purposes.

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KESAN MANIPULASI FOKUS PENUMPUAN TERHADAP PEMBELAJARAN KEMAHIRAN LONTARAN PETANQUE

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ABSTRAK

Kajian ini bertujuan menentukan kesan manipulasi fokus penumpuan (fokus luaran dan dalaman) terhadap pembelajaran kemahiran lontaran pointing petanque dengan mengawal faktor kebolehan kognitif dan efikasi-kendiri. Kajian-kajian terdahulu didapati tidak mempertimbangkan faktor-faktor ini dalam mengkaji kesan tersebut. Justeru, isu ini penting untuk ditangani bagi memastikan kesan fokus penumpuan terhadap pembelajaran kemahiran motor tidak dipengaruhi oleh faktor-faktor lain yang juga didapati memberi kesan terhadap pembelajaran tersebut. Untuk itu seramai 135 orang peserta lelaki yang tiada pengalaman dalam permainan petanque telah dipilih untuk menyertai kajian ini. Mereka juga terdiri daripada individu dengan tahap kebolehan kognitif yang sama (tahap sederhana) yang ditentukan menggunakan Raven's Advanced Progressive Matrices (APM) (Raven, Court, & Raven, 1988). Efikasi-kendiri peserta pula diukur menggunakan soal selidik yang diadaptasi dari panduan membina skala efikasi-kendiri oleh Bandura (2006). Secara umumnya dapatan kajian menyokong kajian terdahulu yang mendapati fokus penumpuan luaran memberi manfaat kepada pembelajaran kemahiran lontaran pointing petanque manakala peranan yang dimainkan oleh kebolehan kognitif dan efikasi-kendiri dibincangkan dengan lebih terperinci.

KEYWORDS: Fokus penumpuan, Pembelajaran motor, Kebolehan kognitif, Efikasi-kendiri, Lontaran Petanque

1.0 PENDAHULUAN

Sejak lebih sedekad lalu, siri kajian yang berkaitan dengan fokus penumpuan telah menunjukkan bahawa ia berperanan dalam mempengaruhi pembelajaran dan kawalan motor (Lohse, 2012). Spesifiknya, arahan yang mengarahkan fokus penumpuan pelaku kepada kesan pergerakannya ke atas persekitaran (fokus luaran) boleh meningkatkan prestasi dan lebih penting membantu pembelajaran kemahiran motor (Wulf, Shea, & Lewthwaite, 2010). Terdapat banyak kajian lepas memberi gambaran tentang manfaat fokus luaran terhadap pembelajaran dalam pelbagai kemahiran motor sepertiimbangan (Wulf, 2008), ketangkasan (Porter, Nolan, Ostrowski, & Wulf, 2010), *pitching* golf (Wulf, & Su, 2007), *putting* golf (Land, Frank, & Schack, 2014), lontaran percuma bola keranjang (Al-Abood, Bennett, Hernandez, Ashford, & Davids, 2007), mengangkat beban (Marchant, Grieg, Bullogh, & Hitchen, 2011), servis bola tampar (Wulf, McConnel, Gartner, & Schwarz, 2002), menggelecek bola sepak (Ford, Hodges, & Williams, 2005), melompat (Wulf, Dufek, Lozano, & Pettigrew, 2010), pukulan kilas tenis (Maddox, Wulf, & Wright, 1999),

pukulan besbol (Castaneda & Gray, 2007), lontaran dart (Sherwood, Lohse, & Healy, 2014), gimnastik (Abdollahipour, Wulf, Psotta, & Nieto, 2015), dan pemulaan lari pecut (Ille, Selin, Do, & Thon, 2013)

Walaupun kajian berkaitan kesan fokus penumpuan terhadap pembelajaran kemahiran motor telah banyak dilakukan, namun generalisasi kesan tersebut terhadap segenap kemahiran motor tidak boleh dilakukan dengan sewenang-wenangnya. Spesifiknya, kesan positif fokus penumpuan luaran terhadap pembelajaran kemahiran motor perlu digunakan dengan berhati-hati disebabkan setiap kemahiran motor mempunyai keunikan yang tersendiri. Menurut McMorris (2004), keunikan setiap kemahiran motor menyebabkan individu yang telah menguasai sesuatu kemahiran motor tidak semestinya akan dapat menguasai kemahiran motor lain yang hampir sama dengan kemahiran yang telah dikuasai tersebut. Untuk itu kajian ini cuba untuk menguji kesan tersebut ke atas kemahiran lontaran dalam permainan petanque. Ini kerana permainan petanque yang mula diperkenalkan di Malaysia pada lewat tahun 90an, kini semakin berkembang apabila acara ini dipertandingkan dalam Sukan Malaysia (SUKMA), Sukan Asia Tenggara (Sukan SEA) bahkan terdapat juga kejohanan dunia untuk sukan ini. Oleh itu, adalah penting kesan fokus penumpuan terhadap pembelajaran kemahiran lontaran petanque dikaji bagi meningkatkan kefahaman tentang bagaimana kemahiran lontaran petanque dapat dikuasai dengan lebih cepat bagi menyumbang kepada penghasilan pemain-pemain petanque yang berkualiti yang akan bertanding dalam sukan tersebut.

Dalam membincangkan kesan fokus penumpuan terhadap pembelajaran kemahiran motor, kita tidak boleh mengabaikan faktor-faktor lain yang juga didapati memberi sumbangan. Menurut Ackerman (1988 & 1992) melalui teori kebolehan sebagai penentu pemerolehan kemahiran, kebolehan kognitif merupakan faktor yang menentukan keupayaan individu dalam pemerolehan kemahiran motor pada peringkat awal pembelajaran. Selain daripada itu, kajian-kajian terdahulu (cth: Jourden, Bandura, & Banfield, 1991; Lamarche, Gammage, & Adkin, 2011; Stevens, Anderson, O'Dwyer, & Williams, 2012) juga menunjukkan bahawa efikasi-kendiri juga mempunyai perkaitan dengan pembelajaran kemahiran motor. Oleh itu, bagi memastikan kesan sebenar manipulasi fokus penumpuan terhadap pembelajaran kemahiran lontaran petanque, kajian ini akan mengawal peserta kajian dengan melimilih peserta dari kalangan individu dengan tahap kebolehan kognitif homogenous sahaja kerana kebolehan kognitif telah terbukti memberi sumbangan terhadap pemerolehan kemahiran motor pada peringkat awal pembelajaran. Dalam masa yang sama kajian ini juga akan mengawal efikasi-kendiri peserta kerana faktor ini juga mampu menjadi penentu kepada pemerolehan kemahiran motor.

Berdasarkan kenyataan-kenyataan yang dinyatakan di atas, maka kajian ini dijalankan bertujuan untuk menentukan kesan manipulasi fokus penumpuan (fokus dalaman, fokus luaran dan situasi kawalan) ke atas pembelajaran kemahiran *pointing* petanque dalam kalangan peserta dengan tahap kebolehan kognitif yang homogenous dengan mengawal pemboleh ubah efikasi-kendiri.

2.0 METODOLOGI

Kajian ini menggunakan reka bentuk kuasi-eksperimen. Secara khususnya, kajian ini bertujuan menentukan sejauh mana pembelajaran telah berlaku kepada setiap peserta dalam setiap kumpulan selepas tamat latihan kemahiran lontaran petanque. Bagi menentukan perkara tersebut, reka bentuk lebih khusus iaitu reka bentuk pengekal atau pemindahan perlu digunakan kerana Schmidt dan Wrisberg (2008) menyatakan, untuk menentukan pembelajaran sebenar, pengkaji perlu menggunakan rekabentuk pengekal atau pemindahan dalam kajian mereka. Melalui reka bentuk ini prestasi lontaran peserta akan dinilai sepanjang tempoh latihan, kemudian sehari selepas latihan tamat, pembelajaran dinilai dengan menjalankan ujian pengekal atau pemindahan. Cara ini membolehkan kesan sementara pembelajaran semasa sesi latihan dapat dihapuskan seterusnya dapat memastikan hanya kesan pembelajaran yang kekal akan dinilai.

Peserta yang terlibat dalam kajian ini adalah seramai 135 orang yang dibahagikan kepada tiga kumpulan iaitu kumpulan fokus dalaman ($n=46$), kumpulan fokus luaran ($n=45$) dan kumpulan kawalan ($n=44$). Kesemua peserta terdiri daripada pelajar lelaki yang tiada pengalaman bermain mahupun melontar bola patanque sebelum ini. Kesemua peserta adalah pelajar peringkat ijazah sarjana muda di Institut Pendidikan Guru Malaysia sekitar Lembah Klang dalam pelbagai bidang pengkhususan yang berumur di

antara 18 hingga 25 tahun ($M=21.18$; $SP=1.85$). Kesemua peserta juga terdiri daripada individu dengan tahap kebolehan kognitif sederhana dengan skor di antara 11 hingga 25 ($M=18.26$; $SP=3.84$) yang diukur menggunakan Raven's Advanced Progressive Matrices (Raven, Court, & Raven, 1988).

Tugasan lontaran dalam kajian ini dilakukan di atas permukaan *quary dust* (permukaan sebenar untuk perlawanan petanque). Sasaran yang berupa *cocchonet* diletakkan dengan jarak enam meter dari garis hadapan bulatan peserta ketika melontar dan bulatan tersebut berdiameter 0.5 meter. Kesemua peserta diberi penerangan dan tunjukcara yang sama tentang perkara-perkara berikut iaitu cara memegang *boule*, kedudukan kaki, hayunan tangan dan ikut lajak. Sebelum bermula sesi latihan, pengkaji memberikan arahan fokus penumpuan yang berbeza kepada kumpulan-kumpulan yang telah ditetapkan. Bagi kumpulan fokus dalaman, arahan fokus bagi mereka adalah "hayun tangan anda seperti bandul". Manakala arahan "berikan tumpuan anda kepada sasaran" diberikan kepada kumpulan fokus luaran, manakala tiada arahan fokus khusus diberikan kepada kumpulan kawalan. Arahan-arahan ini diubahsuai berdasarkan arahan yang digunakan oleh kajian-kajian terdahulu (cth: Wulf et al., 2007, golf; Maddox et al., 1999, tennis; Marchant et al., 2007, dart). Sejurus sebelum memulakan blok pertama sesi latihan, peserta terlebih perlu menjawab soal selidik bagi menentukan tahap efikasi-kendiri mereka terhadap tugas melontar yang akan mereka lakukan. Setiap peserta akan melakukan 10 lontaran percubaan yang dibahagikan kepada 10 blok dengan 10 lontaran untuk setiap blok. Dalam setiap blok, peserta akan melakukan 10 lontaran tersebut secara berterusan. Dalam konteks kajian ini skor adalah berdasarkan ralat yang dilakukan dalam setiap lontaran di mana semakin besar ralat menunjukkan semakin rendah ketepatan lontaran. Ralat ditentukan dengan mengukur jarak sisi *boule* yang terhampir dengan pusat *cocchonet*. Ujian pengekal dijalankan sehari selepas selesai sesi latihan. Dalam sesi ini, peserta akan melakukan 10 percubaan yang sama seperti dalam sesi latihan namun tidak diberikan sebarang arahan fokus. Sejurus sebelum ujian pengekal, peserta dikehendaki menjawab soal selidik bagi menentukan tahap efikasi-kendiri mereka bagi tugas yang akan mereka lakukan.

Efikasi-kendiri peserta diukur menggunakan soal selidik yang diadaptasi dari panduan membina skala efikasi-kendiri oleh Bandura (2006). Soal selidik yang terdiri dari tiga item ini secara spesifik menjurus kepada tahap keyakinan peserta dalam melakukan lontaran *pointing* petanque dalam tiga tahap kesukaran yang berbeza. Dalam setiap item, peserta dikehendaki menentukan tahap keyakinan mereka berdasarkan skala kosong hingga 100 (0 = sangat tidak yakin, 100 = sangat yakin). Skor efikasi-kendiri ditentukan dengan jumlah yang diperolehi dari ketiga-tiga item.

Analisis statistik deskriptif dijalankan bagi menentukan min dan sisihan piawai ralat yang diperolehi oleh setiap kumpulan bagi setiap blok-blok latihan (10 blok dengan 10 lontaran bagi setiap blok) dan ujian pengekal (satu blok dengan 10 lontaran). Analisis statistik inferensi dijalankan berdasarkan hipotesis yang telah ditetapkan. Ujian ANOVA dan MANOVA pengukuran berulang dijalankan bagi pengujian hipotesis yang tidak melibatkan efikasi-kendiri sebagai kovariat manakala ujian ANCOVA dan MANCOVA pengukuran berulang digunakan apabila efikasi-kendiri digunakan sebagai kovariat.

3.0 DAPATAN DAN PERBINCANGAN

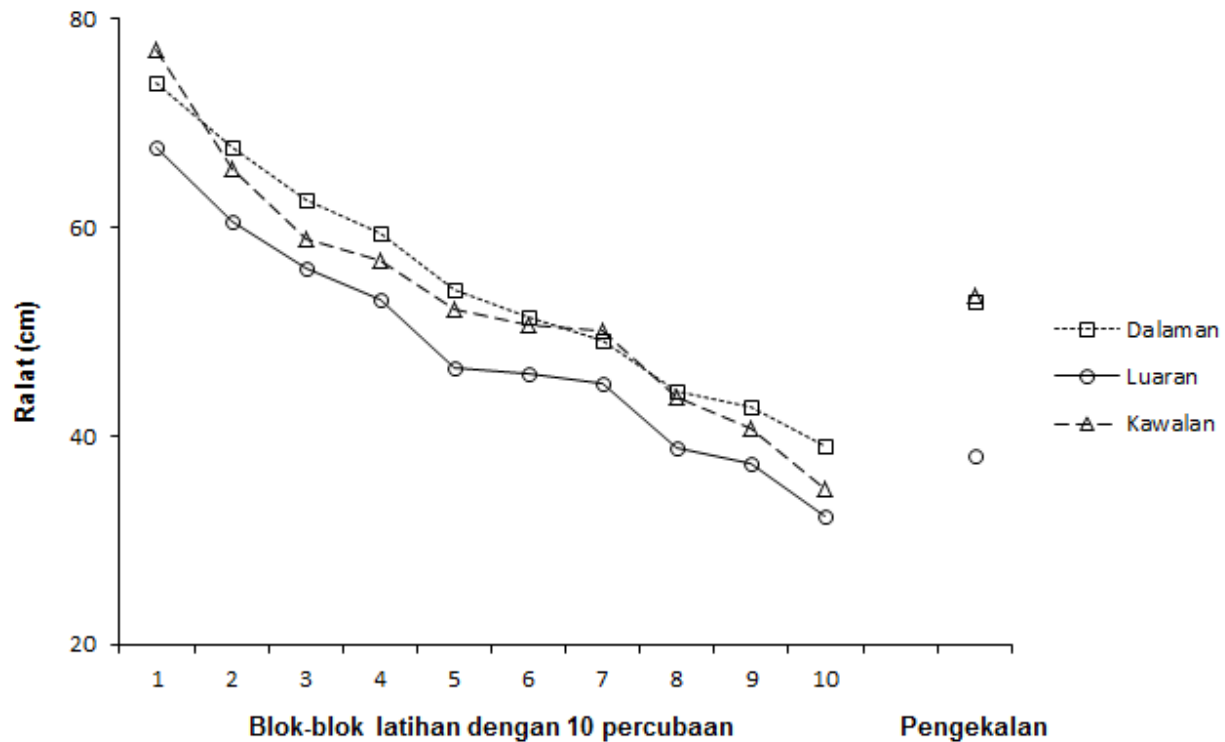
3.1 Statistik deskriptif

Pengukuran bagi tugas lontaran *pointing* adalah berdasarkan ralat yang diperolehi dalam setiap lontaran. Ralat tersebut merujuk kepada jarak dalam unit sentimeter di antara kedudukan *boule* yang dilontar itu berhenti dengan kedudukan relatif *cocchonet*. Semakin kecil ralat menunjukkan semakin hampir kedudukan *boule* dan *occhonet* ketika berhenti dan apabila ralat adalah sifar menunjukkan *boule* bersentuhan dengan *cocchonet* ketika berhenti. Analisis statistik deskriptif dijalankan bagi menentukan min dan sisihan piawai ralat yang diperolehi oleh setiap kumpulan bagi setiap blok-blok latihan (10 blok dengan 10 lontaran bagi setiap blok) dan ujian pengekal (satu blok dengan 10 lontaran). Dapatan keseluruhan analisis statistik deskriptif bagi min ralat dan sisihan piawai setiap blok latihan dan ujian pengekal untuk ketiga-tiga kumpulan ditunjukkan dalam jadual 1 di bawah.

Jadual 1. Min Ralat Setiap Blok dalam Sesi Latihan dan Ujian Pengekalan Mengikut Kumpulan

Blok	Kumpulan					
	Fokus Dalaman ($n=46$)		Fokus Luaran ($n=45$)		Kawalan ($n=44$)	
	<i>M</i>	<i>SP</i>	<i>M</i>	<i>SP</i>	<i>M</i>	<i>SP</i>
1	73.94	18.20	73.94	14.99	73.94	18.59
2	67.68	16.48	67.68	12.26	67.68	14.95
3	62.73	13.83	62.73	10.78	62.73	11.27
4	59.50	13.42	59.50	10.84	59.50	12.97
5	54.10	13.02	54.10	10.42	54.10	10.21
6	51.50	12.68	51.50	11.36	51.50	9.71
7	49.17	8.76	49.17	10.95	49.17	11.82
8	44.25	11.03	44.25	8.73	44.25	6.98
9	42.85	10.98	42.85	8.81	42.85	8.34
10	38.99	11.51	38.99	8.45	38.99	9.51
Pengekalan	52.87	15.41	38.03	7.95	53.40	13.45

Tidak banyak maklumat yang dapat dihuraikan berdasarkan analisis statistik deskriptif yang dibentangkan bagi kajian seumpama ini. Apa yang ingin diperhatikan adalah sejauh mana perubahan min ralat yang berlaku merentas kesemua 10 blok latihan bagi ketiga-tiga kumpulan. Maklumat tersebut boleh diperolehi dengan mengilustrasi min ralat secara grafik dalam bentuk keluk prestasi latihan (rajah 1). Berdasarkan graf tersebut, keluk prestasi bagi ketiga-tiga kumpulan dalam kelompok *pointing* ini adalah berbentuk linear dengan kecerunan yang menurun. Ini menunjukkan bahawa ralat semakin menurun bagi kesemua kumpulan merentas 10 blok latihan yang menggambarkan prestasi latihan semakin meningkat dari semasa ke semasa sepanjang latihan.



Rajah 1: Graf menunjukkan keluk prestasi latihan dan min ralat ujian pengekaln mengikut kumpulan

Secara spesifiknya, melalui keluk pembelajaran dalam kajian ini menunjukkan berlaku pembelajaran kemahiran lontaran *pointing* petanque bagi ketiga-tiga kumpulan berdasarkan skor ralat yang semakin menurun merentas blok-blok latihan. Selain daripada prestasi sepanjang latihan, perkara yang lebih penting dalam kajian ini adalah min ralat yang diperolehi oleh ketiga-tiga kumpulan semasa ujian pengekal. Data ini penting kerana pembelajaran dinilai dengan menentukan sejauh mana peserta mampu mengekalkan prestasi yang diperolehi semasa sesi latihan yang dilalui. Penilaian kritikal adalah perbezaan di antara min ralat pada blok pertama sesi latihan dengan min ralat pada ujian pengekal. Berdasarkan graf keluk prestasi, dapat diperhatikan min ralat ujian pengekal bagi ketiga-tiga kumpulan adalah lebih rendah berbanding min ralat pada blok satu sesi latihan yang menunjukkan telah berlaku pembelajaran kemahiran lontaran *pointing* petanque bagi semua kumpulan tersebut. Seterusnya, penilaian perbezaan di antara min ralat pada blok terakhir sesi latihan dengan min ralat pada ujian pengekal pula dapat menggambarkan peranan yang dimainkan oleh tiga situasi fokus dalam pembelajaran kemahiran lontaran *pointing* petanque. Dari graf keluk prestasi, dapat diperhatikan min ralat terendah adalah dicatatkan kumpulan fokus luaran diikuti kumpulan kawalan dan kumpulan fokus dalaman. Kumpulan fokus luaran kekal dengan min ralat terendah pada ujian pengekal manakala kumpulan kawalan dan kumpulan fokus dalaman mencatatkan min ralat yang hampir sama. Kedudukan min-min tersebut di dalam graf keluk prestasi mencadangkan kelebihan yang diperolehi oleh kumpulan fokus luaran bukan sekadar kesan sementara dalam prestasi latihan sahaja, bahkan juga dalam pembelajaran kemahiran ini. Keluk pembelajaran kajian ini menyokong dapatan kajian seperti Wulf et al., 2007 (kemahiran pukulan golf) dan Totsika et al., 2003 (mengayuh alat *pedalo*). Disini dapat disimpulkan bahawa fokus luaran juga memberi manfaat kepada pembelajaran kemahiran lontaran *petanque* sebagaimana kemahiran-kemahiran lain yang telah dikaji terdahulu.

3.2 Statistik inferensi

Ujian MANOVA pengukuran berulang mendapati terdapat perubahan min ralat yang signifikan dalam kalangan peserta merentas setiap blok latihan bagi kemahiran *pointing* tanpa mengawal efikasi-kendiri, $F(9,124) = 201.05$, $p < 0.0005$; *Pillai's Trace* = 0.94; *partial eta squared* = 0.94. Manakala ujian MANCOVA pengukuran berulang juga mendapati terdapat perubahan min ralat yang signifikan dalam kalangan peserta merentas setiap blok latihan dengan mengawal efikasi-kendiri, $F(9,123) = 25.85$, $p < 0.0005$; *Pillai's Trace* = 0.65; *partial eta squared* = 0.65.

Ujian MANOVA pengukuran berulang mendapati tidak terdapat interaksi yang signifikan di antara blok-blok latihan dengan kumpulan-kumpulan eksperimen dalam meramal prestasi latihan bagi kemahiran *pointing* tanpa mengawal efikasi-kendiri, $F(18,250) = 0.84$, $p = 0.65$; *Pillai's Trace* = 0.11; *partial eta squared* = 0.06. Ujian MANCOVA pengukuran berulang juga menunjukkan tidak terdapat interaksi yang signifikan di antara blok-blok latihan dengan kumpulan-kumpulan eksperimen dalam meramal prestasi latihan bagi kemahiran *pointing* dengan mengawal efikasi-kendiri, $F(18,248) = 0.80$, $p = 0.70$; *Pillai's Trace* = 0.11; *partial eta squared* = 0.06.

Ujian MANOVA pengukuran berulang mendapati terdapat perbezaan min ralat keseluruhan blok latihan yang signifikan di antara ketiga-tiga kumpulan dalam bagi kelompok *pointing* tanpa mengawal efikasi-kendiri, $F(2,132) = 5.95$, $p = 0.003$; *partial eta squared* = 0.08. Perbandingan *post-hoc* menggunakan ujian *Tukey HSD* menunjukkan terdapat perbezaan *estimated marginal means* yang signifikan di antara kumpulan fokus dalaman ($M = 54.47$; $RP = 1.30$) dengan kumpulan fokus luaran ($M = 48.35$; $RP = 1.32$) dan di antara kumpulan fokus luaran ($M = 48.35$; $RP = 1.32$) dengan kumpulan kawalan ($M = 53.07$; $RP = 1.33$). Sementara itu tidak terdapat perbezaan yang signifikan di antara kumpulan fokus dalaman dengan kumpulan kawalan. Ujian MANCOVA pengukuran berulang juga mendapati terdapat perbezaan min ralat keseluruhan blok latihan yang signifikan di antara ketiga-tiga kumpulan dengan mengawal efikasi-kendiri, $F(2,131) = 5.76$, $p = 0.004$; *partial eta squared* = 0.08. Analisis juga mendapati *estimated marginal means* bagi kumpulan fokus dalaman adalah 54.17 dengan ralat piawai 1.10, kumpulan fokus luaran ($M = 49.00$; $RP = 1.11$) dan kumpulan kawalan ($M = 52.72$; $RP = 1.12$). Dapatan ini menunjukkan bahawa min ralat keseluruhan blok latihan bagi kumpulan fokus luaran adalah terendah di antara ketiga-tiga kumpulan bagi kemahiran *pointing*.

Ujian ANOVA mendapati terdapat perbezaan min ralat ujian pengekal yang signifikan di antara ketiga-tiga kumpulan bagi kelompok *pointing* tanpa mengawal efikasi-kendiri, $F(2,132) = 21.67, p < 0.0005$; $partial\ eta\ squared = 0.24$. Perbandingan *post-hoc* menggunakan ujian *Tukey HSD* menunjukkan terdapat perbezaan min ralat ujian pengekal yang signifikan di antara kumpulan fokus dalaman ($M = 52.87$; $SP = 15.40$) dengan kumpulan fokus luaran ($M = 38.03$; $SP = 7.95$) dan di antara kumpulan fokus luaran ($M = 38.03$; $SP = 7.95$) dengan kumpulan kawalan ($M = 53.40$; $SP = 13.45$). Sementara itu tidak terdapat perbezaan yang signifikan di antara kumpulan fokus dalaman dengan kumpulan kawalan. Ujian ANCOVA juga mendapati terdapat perbezaan min ralat ujian pengekal yang signifikan di antara ketiga-tiga kumpulan dengan mengawal efikasi-kendiri, $F(2,131) = 20.30, p < 0.0005$; $partial\ eta\ squared = 0.24$. Dapatan juga menunjukkan *estimated marginal means* bagi kumpulan fokus dalaman adalah 52.74 dengan ralat piawai 1.85, kumpulan fokus luaran ($M = 38.33$; $RP = 1.88$) dan kumpulan kawalan ($M = 53.25$; $RP = 1.89$). Dapatan ini menunjukkan bahawa min ralat ujian pengekal bagi kumpulan fokus luaran adalah terendah di antara ketiga-tiga kumpulan.

4.0 KESIMPULAN

Secara umumnya dapatan kajian ini mereplikasi dapatan kajian-kajian terdahulu yang mendapati manfaat dalam pembelajaran kemahiran motor dengan arahan kepada fokus luaran berbanding fokus dalaman (untuk rebiu, lihat Wulf, 2013). Walaupun kajian ini menyokong kelebihan fokus luaran berbanding fokus dalaman, namun apa yang lebih penting adalah kajian ini cuba menilai kelebihan tersebut dalam prestasi latihan dan pembelajaran kemahiran lontaran *pointing* petanque apabila kawalan dilakukan terhadap faktor kebolehan kognitif dan efikasi-kendiri. Kawalan terhadap kedua-dua pemboleh ubah tersebut relevan untuk dilakukan kerana kajian terdahulu mendapati ia juga mempengaruhi keupayaan individu dalam memperolehi sesuatu kemahiran motor yang baharu. Justeru, apa yang diperolehi dalam kajian ini akan memberi sokongan yang lebih kukuh terhadap dapatan kajian terdahulu bahawa fokus penumpuan atau lebih spesifik fokus luaran lebih memberi manfaat terhadap pembelajaran kemahiran motor yang baharu. Secara umum, dapatan kajian ini menunjukkan dapatan yang sama dengan kajian-kajian terdahulu yang dijalankan tanpa mengawal faktor kebolehan kognitif seperti Marchant et al. (2007) yang mengkaji kemahiran lontaran dart serta Zachry et al. (2005) dan Al-Abood et al. (2002) yang mengkaji lontaran percuma bola keranjang. Apa yang dapat disimpulkan dari dapatan kajian ini adalah ia memberi sokongan yang lebih kukuh terhadap kelebihan fokus luaran di mana kelebihan tersebut tidak dipengaruhi oleh faktor lain iaitu faktor kebolehan kognitif secara khususnya. Ini kerana peserta kajian ini terdiri daripada individu dengan tahap kebolehan kognitif yang sama (tahap sederhana) yang telah disaring terlebih dahulu sebelum dipilih menyertai kajian ini. Disebabkan peserta kajian ini terdiri daripada individu dengan tahap kebolehan kognitif yang sederhana, timbul satu persoalan bagaimana pula dengan individu dengan kebolehan kognitif yang rendah dan tinggi. Adakah kesan fokus penumpuan terhadap pembelajaran kemahiran yang baharu akan berbeza bagi mereka? Oleh itu dicadangkan kajian lanjut terus dijalankan bagi menangani isu ini dengan menjalankan kajian yang sama yang terdiri dari peserta dengan tahap kebolehan kognitif yang rendah dan tinggi. Atau mungkin juga menjadikan faktor kebolehan kognitif ini sebagai pemboleh ubah yang dikawal secara analisis statistik. Dengan ini peranan kebolehan kognitif dalam kesan manipulasi fokus penumpuan terhadap pembelajaran kemahiran yang baharu akan dapat ditentukan dengan lebih jelas.

Efikasi-kendiri pula dilihat memainkan peranan yang sangat besar dalam peningkatan skor dalam setiap blok-blok latihan. Ini menyokong dapatan kajian-kajian terdahulu seperti Jourden et al. (1991), Lamarche et al. (2011) dan Stevens et al. (2012). Namun ini bukanlah persoalan utama kajian ini, sebaliknya kajian ini cuba melihat sejauh mana efikasi-kendiri memainkan peranan dalam kesan manipulasi fokus penumpuan terhadap pembelajaran kemahiran motor. Berdasarkan analisis-analisis yang dijalankan dengan mengawal dan tanpa mengawal faktor efikasi-kendiri, dapatan secara umumnya menunjukkan efikasi-kendiri tidak memainkan peranan yang signifikan dalam kesan manipulasi fokus penumpuan terhadap pembelajaran kemahiran lontaran petanque. Ini memberi bukti bahawa kesan manipulasi fokus penumpuan terhadap pembelajaran kemahiran motor lebih tepat lagi kemahiran lontaran petanque tidak dipengaruhi

oleh faktor efikasi-kendiri. Ini memberi sokongan yang lebih kuat bahawa fokus penumpuan memberi kesan terhadap pembelajaran kemahiran motor atau lebih spesifik fokus penumpuan luaran memberi manfaat kepada pembelajaran kemahiran motor yang baharu dan dalam konteks kajian ini adalah kemahiran lontaran *pointing* petanque.

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STUDENTS' INFLUENTIAL FACTORS IN SELECTING PRIVATE UNIVERSITY FOR HIGHER EDUCATION IN BANGLADESH

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ABSTRACT

The main drive of this study is to identify the factors considered by the students while choosing a private university to get admission. In addition, it is the intention of the research to provide some directions and guidelines to the university authorities on what areas need to focus. This study is carried out by using a structured questionnaire taking a sample size of 200 collecting primary data from first year undergraduate students of different private universities located in Sylhet Division, Bangladesh. A number of statistical measures such as descriptive analysis, ANOVA test have been used to analyse the data to draw conclusions and offer recommendations. The results show that the influence of parents or guardians, friends in college or existing university, university educated relatives, university admissions representative, academic and university reputation, campus safety, and qualified faculties are the major influencing factors on the admission decision of a student to a specific university.

Key Words: Higher Education, Private University, Information Source and Student Needs.

1. INTRODUCTION

The progress of a country largely depends on the nature and standard of education especially higher education (Rahman, 2012). Higher education is the central part of the education system of any country. Education at university levels seek to generate new knowledge through research, offer new concepts and ideas on different social and developmental issues and prepare highly skilled human resources (Rahman, 2012). In these senses, education at tertiary level should be research based, standard and sustainable development oriented. In this context, the government had tried from the very beginning after liberation. At the time of liberation, the country inheritably possessed six public universities, four in general sector and two in technical Sectors (Mahmudul Alam et al., 2003). Thereafter, Bangladesh government established only two Public Universities till the 1990s. The rapid incensement of the population raised the demand for higher education after the 1990s which was beyond the capacity of public university accommodation. With a view to solving these problems in the higher education, the government has accorded permission for the establishment of a private university in the private sector by promulgating the Private University Act-1992(Farooqui, 2007, Mahmudul Alam et al., 2003). But the rapid expansion of private universities stimulates competition on quality education and educational expense. As a result, the combined effect is made up of a vibrant education sector with a healthy rivalry among the competing institutions (Ashraf et al., 2009) where student community is the main beneficiary and ultimate gainer is the nation. Job-oriented courses and session jam free education are the major attractions of the private universities (Rahman, 2012). Alternatively rental campus, guest faculty, limited course offer and high fees charged by the private universities may be the reasons for not attracting merit students. Though Private universities do not get any government assistance in terms of funding but they need to receive approval from the UGC to operate and award degrees. Thus the study is an attempt to survey students' behaviour for selecting a university to obtain

admission. Therefore, this research makes a significant contribution to the body of knowledge in this area of research and helps university authority to reform their strategy to meet the changing needs of students' overtime.

2. RESEARCH OBJECTIVE

The core objective of the study is to identify the factors that students consider before choosing a university. The specific objectives are:

- I. To test the known individuals' influence that has impact on the students' admission choice in private universities in Bangladesh.
- II. To determine the sources of information which has influence on the students' admission choice in private universities in Bangladesh.
- III. To find out the more and less important factors that appear to influence students' choice a private university.

3. LITERATURE REVIEW

The conceptual approaches describe the university choice process and factors that lead students to their university choice can be found in three models as suggested by Hossler *et al*, (1989), a) Economic models, b) Sociological models and c) Combined models. Jackson, (1982) proposed an economic model which emphasized the rational decision-making process of students and their families, and the variety of ways in which different students rated and used the college (university) attributes to make their final Higher Education Institute (HEI) choice decision (Hossler, Schmit, & Vesper, 1999). The sociological model specifies a variety of social and individual factors leading to a student's occupational and educational aspirations. In the sociological derivative model developed by Blau and Duncan (1967) states that family background, socioeconomic background, and student's academic ability are predicted to have a joint positive effect on the aspirations to choose a university. According to Manski and Wise (1983), a student's Grade Point Average (GPA) and Scholastic Aptitude Test (SAT) scores are very strong indicators of their intention for enrolment into higher education. Similarly, Cabrera and La Nasa (2000) stated that student's academic ability is an important indicator of university attainment, but they concluded that the ability of the student seems to moderate by the amount and quality of parental encouragement" (Cabrera & La Nasa, 2000). According to Hossler *et al*, (1985), students ability and/or students achievement have a significant and direct impact upon the predisposition of students toward a higher education (Chapman's, 1981). Even though parental income does not influence on a student's predisposition to attend an HEI, parents' educational level does (Hossler, Schmit, & Vesper, 1999). Zemsky and Oedel (1983) found that institution's location is also important in addition to student's academic ability to choose HEI

In other relevant researches, Fishbein (1967), Kotler(2000), Mamun and Das(1999); Zahid and Sogra (2000); Mujib, Mamun, and Siddique (2000); and Ahmed, Ahmed & Anwar (2000) have identified some factors such as library facilities, laboratory facilities, internship assistance for students, course system, quality of teaching, medium of instructions, campus size, location, accommodation for students, campus facilities, teaching quality, teaching methodology, teaching aids and support facilities; and skill-based curriculum are the major factors of student satisfaction and that are the considerable matters of student toward choosing a university to get admission. Depending on the nature of variables, the researchers were constructed two hypotheses to signify students' opinion.

H₀₁: *Known individuals' information have no impact on the students' admission choice.*

H₀₂: *Sources of information has no influence on the students' admission choice.*

4. RESEARCH METHODOLOGY

4.1 Research Design

This research is an exploratory and empirical in nature based on primary data. Primary data were collected through a structured self-administered questionnaire consisting of respondent's demographic variables as well as research specific independent and dependent variables. Researchers used a pilot study administered to 30 students from three private universities at Sylhet Division to justify the validity and reliability of all questions. After few corrections, results have shown good internal consistency.

4.2 Participants

250 survey instruments were surveyed and total 215 were returned representing an effective response rate of 86%. 15 filled questionnaires were discarded because of respondents' inconsistent information. Finally, this study was based on 200 students who met our sampling criteria (e.g., Cohen & Cohen 1983). All the students were randomly selected (though there were 142 boys and 58 girls) through chunk sampling method. 132 (66+66) students were selected from two universities and 68 students were selected from another one university.

4.3 Measures and Plan for Analysis

All independent and dependent variables were rated on 5-point Likert Scale, where 1= strongly disagree and 5= strongly agree. Data analysis was carried out with the use of SPSS 17.5 version software. To verify the collected data the researchers have conducted several statistical analyses like descriptive analysis, ANOVA (Analysis of Variance).

5. PRELIMINARY FINDINGS AND DISCUSSION

H₀₁: Known individuals' influence has no impact on the students' admission choice

Table 1: ANOVA analysis

ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	198.089	9	22.00989	11.90393	5.96E-18	1.889321
Within Groups	1830.47	990	1.84896			
Total	2028.559	999				

From the above table the calculated value of F (1.88) is greater than the table value (1) at 5% level of significance and the p value (5.96E-18) is far less than .05 level of significance. So we can reject our null hypothesis and can say that known individuals have an influence on student's decision to choose a university.

Table 2: Known individuals appear to influence students to choose a university

Analysis	Parents or guardians	Friends in college	Existing known students of respective university	Relatives who graduated from the University	Friend who already attended the university	Teachers of respective university	Friends in high school	College guide /counsellor / teacher	Coaching centre / private teacher	High school guide /counsellor / teacher
Mean	3.83	3.13	3.34	3.26	3.15	3.05	2.68	2.62	2.46	2.27
SD	1.21	1.30	1.44	1.50	1.53	1.42	1.34	1.29	1.32	1.20
Count	200	200	200	200	200	200	200	200	200	200

From the descriptive statistical table, (Table No. 2) based on statistical mean and coefficient of variance, we found that parents or guardians, friends in college, existing known students of respective university and relatives who graduated from the university have great influence on students choice of university and high school guide /counsellor / teacher and coaching centre / private teacher have little or no influence over their decisions.

H₀₂: The sources of information have no impact on the students' admission choice.

Table 3: ANOVA analysis

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	244.764	9	27.196	15.338	1.37906E-23	1.8893
Within Groups	1755.36	990	1.773			
Total	2000.124	999				

From the above table, the calculated value of F (1.88) is also greater than the table value (1) at 5% level of significance and the p value (1.37906E-23) is far less than .05. So we can reject our 2nd null hypothesis and can say that sources of information have an influence on student's decision to choose a university for getting admission.

Table 4: Sources of information that likely to influence student to choose a university

Analysis	Personal conversation with a university admissions representative	Visit to the university campus	Information from friends or relative or near relatives	Personal conversation with former teacher	University information on a website	Number of Offered Programs or (major) information on the university website	Teacher(s) whom you know	Printed University publications (brochures, etc.)	College authority guidance	Visits by University representative to your college
Mean	3.6	3.8	3.9	3.4	3.1	3.0	2.9	2.8	2.5	2.4
SD	1.1	1.2	1.3	1.3	1.3	1.3	1.5	1.3	1.5	1.4
Count	200	200	200	200	200	200	200	200	200	200

From the descriptive statistical table, (Table No. 4) based on statistical mean and coefficient of variance, it is observed that personal conversation with a university admissions representative; visit the university campus; and information from friends or relative or near relatives have great influence on students choice of university alternatively visits by University representative to college and college authority guidance have little or no influence over their admission decisions.

Table 5: Leading University related factors that appear to influence student to choose a university

Analysis	Academic Reputation of the University	Prestige and reputation of the university	Quality and reputation of the students	Campus safety and security	Quality and reputation of the faculty	Cost (tuition and other relevant costs)	Quality and reputation of degrees offered by university	Distance from home (availability of transportation)	Location of campus (within city limits)	Student support services (Co-curriculum)
Mean	4.26	4.10	4.04	3.87	3.82	3.71	3.66	3.56	3.53	3.44
SD	0.75	0.80	0.84	1.17	1.06	1.17	1.07	1.23	1.25	1.25
Count	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00

Students were asked regarding 20 significant factors relating to university selection, whether they were influenced by those factors and to what extent. Based on their answers, it is observed that students are highly influenced by the academic reputation of the university, prestige and reputation of the university and quality and reputation of the students (table-5).

Table 6: Less important University related factors that appear to influence student to choose a university

Analysis	Academic facilities (library, laboratory, Computer lab, etc.)	Variety of majors offered	Career opportunities available for graduates	Credit transfer facility	Availability of sports, gymnasium, playground etc.	Nature (Permanent status & Size) of campus	Availability of scholarships and other International Link (e.g. study and job opportunities)	On campus housing or hostels	Conducted courses by part time expert guest faculty
Mean	3.44	3.41	3.37	3.33	3.23	3.12	3.08	3.05	2.65
SD	1.27	0.96	1.13	1.30	1.31	1.09	1.34	1.22	1.31
Count	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00	200.00

Again table- 6 explained that, Majority of students consider Campus safety and security, Nature (Permanent status & Size) of campus, Location of campus, Distance from home, Quality and reputation of the faculty, Variety of majors offered, tuition and other relevant costs, Availability of scholarships and other financial aids, Academic facilities , Career opportunities available for graduates, International Link, Quality and reputation of degrees offered by university, Credit transfer facility, Co-curriculum activities, Availability of sports, gymnasium, playground etc. have moderate influence on their admission decisions but there are higher degree of variability in the opinions among students. Furthermore, on campus housing or hostels facility and part time expert guest faculty have little or no influence on students' choice decisions

6. CONTRIBUTION TO PRACTITIONERS AND POLICY MAKERS

This study is relevant to the higher authority of Private Universities in Bangladesh as it provides the necessary and real pictures of selecting criteria a university for their students. The findings could assist the higher authority of Private Universities in Bangladesh and policy makers to understand the impact of research variables or criteria of students' of Private Universities in Bangladesh. Additionally, students of Private Universities of Bangladesh will get a comprehensive idea about selecting criteria for higher education.

7. LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

This research paper has some mentionable limitations. First, respondents were selected only from a particular Division (Sylhet, Bangladesh), in future the researchers have the intention to expand the area of this research. Although several quantitative types of research have been conducted in this study but it is a matter of considerable issue that qualitative research would further help to contribute to this area to gain insight by looking through different angles of choosing criteria of students for higher education in Bangladesh..

8. CONCLUSION AND RECOMMENDATIONS

This research provides very useful information and directions for private universities in Bangladesh especially the universities located in Sylhet city. Students of private universities come from different socio-economic backgrounds and hence their attitude towards choosing a university for admission seems to be vary to a large extend. But the majority of students are young age and residents of the same city/division, so there is a consistency on some particulars in their opinions. Accordingly, from the result of hypothesis tests, we can conclude that there are strong relationships between students' admission choice attitude with known individuals and sources of information. Students are mostly influenced by parents or guardians, friends in college or existing university, university educated relatives, university admissions representative, campus visit and information from nearest persons. Students also highlight the academic goodwill; university reputation, quality and reputation of existing students, campus security and qualified regular faculty are other major factors that they considered before making university admission decision. Other factors such as school, college and coaching centre authority guidance have little or no influence over their decisions. Our research has shown that, private university authorities and policy makers should give their attention on raising academic and university reputation, making the campus safe and secured, retaining qualified faculties; and charging a compatible tuition fee. Apart from these, university core capabilities to influence students' guardians and build a strong admission representative team to contact students with accurate and timely information.

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INCONGRUENCE OF GENDER, LEADERSHIP ROLES AND UNDERREPRESENTATION OF WOMEN IN SPORT LEADERSHIP POSITIONS

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ABSTRACT

Research has shown that women have gained access in top executive positions of leadership in different sectors of development, yet they still remain rare and underrepresented in the realm of sport. Over the years, sport management scholars have presented a number of explanations emphasizing the factors that impede women's ascend to top leadership positions and suggest strategies for change, yet the phenomenon still persists. Apparently, giving voices to the women who lived with the experiences and broke the ceiling of oppression in the male dominated environment have somehow been given less emphasis in the context of social science research. As such, the purpose of this study is to apply phenomenological research approach in order to seek an in-depth understanding of the underrepresentation of women in top leadership positions of sport organizations. Such approach specifically constitutes three qualitative methods which are interviews, observations and document analysis of which believed to provide profound and rich data. Subsequently, data will be gathered from a purposive maximum variation sampling of 19 women leaders who are in the top leadership positions of sport organizations in Malaysia. Furthermore, the study proposes a framework working toward the theoretical perspectives of role congruity, homologous reproduction and pipeline problem of which attribution associated to social, organizational and personal factors would be obtained to explain the underrepresentation of women in sport leadership positions.

KEYWORDS: Underrepresentation, women in sport leadership, role congruity, homologous reproduction, pipeline problem

1.0 INTRODUCTION

In the social context, leadership is mostly a men's right and arena, such as, business, politics, armed forces, and other segment of society (Eagly & Karau, 2002), and this does not exclude the realm of sport. Where in women are less likely associated with leadership than men (Latu, Mast, Lammers, & Bombari, 2013). Women in leadership face number of unfair life disadvantages that reduces their capability to attain

their full potential (Women Win Journal, 2009). Although women have gained more access to higher management positions, they still lag behind as elite leaders and top executives (Eagly & Karau, 2002). In many studies, despite formal guarantees of equality, the overall rate of progress for women particularly those from the poorest and marginalized regions of the world have been slow (Women Win Journal, 2009). Many barriers and challenges to equitable employment opportunities remain, including stereotypical attitudes towards women and sport. In addition, Women 2000 and Beyond Journal (2007) affirmed that given sport as traditionally a male domain, the involvement of women in sport challenges a multitude of gender stereotypes. Specifically, the globalization of women's movement of equity which started in developed and Western countries have reached many parts of the world, including the South East Asia, including Malaysia. Megat Daud, Radzi, Abdullah, and Johari (2013) exemplified that women in sport in top-level positions is still lacking in numbers in contrast to the population and lower in their male counterparts.

The issue of women's underrepresentation in sport leadership is a phenomenon that every sport woman advocate wanted to put forward in breaking the barriers in achieving opportunities and full potentials. The voices of women speaking about problems encountered in sport leadership will keep the issues of an underrepresented gender in the forefront of the society (Inglis, Danylchuk, & Pastore, 2000). There have been improvements in the number of women in sports as participants, officials and leaders. Such advancements include the increase of women athletes by 44% and women's participation in all sports for the first time in 2012 London Olympic (Factsheet London Facts and Figures, International Olympic Committee, 2012). The FIFA reform for the inclusion of women as decision makers in the executive committee

(http://resources.fifa.com/mm/document/affederation/footballgovernance/02/72/23/75/201510fifareforms_submissionwftffinal_neutral.pdf) was positively deliberated. Recently, the 2016 Rio Olympic Games mark the second straight Summer Olympics to make it women to all sports. Nonetheless, there is still a significant amount of work that needs to be done to create equity in women's representation in top leadership positions (Parnter, Deranek, & Michel, 2014) of sport organizations.

2.0 THEORETICAL RATIONALE

The constructivist research paradigm will be used to seek out and understand the perspectives of the women sport leader participants' stories which are necessary for creating meaning in the social world where they dwell. While the three theoretical perspectives of role congruity, homologous reproduction and pipeline theories will be used to create a greater understanding of the lived experiences of the women sport leaders who are in a male dominated environment. The interplay of the three theoretical perspectives will be employed in the current study as it is believed to unearth greater explanation for women's underrepresentation in leadership positions in sport organizations.

Such theory, as role congruity (Eagly & Karau, 2002), hypothesizes that behavior is positively evaluated when it is aligned with socially constructed categories. Applying this notion in sport leadership, the perspective holds that women in sport leadership face hindrances in acquiring leadership position because such behavior is less favorable when being acted by women than men who have traditionally held roles in the organization. Thus, keeping women to lag behind and seen as incompetent of the position. Putting forward this notion, thus, create an opportunity for the majority for homologous reproduction (Kanter, 1977) through which the majority will multiply themselves because of similarity of social and physical characteristics. In which this hold true in sport organizations as a male dominated industry where this system of reproduction is being done through hiring and promoting similar image, that is, men who are in the majority. This theory will significantly provide a deeper explanation to the existing structural organizations in Malaysia which is apparently dominated by men. Adopting homologous reproduction perspective will provide explanation whether or not the culturally male preference system of leadership in the country impact the underrepresentation of women in sport leadership positions. Subsequently, pipeline theory (Turkel, 2004) emerge as another theory that explains about the barrier for women in seeking for leadership position which holds that few women ever reach to top leadership positions because there have

been few women in the lower level. This notion leads men to take advantage of producing more male leaders because of the belief that there have not been visible women long enough in the organizational pipeline wanting to advance in leadership.

Emphasizing the appropriateness of the interplay of the three theoretical perspectives to frame the current study, the experiences of the women sport leaders will be given meaning through social constructivist research paradigm that will allow them to construct their knowledge inductively. Essentially, it is these combined theories in the theoretical framework that will examine the sociocultural, organizational and personal experiences of the women leader participants that shape the construct of the reality of the social world where they live and work. Hence, the three theoretical perspectives act as the rationale of the current study and constructivist set of beliefs will provide greater explanation of women's underrepresentation in leadership positions of sport organizations. The figure below depicts the interplay of the three theoretical perspectives employed in the current study. It illustrates the intertwined relationships and how it collectively impacted women's underrepresentation in leadership position of sport organizations.

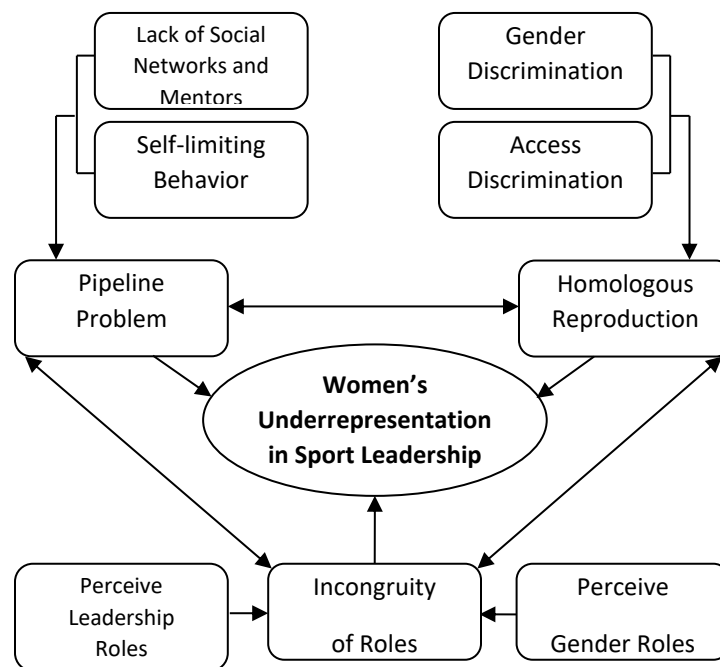


Figure 1. The interplay of the theoretical perspectives employed in the study.

In the context of women in sport leadership, previous research which examined the underrepresentation of women in leadership positions mostly employed either one of the theories previously discussed. It is not to say that the investigations of the previous research lack the depth and breadth of meanings (in fact, they established the platform for research discussion). But to some extent, there is still lack of in-depth research to explain the inextricably and intertwined meanings of the barriers that collectively affect women's underrepresentation in leadership position of sport organizations. Hence, the current study finds the relevance of employing the three perspectives of the theories with the conviction that the underrepresentation of women can be deeply examined and explained if the three interrelated theoretical perspectives will be jointly employed for better understanding and representation of the phenomenon.

3.0 STATEMENT OF THE PROBLEM

The extant literature of women's underrepresentation in leadership position of sport organizations is a phenomenon that continuously receives attention in international and local platforms (Goslin & Kluka, 2014) which give way to more participation and involvement of women in sports at all levels. The increase of women athletes by 44% and women's participation in all sports for the first time in 2012 London Olympic (Factsheet London Facts and Figures, International Olympic Committee, 2012) and the FIFA reform for the inclusion of women as decision makers in the executive committee (http://resources.fifa.com/mm/document/affederation/footballgovernance/02/72/23/75/201510fifareforms_submissionwftffinal_neutral.pdf) could be an examples of the logical manifestations for requisite for career advancement in women's leadership. Nevertheless, while these opportunities, laws and policies have been established, women remain significantly underrepresented in top leadership (Burton, 2014). Women in sport leadership positions like administrators and decision-makers still faced obvious challenges that significantly limit the advancement for greater opportunities. Despite of the advances in women's equity and empowerment in leadership positions, women are still underrepresented (Huggins and Randell, 2007).

Sport management researchers have produced positive findings with regard to diversity in leadership positions among women (Fink & Pastore, 1999; Sartore & Cunningham 2007), but most of these studies focus on western women in different levels of sport leadership positions (e.g., Massengale: 2009, Hancock & Hums, 2014; Sagas, Cunningham, & Teed, 2006; Norman, 2010; Lovelin & Hanold, 2014; Hederson, Grappendorf, & Burton, 2011). A few studies have been conducted in Malaysia on the underrepresentation of women in managerial or leadership positions; however, these studies focused more on business sectors, (see Jogulu & Wood, 2008; Osi, Ilac, & Amante, 2012; & Subramaniam & Arumugam, 2013), economics (see Mansor, 1994 & Saadin, Ramli, Johari, & Harin, 2016), as well as politics (see Sobritchea, 2000). However, studies on the topic of women's underrepresentation in the positions of managerial or leadership are very rare in the case of sport as an institution (Massengale, 2009). One study conducted by Megat Daud, Radzi, Abdullah, and Johari, (2013) looked at the challenges and reality faced by women managers which focused on sport industry. Thus, research on sport leadership experiences of Malaysian women in sport organizations receives very little attention among sport management researchers. In the Malaysian context of sport, women in leadership position continue to juggle their personality and manage many things in order to be relevant and struggle not to be discriminated. Although, Malaysian women have enjoyed opportunities to participate in the workforce in the country, and there have been women's policy that emphasized on women's equal opportunity yet, women's representation in sport associations are still low than their male counterparts (MegatDaud, Radzi, Abdullah & Johari, 2013).

There have been theories that explained the underrepresentation of women in leadership. Eagly and Karau (2002) hypothesized that women's underrepresentation in leadership is due to the incongruence of gender and leadership roles that contributed to prejudices towards women's aspiration to leadership positions. Moreover, homologous reproduction (Sagas, Cunningham & Teed, 2006; Lovett & Lowry, 1994), are organizational barriers; while pipeline problem (Whisenant, Miller, & Peterson, 2005; Massengale, 2009; Monroe & Chiu, 2010) are social and personal limitations which are believed to impede women's representation in leadership. Organization's homologous reproduction is a belief that dominant group (i.e., men in the study of Kanter, 1977) are likely to hire subordinates of the same gender. Likewise, pipeline problem is a notion that due to the sparse representation of women in the lower level of administrative roles (Whisenant, 2003; Grappendorf, Lough, & Griffin, 2004; Smith 2005), thus for a career progress into management and hiring in top leadership is even more difficult for women.

In the local setting of the current study, to date, there have been no studies conducted that examined the incongruence between gender and leadership roles, homologous reproduction and pipeline problem as a possible explanation of the underrepresentation of women in sport leadership in sport organizations. The validation of such claim was done through an extensive searching and browsing on the search engine or database such as, ScienceDirect, EBSCOhost, Scopus, Eric, even Goggle Scholar and simple Goggle search of articles. The thorough exploration also includes searching on the key terms used in the study such as underrepresentation of women, women in sport leadership, organizational discrimination, and gender

discrimination, as well as the theories employed in the study such as role congruity, homologous reproduction, and pipeline theory. Subsequently, no article that has been found particularly discussed the said topic. Given the dearth of research of women in sport leadership in Malaysia this study will explore the lived experiences of women leaders who are in top leadership position in national sport organizations. By giving voices to women leaders with their experiences of the phenomenon will provide in-depth understanding and will help explain the underrepresentation of women in sport leadership in sport organizations.

4.0 RESEARCH QUESTIONS

In investigating women's underrepresentation in leadership position of sport organizations through the lived experiences of women in top leadership, the current research seeks to answer the research questions listed below.

1. How do women leaders perceive the underrepresentation of women sport leaders in top leadership positions of sport organizations?
2. What experiences do women leaders encounter that are associated with the incongruity of gender and leadership roles, homologous reproduction, and pipeline problem in sport organizations?
3. How do women leaders overcome the barriers associated to the incongruity of gender and leadership roles, homologous reproduction, and pipeline problem in ascending to top leadership positions of sport organizations?
4. How does incongruity of gender and leadership roles, homologous reproduction, and pipeline problem affect women's underrepresentation in top leadership position of sport organizations?
5. What strategies do women leaders employ to overcome the barriers in the underrepresentation of women in leadership positions of sport organizations?
6. What support can women leaders provide to other women aspiring for leadership positions in sport organization?

5.0 SIGNIFICANCE OF THE STUDY

The continuous issue of the underrepresentation of women in sport leadership position warranted a need for a more in-depth investigation for the issue to be better understood and addressed. By giving voices to the marginalized group in the realm of sports will pave platforms for more discussion and discourse that will eventually open for better opportunities and equity in rights and status. Not only because gender diversity in the leadership of sport organizations balance demographic and opportunities, but a diverse representation of individual in the organization has the potential to drive superior organizational effectiveness. In their study Doherty and Chelladurai (1999) noted that diverse demographic in an organization contribute to significant changes in legislative, economic and society. Further, organizations with a diverse workforce will attract the best and brightest employees (Robinson & Denchat 1997). Therefore, organizations with members of diverse gender perform better than less gender-diverse organization. Because women acquire different informational resources, able to intermingle in ways that develop group members' creativity and mutual relationship, than men (Eagly, 2013).

With the pursuit of contributing to the foregoing phenomenon this study is significant in several grounds. Firstly, although this phenomenological study will not generalize the whole context of leadership – and in fact, generalization is not the main objective of this qualitative study – however, the in-depth and rich data that will be gathered from this study will provide useful information in understanding the underrepresentation of women in sport leadership. Thus, taking into account the lived experiences of women leaders, discriminatory practices and prejudices in sport organization will be addressed and changed. Considering further that sport organizations is one where there is an obvious persistent discrimination (Stangl & Kane, 1991; Cunningham & Sagas, 2005), the in-depth nature of this study is necessary to bring forward this issue. Secondly, the information from this study will provide insightful and in-depth understanding that will inform and influence policy makers to develop policies and laws that will

strengthen a sporting culture. Whereby, women have equal opportunities, equal access, and equal support in all levels and in all capacities. That is, as decision-makers, administrators, managers, coaches, officials and participants. Wherein, this culture will provide an environment where the marginalized group will be supported and thus feel comfortable and confident in being a member of the organization. Thirdly, this study will also contribute to the extant literature on the underrepresentation of women in sport leadership of sport organization taking into account the perspectives of Asian women sport leaders. Whereby, this study will help bridge the knowledge gap in the sparse literature in women and leadership in sport organization in the local setting of the research. In conclusion, this study will provide greater understanding and insightful information to sport management researchers, women as future leaders in sport, and policy makers in promoting change, advocacy, and better organizational and sociocultural practices and policies.

6.0 METHODOLOGY

This study will employ a qualitative research design, which is deemed to be appropriate for the purpose of understanding the underrepresentation of women in sport leadership of sport organization with breadth and depth. Subsequently, this study will answer the questions focusing how social and lived experiences of the Malaysian women sport leaders were constructed and were given in-depth meanings beyond descriptions and correlations.

6.1 Research Design

Appropriate in particular, this research will employ a qualitative approach called phenomenology. This approach in qualitative research is a method that describes the meaning of several individuals for their lived experiences of a concept or a phenomenon (Creswell, 2007) and is believed to be adept in understanding the meaning of the events, situations and actions of the participants and the accounts that they give to their lives and experiences (Maxwell, 1996). Employing phenomenological constructivist method will allow the researcher to look at the complexity of the views, that is, to gather utmost information in multiple ways from the women leader participants and their environment in order to extend greater understanding of the theoretical perspectives underpinning the study. As such, the current study will engage a phenomenological study meant to investigate the issue with greater depth and rigor from the perspectives of the people who are directly involved in the phenomenon.

6.2 Research Setting

The current research will be conducted on women leaders who are among the executive management positions in Malaysia's national sport organizations with direct involvement in administration and policy making of the country's sports development programs. Through online assessment on Malaysia's national sport organizations, there are eight organizations with direct involvement in management, administration and policy making of sport development programs of the country. These organizations work through the process of development and implementation as far as sports laws and policies are concerns. As such, the following sports organizations are; Malaysian Sports Commission (MSC), National Department of Youth and Sports (NDYS), Olympic Council of Malaysia (OCM), National Sports Council (NSC), National Sports Associations (NSA's), National Sports Institute (NSI), Malaysia Sports School and Sports Division in the Ministry of Education.

6.3 Research Participants and Sampling Procedures

In this qualitative study, the researcher will engage in a purposive sampling to ensure that she would have the best people to provide information about women's underrepresentation in top leadership position of sport organizations in Malaysia. Particularly, the researcher will employ a type of purposive sampling which is called maximum variation sampling. This particular sampling procedure is appropriate for this

study since there is only a small sample size in which the researcher purposely selects the participants who are involved directly with the phenomenon being studied. As such this study will employ maximum variation sampling through the use of selection criteria. Specifically, for this study the participants will include women who are currently holding the position in national sport organizations in Malaysia such as President, Vice President, Deputy President, Commissioner, Chairman, Executive Director, General Secretary, Honorary Secretary, and Executive Secretary. The woman leaders who will be identified within the eight national sport organizations will be recruited as participants for this study. Moreover, upon the researcher's assessment in the official website of the organizations, there are 19 women leaders concurrently holding a post in the executive board or top leadership positions representing the different sport organizations. Hence, all these 19 women leaders will be recruited as participants of the study and they will be sent official invitation letters to participate in this study.

6.4 Research Instruments

For the purpose of this study, the researcher will use three main types of research (or data collection) techniques to gather information-rich and diverse data. In particular, the study will employ semi-structured interviews, observations and document analysis. These three research instruments will be deliberately manipulated to elicit possible answers of the phenomenon under study and they are further discussed herein with its significance to the current study.

6.4.1 Interviews

The interview is particularly the most important method for data collecting in phenomenological research (Langdridge, 2007) and believed to be the gold standard in qualitative research (Barbour, 2008). In particular, this current study will employ in-depth, face-to-face, semi-structured interviews with open-ended questions. Through in-depth interviewing, the researcher will be able to capture the participant's voices and stories (Harding, 2003) with breadth and depth that will provide reflective and sensible information concerning the issue. Moreover, face-to-face, individual interviewing will also be the aim of the current study. With the additional purpose of developing a rapport with the participants, the researcher finds it beneficial to conduct the interview in person in order to allow the participants to convey their perceptions and stories of their lived experiences in a clearer picture.

6.4.2 Observation

In order to provide more meaning to the verbal accounts from the participants, observations will also be employed. Observation is another method of collecting data in phenomenological research where it adds important insights into the life or world of the participant (Langdridge, 2007). This is because through observation the researcher can take part of the social setting, learn firsthand on how the actions of the participants correspond to their words, able to see patterns of behaviors, experience the unexpected, as well as the expected, and most importantly it develops a quality of trust, relationship, and obligation with the participants and others in the research setting. Observation also allow the researcher to develop further interview questions and will able to connect it to known behavior during observation where participants' answers can be better interpreted. For the current study, observations will be done in various settings possible to gather as much as possible rich information data.

6.4.3 Document Analysis

In addition to interviews and observations, reviewing and analysing pertinent documents will also help the researcher in investigating the incongruence of gender, leadership roles and underrepresentation of Malaysian women in leadership positions of sports organizations. Review and analysis of documents can raise questions about hunches and thereby shape new directions for observation and interviews. Through

this medium, more information will be gathered that will deepen the understanding of the issue under study. Such documents that the researcher considers to be helpful in getting more data for the research will be the reports from gender and leader's demographics of the organizations, demographics of women's membership and participations in sports organizations, policies on leadership appointment, letters of appointment, meeting minutes, journals, books, magazines and newspaper articles. These documents are both official and personal and considered to be beneficial in the data collection process.

6.5 Data Analysis

Data analysis will follow Creswell's (2007) six steps process in phenomenological analysis and presentation, which begins with the researcher's full description of her experiences with the phenomenon under study to set aside the researcher's personal experiences so that the focus can be directed to the participants in the study. Second, is to form "initial codes" from the interview data and other data sources. Third, is to take the significant statements and group them into larger units of information called as "meaning units" or "themes". This is followed by writing a "textural description" or "what" the participants in the study experienced with the phenomenon. Next, is to write the "structural description" or "how" the experience happened. Finally, the researcher will write a composite description of the phenomenon incorporating both the textural and structural descriptions. This passage is the essence of the experience and represents the culminating aspect of the phenomenological study. In making sure that the data analysis is done with credibility and validity, the researcher will rely heavily on the identified theories and concepts that were identified in the theoretical frameworks. To emphasize trustworthiness of the data gathered and analyzed the researcher will employ triangulation, member checking, and transferability to make it more credible and reliable.

7.0 CONCLUSION

The overall purpose of the current study is to provide an in-depth understanding on women's underrepresentation in top leadership position of sport organizations. Although the results of this current study cannot empirically generalized (Mason, 2002) to a larger population with the non-statistically represented sample, however, theoretical generalization (Mason, 2002) arising from different logics of the data is relevant. The results may not be appropriate in the whole spectrum of women leaders and may not be realistic to some extent; nevertheless, it can be a reference in deeply understanding the underrepresentation of women in other leadership position particularly at the top level. The results will also be useful to other organizations who are interested on the underrepresentation of women and applying it to their own situation or other situation with similar context. Furthermore, employing the three theories are deemed significant to extend the transferability of the notion posited in different setting and subject.

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INFLUENCE OF PARENTAL WARMTH, CONTROL AND AUTONOMY GRANTING ON PARENT-CHILD RELATIONSHIP, EMOTIONAL WELL-BEING AND ACADEMIC SELF-EFFICACY OF CHILDREN

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ABSTRACT

This conceptual paper intend to propose a model for investigating the influence of specific parenting dimensions employed by Malaysian parents on parent-child relationship, emotional well-being and academic self-efficacy among upper primary school children. In the light of numerous psychological theories like Social Cognitive Theory, Attachment Theory, and parenting researches, this study postulates that parenting dimensions in warmth, control behaviors and autonomy support are likely to facilitate the interactive process during parenting, where such interaction experiences are believed to either negatively or positively influence how children perceive their relational bond with their parents, and that will lead to their emotional well-being in the aspects of anxiety and sense of optimism. Based on the thoughts of Bandura, this study conceptualized that the positive or negative emotional states will likely to determine the level of academic self-efficacy of children. Hence, this study hypothesizes that parent-child relationship and children's emotional well-being are the two mediators in mediating the relationship between parenting warmth, control and autonomy support towards children's academic self-efficacy. This paper also provides detailed discussions on the applications of theories in rationalizing the setting of the conceptual framework, definition of terms, as well as a brief elaboration on the employed research design.

KEYWORDS: Parenting, Parent-child relationship, Emotional well-being, Academic Efficacy

1.0 INTRODUCTION

Issues on parenting have always been ranked as critical factors on children's development, healthy family functioning, and academic performance. The current educational policies have signaled an increase in awareness among the Malaysian government and society that parents' participation in educational process is essential for the children's academic success. The educational policy "Shift 9: Partner with Parents, Community, and Private Sector at Scale" in the newest Educational Blueprint 2013-2025 has expressed useful insights that learning should take place at home and within the community, where learning should be "system based" (pp.32) that involves parents, community, both private and social parties in order to better support children's academic performance. This policy seeks to promote awareness on parental involvement in building children's numeracy and literacy skills through enhancement of parents' literacy and parenting competence. It encourages the use of parents' engagement toolkits, monitoring children's academic progress online, and signing home-school agreement to ensure parents' participation at home learning. Such policy has reflected overlooking the impact of parental characteristics on the success of implementing the said strategies. Based on the vast research on parenting and children's academic learning, as well as insights from psychological theories, it is believed that parents' attitudes and behaviors serve as a powerful predictor in determining parenting sensitivity (e.g., awareness of needs), decisions (e.g., supervising and monitoring) and children's academic performance. By relying on Attachment Theory, Social Cognitive Theory, and parenting studies, this study has postulated that parental warmth, control and autonomy granting are likely to predict how children perceive their parent-child relationship, emotional well-being and self-efficacy in academic achievement. Parenting scholars and psychologists have consistently argued that positive parenting like being warm, employing reasonable control and negotiation, and autonomy supports serve as three influential factors in determining children's academic related outcomes. Warm parents characterized with loving, caring and responsive behaviors are found to be more sensitive to children's needs, which it in turn, helped their child to stay emotionally healthy and hence, increased the learning receptivity among children (see Baumrind, 1966, 1991; Bush & Peterson, 2008; Deci

& Ryan, 1985; Underdown, 2007; Murras, 2008; Bronstein, 2015 and others). Wood (2007) has discussed that parental warmth contributes to the development of strong attachment sense among children. It helps to reduce their learning anxiety and emotional barriers. Reasonable parental control behaviors and their autonomy support to children are found contributing to the forming of good regulation skills and independent behaviors in children (Clark et.al, 2014). Nancy Elaine Shaw (2008) has indicated that authoritative parents who reason and allow for negotiations have contributed to foster strong academic self-efficacy among children. In reverse, excessive control behaviors and limiting autonomy support are being associated with mental health issues like anxiety, depression, weakens the bonding between parent and child (Barber & Harmon, 2002) and impairing children's academic achievement (Barber, 1996).

2.0 PROBLEM STATEMENT

In recent years, parenting research in South East Asia have yielded a new insight that Western derived parenting models may not be totally fitting for parenting culture in non-western regions (see Trommsdorff, 2016; Hong, Baharudin & Hossain, 2012; Lim & Lim, 2012; Keshavarz Keshavarz & Baharudin, 2009). Lim and Lim (2012), who studied on Chinese immigrant mothers have discovered that most Chinese parenting do not fit the classic Baumrind's parenting model, in which typologies parenting into a fourfold parenting typology, namely, authoritarian, authoritative, permissive and uninvolved parenting (see Maccoby and Martin, 1983, Kusterer, 2009). Lim and Lim (2012) have argued that using such prototypes to interpret research data can cause confusion. Trommsdorff (2016) has criticized that global parenting measure like Baumrind's model is insufficient and tends to oversee the situational contexts. He argued that such approach has underestimated the impact of culture in shaping parental behaviors, beliefs and values, and how it plays a role in the socialization process during parenting. A new perspective has arisen from the cultural and cross-cultural parenting research indicating that parent-child socialization process serves as the key to parenting beliefs and values transmission to children. In light of this thought, Gruesc and Davidov (2010) have asserted that parent-child relationship generated during such interactive processes helps to predict developmental outcomes of children in the aspects of social and emotional regulation ability, as well as various challenges coping skills. Such perspective (as discussed in Trommsdorff, 2016; Gruesc and Davidov, 2010), however, is found to receive little attention among the local parenting studies in Malaysia.

Local parenting researchers, however, were found to favor using Baumrind's Parenting Typology, which was developed in the 1960s in their studies. Simply naming a few, for instance, Teoh (2004), Keshavarz and Baharudin (2009), Yusoff (2010), Elias and Tan (2009), Kordi (2010); Ishak, Low and Lau (2011), Tay and Tam (2011), and others. Among these studies, Keshavarz Keshavarz and Baharudin have argued that parenting attributes are strongly correlated with cultural contexts in a society. Hence, understanding the Malaysian parenting culture, its process, and its interpretation should be done in the light of a collectivist culture. Hong, Baharudin and Hossain (2012), have also expressed their doubt on the applicability of Western defined parenting patterns on non-western families in terms of explaining parenting preference, particularly in the Asian cultural context. Although recent local studies like Hong, Baharudin and Hossain (2012), Keshavarz and Baharudin (2009) have reported to observe inconsistencies on the use parenting styles based on Baumrind's model among Malaysian parents, there was currently limited study to further examine such observes.

Researchers like Trommsdorff (2016), Lim and Lim (2012) and Gruesc and Davidov (2010) have strongly suggested that using specific parental attribute as predictors (also known as domain-specific-approach) is able to yield a more meaningful result in Asian parenting studies rather than using parenting typology, for it can better capture and reflect the influences of certain parenting values and behaviors on their children or family in the light of locality. These scholars argued that parenting measure (eg. Baumrind's parenting typology model) is inappropriate to "transport and test" across different cultural contexts as parents' behaviors and their beliefs vary across cultures due to different cultural needs and demands in each society. Based on these insights, local parenting studies and current Malaysia educational polies have found to overlook the impacts of cultural contexts (individualist and collectivist) in determining

the parenting process and its influence. In response to this lacking, this study proposed to use a domain-specific-approach to examine the influence of parenting in the Malaysian context. Specifically, it postulated that specific parenting traits in warmth, control and autonomy support are able to facilitate parent-child interactions, children's psychological functioning and adjustment (sense of anxiety and optimism) and its relation to their academic efficacy. This research setting (parenting studies) was found to be uncommon in Malaysia and hence, it revealed a criticality in initiating more investigations to fill the gap of this study.

3.0 RESEARCH OBJECTIVES AND RESEACH QUESTIONS

This study plans to employ parental warmth, control and autonomy granting as predictors, parent-child relationship and emotional well-being as mediators and academic self-efficacy as outcome variables. The five specific objectives are as follows.

1. To examine the relationship between parental warmth, control and autonomy granting and its influence to the upper primary school children's perceived in parent-child relationship.
2. To examine the relationship between parental warmth, control and autonomy granting and its influence to the upper primary school children's emotional well-being in the aspects of anxiety and optimism.
3. To examine the relationship between parental warmth, control and autonomy granting and its influence to the primary school children's academic self-efficacy.
4. To investigate the relationship between primary school children's perceived parent-child relationship and their academic self-efficacy.
5. To investigate the relationship between primary school children's emotional well-being in the aspects of anxiety and optimism and their academic self-efficacy.

4.0 THEORETICAL FRAMEWORK

This paper intends to propose a model in examining three parenting dimensions as predictors to parent-child relationship, children's emotional well-being and their academic self-efficacy. This study postulates that parent-child relationship and children's emotional well-being as mediators in determining the relationship between parenting behaviors and children's academic self-efficacy. The rationales of the research setting are discussed in the following session based on a vast empirical support, including parenting researches, Bowlby's Attachment Theory (AT) and Bandura's Social Cognitive Theory (SCT).

4.1 Parental Warmth, Control and Autonomy Granting Are Contributors to Children's Development

Parenting researchers like Baumrind (1966,1991), Bush & Peterson (2008), Bornstain and Zlotnik (2009) have consistently reported that positive parental traits like warmth, caring, loving, supporting have frequently being found to generate a better psychological functioning and adjustment, as well as maturity among children. In the discussion of parental warmth, Underdown (2007) said as children experience being accepted unconditionally, feeling connected, and being loved, it helps to nurture children's emotional health (e.g., distress), and as children gain a sense of emotionally being healthy, they are then more receptive to learning (pp.6). Scholars like Learner and Kruger (1997) also reported to observe the relation between parents and their children that has resulted in positive outcomes in children like motivation, positive engagement in school, and having a greater state of well-being.

The association between parental control (both behavioral and psychological control) and children's emotional well-being is vastly being discussed in parenting research. Parental behavioral control

was perceived as parents' intentions on managing and controlling children's behaviors (Barber, 1996). Psychological control, according to Barber (1996) is broadly defined as parents' tendency to interfere in children's psychological and emotional development. Barber indicated that current studies on parenting control seemed to favor seeking impacts on young adults, and Barber also mentioned that similar outcomes can be observed in childhood or adolescents (Barber and Harmon, 2002). Studies have consistently reported that excessive parenting control (both behavioral and psychological aspects) influenced children negatively. Padilla-Walker and Nelson (2012) has found that high psychological control by parents on children is related to a higher depression and anxiety symptoms, reducing parent-child relations (closeness), and other risk behaviors. Barber and Harmon (2002) discovered that parental psychological control has predicted both child and parents' psycho-emotional disturbance, and possessed negative influences on children's well-being, for instance, their efficacy. Barber also indicated that excessive psychological control was associated to both internalized (e.g., depression, passive resistance) and externalized problems (e.g., lower academic achievement) in children. Scholars like Barber, Stolz, and Olsen (2005) have added insights discussing that a higher psychological functioning of children was found to be associated with parents' behavioral control and their support in early years. Conversely, during adolescent, where more autonomy support was expected from parents, both behavioral and psychological controls were predicted in relation to adolescents' social risks and other behavioral problems.

In this study, parental autonomy granting is operationally defined as the degree of freedom that parents allow in children in both behavioral and psychological domain. Examples of parenting behaviors include: helping in decision making, directing, perusing, listening (to children), tolerating new opinions and viewpoints of children. An association was found between parents' autonomy granting (psychological domain) and children's academic achievement and self-worth in Barber's work (2002). Muris (2007) in his study also reported to observe a higher level of anxiety symptoms among children as parents employed low autonomy granting and practiced high parental control in their parenting.

4.2 Parent-Child Relationship As Powerful Mediator For Children's Development

This study perceived parent-child relationship as a mediator in determining the relationship between the use of parenting dimensions and children's efficacy beliefs in academic. On the other hand, parent-child relationship has also served as the predictor for children's emotional well-being (anxiety and optimism), which served as the other mediator. Bowlby's Attachment Theory (AT) has postulated that the attachment system in a child was able to determine his or her development. Bowlby perceived that the attachment serves as enduring emotional tie that connects a mother and her infant (as cited in Bush, 2001, pg.18). Attachment scholars like Klaus (1976) has defined attachment as a kind of continuous affectionate bond that is not limited by space and time, in which it emotionally joins two individuals, where Fahlberg (2012) described attachment as a kind of trust and love relationship that infants pose towards parents who are meeting their needs. Based on AT, attachment can be interpreted broadly from two aspects, namely attachment behaviors and attachment relationship, also termed as bonding. Attachment behaviors refer to observable interacting patterns between child and his/her caregivers, whereas the attachment relationship/bonding is defined as "bond" derived from those interactions (Carter et al., 2005). Bowlby (1982) argued that the attachment of a child to his parents changes during adolescence, due to reasons like changing of attachment figures (like peers), and as sexual attraction begins to take place. Although majority adolescents were found persisting their attachment to parents, other existing social groups (like peers, schools religious group, etc.) were found to be important, too. (Bowlby, 1982). Carter and his colleagues (2005) have added insights indicated that, however, "attachment figure and affection bond cannot be replaced by another" and "bonds are relatively long-lived ties to unique individual" (pp.4). Ludvigson (1998), said it was the foundation of all future relationships, where it develops when a child feels physically and emotionally secured, as well as being loved (pp.39). Carter and his colleagues (2005) perceived that the absence of attachment and bonding may lead to issues of mental health like depression, attention disorder and others. Bowlby (1982) argued that an attachment figure (for instance, parents), who are responsive and caring will

likely to induce the nurturance of secure attachment in a child, where conversely, developed insecure attachment.

In order to assess the relational bond between parent and child, this study used Pianta's Child Parent Relationship Scale (CPRS) developed in 1988 to determine parents' perception on relationship stability and consistency with their children (Driscoll and Pianta, 2011). In the lights of AT, Driscoll and Pianta consistently mentioned that the quality of bond in parent-child relationship brings impact to children's emotional and social development, and academic performance (pp.1). In their review across many empirical studies conducted by attachment researchers, they have summarized a mutual agreement between these researchers, that when parents are perceived to develop relation with children ("parent's representations of relating with child", pp.2), it naturally fosters the development of their relationship of caregiving, as well as related caregiving behaviors, and eventually contributing to children's emotional and social development, as well as academic performance. Wood (2007) has discovered that secure attachment of a child to parents has an impact on reducing anxiety and barriers of emotion in child's learning, as well as their academic ability. Driscoll and Pianta (2011) have also emphasized that sensitivity in parenting and parental stimulations are highly associated with children's ability to perform in school, where being sensitive in caregiving, providing sources of learning, providing cognitive stimulations, and consistent routines are factors in determining children's learning motivation, regulation skills, literacy and language, emotional and social development. This study, adapting Pianta's CPRS, attempted to assess parent child relationship in terms of their relational closeness and conflict (positive and negative emotions identified in parent-child relationship). This variable, said by Sroufe, Duggal, Weinfield & Carlson (2000), was often being seen as a powerful resource, moderator and mediator in dealing with children's risk in specific area.

4.3 Emotional Well-Being As Mediator and the Development of Academic Self-Efficacy

Bandura's Social Learning Theory (SLT) has provided useful insights enhancing the understanding of how parental behaviors, parent-child relationship and children's emotional well-being contribute to the development of academic self-efficacy. Albert Bandura in his Social Cognitive Theory (SCT), has discussed that a person does not respond to an environmental stimuli simply, but he/she is actively analyzing and interpreting information. Using Bandura's words, he said an individual "functions as contributor to his/her own motivation, behaviors and development within a network of reciprocally interacting influences" (Bandura, 1999, pp.169). Therefore, Bandura (2005) perceived that an individual is not solely the product resulted from the interactions of environmental circumstances, but rather, it is a result of when a person undergoes processes permitting self-organization, self-regulation, self-reflection and being proactive, as one actively interacts with the received information from environment. Bandura's discussion has shed light on this study and postulated that children's achievement of maturity and development undergo a series of complex intervening and interacting process between environmental factors, and such process are supported by psychological processes and functioning possessed by children and sometimes their environmental stimuli like their parents (indirect influence).

Considering the above discussions, this study has postulated that parents are an important factor in affecting children's beliefs in academic self-efficacy. Parental warmth or rejection, strictness in controlling, autonomy granting and academic related involvement are perceived to facilitate interaction qualities and opportunities between parents and child. According to Pianta and Driscoll (2011), if children perceive high closeness and low conflict with parents during such interaction process, it is believed to foster positive emotion and it in turn, increases their responsiveness towards their parents. Conversely, it fosters negative emotion and impairs their responsiveness. As reported in numerous studies, positive parent-child relationships was often found to be a mediator generating positive developmental outcomes, like emotional well-being, academic performance and other aspects (see Maccoby, 1984; Bretherton, 1992; Sroufe, Duggal, Weinfield & Carlson, 2000; Carter and his colleagues, 2005; Driscoll and Pianta's work, 2011). In light of Bandura's SCT, this study hypothesizes that as children possess higher emotional state (less anxiety and higher sense of optimism), it will contribute to higher academic self-efficacy. Bandura (1994) explained that individual beliefs on self-efficacy can be changed when psychological procedures take place in one's

learning. For instance, when a person improves his or her social emotional state (eg. feeling calm, less tense, low anxiety) or conversely receiving criticism, it will either strengthen or weaken his or her efficacy beliefs (Bandura, 1977, 1994).

In this study, higher children academic self-efficacy is being postulated in association with positive emotional state of children when children receive good quality of love and care (affection) and being encouraged by parents to try and that helps children to feel calm and relax when attempting a goal. According to Bandura (1994), when a person feels more relaxed and calm, he or she is then more likely to achieve higher self-efficacy and vice versa. Lastly, Bandura (1994) argued that certain parenting behaviors like verbal encouragement, discouragement, criticism, feedback and advices that can be observed during daily interactions between parents and children, can be another contributor for developing children’s self-efficacy, where he termed it as “verbal persuasion” (encouragement/ discouragement on one’s performance or performing ability in a task). In this study, parental encouragement behaviors was postulated as a characteristic of parental warmth, in which can be presented in both verbal (encouraging, calming, comforting with words) and non-verbal forms (hugging, holding, kissing, smiling). In many studies, parenting warmth was recognized as positive parenting that would facilitate children’s emotional well-being, like reducing anxiety, stress, depression and emotional boundaries in learning (see Gagne and Deci, 2014; Bornstain and Zlotnik, 2009; Bush & Peterson, 2008; Underdown, 2007; Grolnicks, 2003; Learner & Kruger, 1997; Barber, 1996; Bretherton, 1992; Baumrind, 1991; Deci and Rayn, 1985; Bowlby, 1973, 1984 and others). These insights have supported this study in conceptualizing that parental behaviors like parental warmth, control, autonomy granting and involvement were not directly contributing to the development of children’s self-efficacy in academic, but rather, the relationship was mediated by parent-child relationship (sense of closeness and conflict that formed through interaction experiences of parent and child, as well as through different forms of parenting behaviors), and emotional well-being (sense of anxiety and optimism that formed based on the quality parent-child relationship and parenting attributes).

5.0 CONCEPTUAL FRAMEWORK

This section presents the conceptual model of this study. Overall, this study conceptualizes three parenting dimensions, namely parental warmth, control and autonomy granting as predictors, children’s academic self-efficacy as outcome variable, parent-child relationship and emotional well-being as mediators. The following section presents the model and elaborates the placement and relationship of these variables in the lights of the theoretical supports.

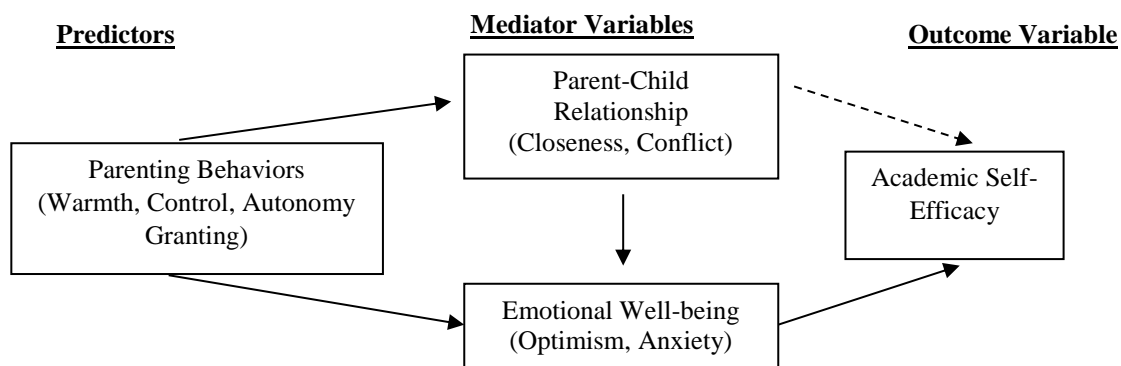


Figure 1: The conceptual model proposed in the lights of parenting researchers, self-determination theory, ecological system theory, attachment theory and social cognitive theory.

Operationally, *warmth* is defined as the degree of responsiveness in providing positive receptivity and disposition, care, love and acceptance by parents; *control* is referred as parents’ behavioral (e.g., controlling friendship, money, academic matters by setting rules) and psychological control (e.g., discouraging conversation/ expression of ideas/ negotiation and behaving unfriendly towards children’s

disagreement or disobedience.); *autonomy granting* is the degree of freedom parents allow children in making decision (e.g., directing or deciding a solution, tolerating different ideas, persuading and listening); *academic self-efficacy* is defined as children's beliefs on their academic capability (e.g., able to concentrate, good ability in understanding, confident in passing the tests and others); *parent-child relationship* is referred to children's perceptions on the relational bond with their parents (sense of closeness and conflict); *emotional well-being* measures children's sense of anxiety (general state of anxiety like feeling worry, tense, fear and panic) and optimism (degrees of optimism one feels on own self and their future).

Based on the thoughts of parenting researches and AT, this study has conceptualized that parenting behaviors in warmth, control and autonomy granting, when each is performed at a different degree (reflecting certain quality in parenting) and arranged in certain priority, is believed to generate influence on children's outcomes in a different way. Positive parenting traits like high warmth, reasonable control, and high autonomy support are postulated to generate higher parent-child relationship. Conversely, low warmth, excessive control and low autonomy granting are believed to negatively influence parent-child relationship. Based on AT and SCT, this study continues to postulate that positive relationship will facilitate positive emotional well-being of children, in which it contributes to lower sense of anxiety and higher perceived optimism and vice versa. Lastly, in light of Bandura's SCT, this study hypothesizes that positive emotional state will develop a higher self-efficacy in children. In contrast, when children are perceived to have a negative emotional state, it will lower their self-efficacy academically. In summary, this study believed that parental warmth, control and autonomy granting do not generate a direct influence to children's academic self-efficacy, where such relationship is mediated by parent-child relationship and emotional well-being. After all, parent-child relationship may not have a direct influence in children's academic efficacy. Instead, high or low relationship as perceived by the children is predicted to facilitate either positively or negatively children's emotional well-being. When children perceive themselves to have a good emotional well-being (less anxiety or high optimism), they are expected to have a higher self-efficacy academically and vice versa.

6.0 METHODOLOGY

This study intends to employ a quantitative approach using survey design. The targeted participants in this study are Malaysian parents and their upper primary school children (from 10-12 years old), who studied at National School (SK) and National Type School (SJK) in Klang Valley, using stratified sampling. The site of this study was based in Klang Valley, which is located at the center of the Capital city-Kuala Lumpur in Malaysia (Pemandu, 2013), and covering 243 square kilometers of the total area 330,803 square kilometers of Malaysia. Such selection was because this study intended to cover only the urban areas, and Klang Valley has reached 100% urbanization in Malaysia (Population and Housing Census of Malaysia, 2010), and is recognized as the cultural, financial and economic hub of Malaysia (Pemandu, 2013). These conditions have enabled its residents to have a similar access and exposure towards the degree of accessibility, types of information received, educational and living resources, opportunities, choices and living standards, and hence, they possess similar living contexts. Such conditions are believed to minimize the extraneous factors and helped to increase the accuracy of result outputs.

A set of questionnaire will be delivered to both the upper primary school children and their parents. Children are expected to self-report on their parents' parenting dimensions in warmth, control and autonomy, their perceptions on the relationship with parents, their emotional well-being (anxiety and optimism) and their self-efficacy in academic. For parents, they will have to rate their parenting dimensions in warmth, control and autonomy. The questionnaires in this study are constructed based on a variety sources, which include, Perceptions of Parents Scale -The Child Scale (POPS) (Grolnick, Deci and Ryan, 1997), Alabama Parenting Questionnaire (APQ) (Essau, Sasagawa and Frick, 2006), Helicopter Parenting Questionnaires (Padilla-Walker and Nelson, 2012), Parental Bonding Instrument (PBI) (Parker, Tupling and Brown, 1979), Psychological Control Scale-Youth Self Report (PCS-YSR) (Barber, 1996), Self-Efficacy Questionnaires (SEQ-C) (Muris, 2001), Child-Parent Relationship Scale (CPRS) (Driscoll and Pianta, 2011), The Optimism Scale (subscale from The Mental Health Confidence Scale (MHCS)

(Carpinello et al., 2000) and Hospital Anxiety and Depression Scale (HAD) (Zigmond and Snaith, 1983). The obtained data is then analyzed using Structural Equation Modeling (SEM) and SPSS.

7.0 CONCLUSION

Local parenting researches looking into the influences of specific parenting attributes are scarce. Although limited local studies like Hossain (2014), Winskel, Salehuddin and Stanbury (2013), Hong, Baharudin and Hossain (2012) Keshavarz and Baharudin (2009), have reported the inconsistency in the use of Baumrind's parenting styles, the parenting model was found still favoring local parenting researchers. It revealed a critical need of having more researches (using specific parenting attributes) in order to validate and add insights to the current parenting researches with the sense of locality. The findings of this study are expected to offer new perspectives to investigate the parenting phenomena in a collective culture in the Malaysian context. Instead of using the popular Baumrind's parenting typology, this study proposed a model by examining the influence of specific parenting attributes to children's well-being and their academic efficacy. According to scholars like Lim and Lim (2012) and Rohner, Khaleque and Cournoyer, (2012), this is a rather better choice as compared to using Baumrind's parenting typology model for investigation, as this approach is found to be comparatively more watchful and cultural sensitive for non-western families.

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THE RELATIONSHIP BETWEEN SPIRITUALITY AND SELF-EFFICACY AMONG TRAINEE COUNSELORS AT THE UNIVERSITI PUTRA MALAYSIA

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ABSTRACT

This research involves the study of spirituality and self-efficacy in dealing with legal and ethical issues. Value such as spirituality is viewed and accepted as an important aspect in enhancing various dimensions of counseling practices. Spirituality is a person's search for purpose and meaning of life which involves transcendence, self-transcendence, and a personal connection with the highest power. While self-efficacy is defined as an individual's beliefs regarding his or her ability to accomplish a task successfully. The spiritual experience of a counselor enables him or her to positively affect the growth of client. This shows the tendency of client to cooperate with counselor during the time of ethical dilemma. Spirituality can also be best seen in the context of belief system, which can affect one's self-efficacy in dealing with ethical dilemmas. In short, counselors will be capable of addressing ethical and legal issues with high self-efficacy if they have more spiritual knowledge and experiences. The purpose of this study is to examine the relationship between spirituality and counselor's self-efficacy in dealing with ethical issues. The respondents will be trainee counselors who will need to answer a set of questionnaires consisting of three components: a) demographic background; b) perceived spirituality; and c) self-efficacy in dealing with legal and ethical issues. This study will use descriptive statistics to provide basic information retrieved from the data as well as Pearson Correlation to examine the relationship between spirituality and self-efficacy of counselors in dealing with ethical issues.

KEYWORDS: spirituality, self-efficacy

1.0 INTRODUCTION

Value such as spirituality may help counselors to enhance their self-efficacy in dealing with legal and ethical issues in counseling. Spirituality is being studied more and highlighted frequently especially in recent decades (Gladding, 2013). This value can be blossomed in every counselor and be used as a foundation for the counseling services rendered. The Association of Spirituality, Ethical, and Religious Values in Counseling (ASERVIC) highlighted few competencies to address issues regarding spirituality (Cashwell & Watts, 2010). The establishment of this new competency by ASERVIC which is spirituality shows the necessity of integrating it into counseling practice.

It is crucial for counselors to update with the information provided by established counseling organizations such as The Board of Counselors (Malaysia), PERKAMA, American Counseling Association (ACA), and American Psychological Association (APA) as counselors should be competent to deal with legal and ethical issues in counseling. We, counselors or trainee counselors abide by laws and ethical standards.

This study will provide opportunity to investigate the relationship between spirituality and trainee counselors' self-efficacy in dealing with legal and ethical issues. According to Mullen, Lambie, and Conley (2014), counselors' self-efficacy affects the accuracy and decision-making in ethical dilemmas. The idea of using self-efficacy stems from Social Cognitive Theory by Albert Bandura. Albert Bandura's triadic reciprocal causation revealed that a person's behavior is influenced by social environment, personal forces, and overt behaviors. Thus, a conclusion can be made that self-efficacy is a powerful agent that influences one's overt behavior and one's adaptation in an environment. Curry, Arbuthnot, and Witherspoon-Arnold (2015) stated that efficacious counselors will be able to succeed in any new or difficult task they enroll.

People who have high self-efficacy would view dilemmas as challenges rather than obstacles (Sawyer, Peters, & Willis, 2013).

Moreover, efficacious individual would exercise handling threatening situations in order to gain control over those situations (Sawyer et al., 2014). Therefore, efficacious counselors would be able to face legal and ethical dilemmas, subsequently make appropriate decisions. Besides that, we can conclude that value such as spirituality affects counselors' self-efficacy in dealing with legal and ethical issues. This value may improve counselors' performance during the challenging period of dealing with legal and ethical dilemmas.

1.1 Problem Statement

Limited research on counselors' self-efficacy in dealing with ethical and legal issues warrants further research. Mullen et al. (2014) conducted a pioneer study and mentioned that there is no assessment used to identify trainee counselors' confidence in dealing with legal and ethical issues. Besides that, there are lack of studies done to investigate the relationship between spirituality and self-efficacy in dealing with legal and ethical issues. Thus, researcher would like to reveal the ideas of incorporating spirituality into the counselor education syllabus.

This idea would help to prepare counselors and future counselors to deal with legal and ethical issues effectively by boosting their level of self-efficacy. To date, there are many local higher learning institutions which are offering counselor education programs and some of them still do not meet the standard learning hour's requirement as suggested by The Board of Counselors (Malaysia). As a result, some of the counselor education programs are now in the process of upgrading their total number of learning hours from 36 credit hours to 48 credit hours due to the benchmark set by the CACREP. This implementation is necessary and pivotal in order to meet with the needs of counseling professionalism (Noriah Mohd Ishak, Salleh Amat, & Abu Yazid Abu Bakar (2012).

The CACREP aspires the counseling trainees to gain experience in areas such as assessment and research, social and cultural diversity, career guidance, group work, helping relationship, and human growth and development. Therefore, the current research focuses on spirituality which stem from the area mentioned by the CACREP; Human Growth and Development.

Curry et al. (2015) mentioned about the recent findings of researchers. They said that many researchers found the direct correlations between spirituality and job satisfaction, healthy adjustment, forgiveness, and moral development. As a conclusion, value such as spirituality contributes to the overall holistic wellness of an individual including being efficacious in dealing with legal and ethical issues. In addition, W. Aeshah Ameiha W. Ahmad, Rohaizan Baru, and Mohd Shahril Othman (2013) shared that there are numerous issues and problems faced by human beings due to misinterpretations of spiritual elements.

Spirituality is an important value that should be planted in the heart of every counselor in providing a holistic approach especially when dealing with legal and ethical issues in counseling. Curry et al. (2015) stated that there are individuals who could not afford to digest value such as spirituality due to their social world which is accumulated with the spectrums of racism, caste system, and classism. However, we as counselors should believe that we can still access clients and make meaning despite any issues brought by client that leads to legal and ethical dilemma.

Furthermore, counseling profession has transited from the infancy to pubescence stage (Ching Mey See and Kok- Mun Ng, 2010). However, many challenges still remained. Counselors must put effort to prepare self and be competent especially in coming years, as it will be more challenging. According to Chin Mey See and Kok-Mun Ng (2010), counselors need to be mindful of personal challenges and professional challenges. Counselors must have good counseling skills, knowledgeable, and has strength to meet the new expectations of counseling profession. Thus, it is crucial for counselors to practice the value of spirituality as they are essential in the counselors' holistic development.

1.2 Research Objectives

The research objectives are as following:

- (a) To measure the level of perceived spirituality and self-efficacy among trainee-counselors;
- (b) To find significant relationship between perceived spirituality and self-efficacy in dealing with legal and ethical issues in counseling.

1.3 Research Questions

- (a) What is the level of perceived spirituality and self-efficacy among trainee counselors?
- (b) Are there any significant relationship between perceived spirituality and self- efficacy?

1.4 Hypothesis

The research questions will be tested by the following hypothesis:

H 1: There is significant relationship between perceived spirituality and self-efficacy.

1.5 Significance of the Study

This study will provide the idea of incorporating value into real self of counselors. Counselors should practice value such as spirituality in order to enhance their self- development as a counselor. Researchers have been studying about the idea of integrating values into counseling since decades ago. The implementation occurred gradually and today, we can see how values are given priority especially in developed countries.

This mental impression will eventually help counselors to understand the importance of spirituality in providing clients with therapeutic helping sessions. Besides that, this study will assist counselors to become aware of the need to be efficacious. Counselors must understand that higher level of self-efficacy can prepare them to become better decision makers, provide them more confident to deal with ethical dilemmas, and finally make them feel competent to tackle any issues presented by their clients.

Conducting counseling sessions without certain level of self-efficacy will deteriorate counselor's performance. According to Bandura, it is always true that a well-prepared counselor will show greater self-efficacy when dealing with legal and ethical issues (as cited in Sawyer et al., 2013). Efficacious counselors will also be able to stand and fight for justice despite any circumstances and challenges.

In addition, this study will provide insights that in the current modernized world, basic personal qualities are just not sufficient to produce good counselors. Each day, clients are facing with more life challenges and unique issues. Therefore, counselors need to be well-prepared to infuse other core value such as spirituality within themselves and through their helping services. As mentioned in the previous paragraphs, incorporating value within self is not only a practice. It also involves counselors' effort in understanding the clients' expectation and current trend of issues brought by clients.

Spirituality is one of the miracle qualities that a counselor should have in order to tackle client's situational and developmental problems. Furthermore, the current study will be a part of literature reviews where it shall enhance the researchers' knowledge to produce innovation strategies to help counselors deal with clients. We can improve the counseling education by integrating spirituality to prepare counselors deal various profession challenges. Here, researcher does not intend to change the counseling education system. Instead, researcher would like to add some opinions on the existing knowledge in counseling education especially in the area of legal and ethics.

Moreover, this study would change counselors' perspectives on the integration of value in counseling. There are possibilities for counselors to focus on the skills they have and their understanding about psychology theories rather than reflecting about their personal value. This study will be focusing on the perceived spirituality. Thus, the current study will help counselors to balance their focus on every aspects of counseling and finally, understand about one's own value perception.

Besides that, this study will contribute to the benefit of counselors and society. They will get to know about the relationship between self-efficacy and spirituality. This knowledge is essential to enhance

society's understanding about counseling and future researchers may invent new formulation or theory in order to experience the revolution of counseling ethics education.

2.0 LITERATURE REVIEW

Belaire and Young (2000) and Maher and Hunt (1993) stated that the attentions given to spirituality in counseling have been increasing (as cited in Curry et al., 2015; as cited in Cashwell, Young, Cashwell, & Belaire, 2001) while Mazidah Mohd Dagang, Raja Zirwatul Aida Raja Ibrahim, and Azlina Abu Bakar (2014) mentioned that the acceptance of spirituality components almost absence in our counseling practice and services. However, the researchers are not clear to what degree spirituality is given attention and to what degree elements of spirituality is being absence in counseling.

Dalmida, Holstad, Dilorio, and Laderman (2012) stated that there are more researchers becoming aware of the spiritual importance. Spirituality is the manifestation of internal strength that one leans on during the period of decision making (Lietz & Hodge, 2013). Thus, spirituality influences counselors' decision making during the ethical and legal dilemma. Diallo (2013); Lietz and Hodge (2013); and Stanley, Bush, Camp, Jameson, Phillips, Barber, Zeno, Lomax, and Cully (2011) used client's spiritual preferences as the primary source of information in their study while W. Aeshah Ameiha W Ahmad et al. (2013) and Plante (2007) discussed about spirituality in counselors.

The difference here is that in some studies, spirituality is seen from the clients' perspectives while in some other studies, spirituality is measured based on the counselor's point of view. Spirituality that is integrated within a counselor helps him or her to navigate the challenging waters of ethical and legal dilemma (McGhee & Grant, 2008; Plante, 2007). Furthermore, the spiritual experience of a counselor enables him or her to positively affect the growth of client (Beringer, 2000). This shows the tendency of client to cooperate with counselor during the time of ethical dilemma.

Rohana Hamzah, Kamarudzaman Md Isa, and Roziah Mohd. Janor (2010) have introduced a spiritual education developmental model and they even mentioned about the beauty of spirituality. They stated that spirituality is one of the primitive needs and it motivates every human being to behave well. Besides that, spirituality teaches Man on how to respond and react to any environment (Rohana Hamzah et al., 2010). This clearly shows how a spiritual counselor should behave and react to legal and ethical issues they face. McGhee and Grant (2008) explained that spiritual individuals are most likely to be ethical individuals.

Every one of us, as human being has greater dual tendencies of becoming good and bad person (Rohana Hamzah et al., 2010). Human beings at times behave well when they are motivated by rational soul and in contrast, become bad when they are motivated by the negative soul. Thus, spirituality plays significant role in diminishing the negative soul while growing the rational soul in every counselor to help counselor make rational decision making at the time of ethical dilemma.

McGhee and Grant (2008) revealed similar idea as mentioned by Rohana Hamzah et al. (2010). They stated that spirituality directs to improved ethical behavior and this is seen at a counselor's personal level. The value of spirituality flourishes counselors and enables them to become the best human development promoters. Thus, the counselors should promote and facilitate spirituality at any time (Chandler, Holden, & Kolander, 1992) during the counseling session especially when they are exposed to the risk of legal and ethical dilemma. This initiative is to enhance holistic wellness of the client and counselor. It is our responsibility to build the notion that spirituality can be used as a foundation in one's ethical conduct (McGhee & Grant, 2008).

The spiritual educational model by Rohana Hamzah and her colleagues exquisitely integrated Sir Isaac Newton's Theory of Light. Newton used two Prisms to explain the dispersion of light: Prism 1 and Prism 2. When the sunlight pass through Prism 1 in white color, a spectrum of rainbow colors were formed. Here, the rays of light were dilated. However, the rainbow colors were returned to the origin white color where it diverted when Newton used two prisms. This appealing concept can be applied in the context of spirituality or any other research areas in counseling.

The Prism experiment has taught us that the acquisition of knowledge and experience in spirituality are not sufficient to become good counselors. But, we must learn on how to put back, apply that knowledge, and develop self to achieve the objectivity of counseling without letting them to fade as in the Prism 1. Rohana and her colleagues emulated the behavior of Prism 2 into their spiritual conceptual model. Counselors' self-development through the value of spirituality prepares them for greatness in handling legal and ethical issues. Besides that, spirituality also boosts an aspect that is crucial in every counselor which is self-efficacy. According to Curry, Arbuthnot, and Witherspoon-Arnold (2015), counselors with certain value such as spirituality and adopt it in the counseling process are more likely to be efficacious in dealing with difficult tasks.

Every counselor must be efficacious to pledge their excellent performance when facing with ethical and legal dilemma. Curry et al. (2015) mentioned that self-efficacy is developed through experience, accomplishment of performance, and social persuasion. Furthermore, Sawyer, Peters, and Willis (2013) stated that one's actions, environments, beliefs, cognitive competencies, and behaviors can influence his or her performance; as they concluded that the greater level of self-efficacy can result the greater performance a person would be.

Spirituality can also be best seen in the context of belief system, which can affect one's self-efficacy in dealing with ethical dilemmas. Above all, the most important aspect is the understanding and knowledge in spirituality (Bain, Garza, Lopez, & Flores, 2014). However, the inclusion of perceived spirituality when dealing with legal and ethical issues may result in another new ethical concern. Counselors have the tendency to violate the boundary, demolish client's autonomy, and abuse power by imposing own spiritual value on client (Frame, 2000).

It is a main concern here, in the current study that the perceived spiritual value is an intrinsic value and it is extracted from the counselor to measure its influential on self-efficacy when dealing with legal and ethical issues. There are even some cases where the knowledge of spirituality is seen as not important to the professionals although there is openness in the research area related to spirituality (Schulte, Skinner, & Claiborn, 2000).

Curry et al. (2015) explained that registered counselors or student counselors may feel uncomfortable and have low self-efficacy to approach clients when they have little knowledge about spirituality. They would not be able to tackle ethical issues related to spirituality dilemmas brought by client. Thus, counselors will be capable of addressing ethical and legal issues related to spirituality with high self-efficacy if they have more spiritual knowledge and experiences. It is important for the counselors to clarify their perceived spirituality in order to be great promoters or professionals of human development.

Perceived spirituality refers to perceived closeness to God (Dalmida, Holstad, Dilorio, & Laderman, 2012). This reflects the need of counselors to be aware of their closeness to God in order to increase their degree of self-efficacy, concomitantly address ethical issues in an effective manner. The need of counselors to cultivate spiritual value has been highlighted by Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC). ASERVIC enumerated new competencies to help counselors serve clients and one of it is spirituality (Cashwell & Watts, 2010). Thus, counselors who gained high score in perceived spirituality would be an advantage because this competency not only will help them deal with ethical issues, but also help counselors to guide clients from various spiritual traditions.

The study by Mazidah Mohd Dagang, Raja Zirwatul Aida Raja Ibrahim, and Azlina Abu Bakar (2014) revealed the spiritual competency among a sample of counselors in Malaysia. They found that counselors in their study recorded a mean of 3.64 which means, majority counselors have spiritual competence at a moderate level. This phenomenon would not help us in achieving the goals set by ASERVIC. Mazidah Mohd Dagang and colleagues found that 73.8 percent of participants mentioned about the failure of their program of study to provide spiritual competence in the counseling practice. Thus, the fundamental of integrating spirituality in every counselor should be seen as one of the implementation task.

Every counselor should be ready to be called as an astute spiritual counselor and as discussed above, counselors with spiritual value will be efficacious in dealing with legal and ethical issues. Orib A. Abou-Amerrh (2013) stated that there is a relationship between perceived spirituality and perceived self-efficacy. However, he found that the awareness of counseling self-efficacy among counselors in training in

the Hashemite University was low and suggested to increase the self-efficacy of counseling students through trainings.

This is because self-efficacy theory revealed that a successful performance not only requires skills but convictions in counselor's abilities and effectiveness such as being efficacious in handling the ethical conflicts. In addition, it is worth mentioning that there are no significant differences between these variables: a) spirituality and age group; b) spirituality and level of study; and c) spirituality and working experience (Orib A. Abou-Amerrh, 2013) . In contrast, Mazidah Mohd Dagang et al. (2014) found that spirituality among counselors is similar across age category, length of working service, and level of education.

As a conclusion, the current study will play significant role by becoming a catalyst in the self-development of a counselor. The spiritual value that is cultivated enhances the growth of self-efficient beliefs in every counselor (Akram Karami & Mohammad-naghi Imani, 2014). This means the knowledge of spirituality helps us to apply the verbs such as 'can', 'must', and 'be able to'. These words magnificently makes counselor to become an efficacious counselor and subsequently enable him or her to tackle ethical dilemma confidently.

2.1 Conceptual Framework

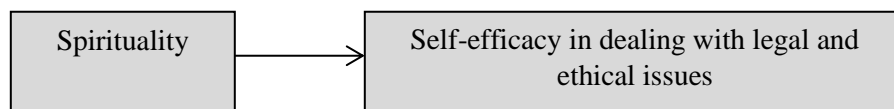


Figure 1: Conceptual framework of the study

3.0 METHODOLOGY

3.1 Sampling

The sample size is determined by using Krejcie and Morgan (1970) formulas. Krejcie and Morgan (1970) developed a table using sample size formula for finite or known population. Therefore, based on the table, population size of 200 requires a sample size with a minimum of 132 trainee counselors, assuming confidence level of 95%. The sample size of 132 will represent the population precisely compared to the sample size determined by using Cochran's formula. The formula is as below:

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

- S = Required sample size
- X = Z value (1.96 for 95% confidence level)
- N = Population size
- P = Population proportion (assumed to be 0.5, 50%)
- D = Degree of accuracy (5%) or margin of error.

Thus, the required sample size is 132.

3.2 Instrumentation

Two instruments will be used to gather data for the study. The survey questionnaire was divided into 3 sections. There are a total of 35 items to be answered by the respondents. The sections in the questionnaire are as following.

3.2.1 Demographic background

This section requires some background information of the respondents such as age, gender, race, and current semester of study.

3.2.2 Spirituality Index of Well-Being (SIWB)

Spirituality Index of Well-Being (SIWB) is a 5-point Likert type scale ranging from 1 ('strongly agree') to 5 ('strongly disagree'). SIWB measures an individual's perceptions of his or her spiritual quality of life. There are two subscales in SIWB which are self-efficacy subscale (an alpha of .83) and life-scheme subscale (an alpha of .80). Besides that, SIWB has a total of 12 items in which items 1 to 6 are related to self-efficacy while items 7 to 12 are related to life-scheme. The total 12-item valid scale had an alpha of .87 and the scoring of SIWB is straightforward (Daaleman & Frey, 2004).

3.2.3 Ethical and Legal Issues in Counseling Self-Efficacy Scale (ELICSES)

Ethical and Legal Issues in Counseling Self-Efficacy Scale (ELICSES) was first developed by Mullen, Lambie, and Conley (2014). ELICSES measures counseling students self-efficacy in dealing with legal and ethical issues across three factors which are: (a) general ethical and legal issues in counseling self-efficacy; (b) suicide, violence, abuse and neglect self-efficacy; and (c) counselor development and wellness self-efficacy. In addition, ELICSES has 23 items and it is a Likert type scale range from Cannot Do At All, Moderately Certain Can Do, and Highly Certain Can Do which is from 0 to 100.

Scores that range from 0 to 20 indicate that the trainee counselor is not prepared to handle ethical issues and scores that range from 30 to 70 indicate that the trainee counselor is moderately prepared to handle legal and ethical issues. While scores that range from 80 to 100 indicate that the trainee counselor feels prepared to handle legal and ethical issues. This instrument has strong internal consistency reliability, Cronbach's alpha of .96 and acceptable validity (Greiner, 2015).

3.3 Data Collection

Survey questionnaire will be used to collect data from the targeted respondents. The questionnaires will be distributed to groups of participants at Universiti Putra Malaysia (UPM). Participants will have to answer a total of 35 items which are segregated into 3 sections including demographic background. The respondents need to return the questionnaires to researcher after completing them.

3.4 Data Analysis

The data obtained from the questionnaires will be analyzed using descriptive analysis to get the mean and percentage of participants being appraised as spirituality and efficacious. Besides that, correlation analysis will be carried out to find the relationship between spirituality and counselor's self-efficacy in dealing with legal and ethical issues.

4.0 CONCLUSION

The researcher belief that value can be used as a related agent for the counselor's positive development of self-efficacy in dealing with legal and ethical issues. A counselor's responsibility of facing with legal and ethical dilemmas is very challenging and thus, it is very important to attribute every success or failure outcomes to enhance the services provided counseling professions.

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KEFAHAMAN DAN AMALAN PENYELIAAN PENGAJARAN PENGETUA DI SEKOLAH MENENGAH KEBANGSAAN KLUSTER KECEMERLANGAN DAN SEKOLAH MENENGAH KEBANGSAAN HARIAN

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ABSTRAK

Secara umumnya kajian ini bertujuan untuk mengkaji kefahaman dan amalan penyeliaan pengajaran pengetua di Sekolah Menengah. Pendekatan kaedah kualitatif telah digunakan dalam kajian ini untuk pengumpulan data. Perbincangan tertumpu kepada empat bahagian utama iaitu penyeliaan pengajaran, kefahaman pengetua, amalan penyeliaan pengajaran pengetua dan teoretikal kajian. Di mana kajian ini melihat kepada keperluan untuk pengetua melakukan penyeliaan terhadap pengajaran guru di bilik darjah. Seterusnya kajian ini adalah untuk melihat kefahaman pengetua terhadap penyeliaan pengajaran. Selain itu, kajian ini juga melihat apakah amalan penyeliaan pengajaran yang dipraktikkan oleh pengetua semasa melaksanakan penyeliaan pengajaran guru di bilik darjah. Akhirnya kajian ini menghuraikan model-model yang digunakan sebagai teoretikal kajian.

KATA KUNCI: Kefahaman, Amalan Penyeliaan, Pelaksanaan di Sekolah.

1.0 PENGENALAN

Sekolah yang cemerlang dan berkesan seringkali dikaitkan dengan kecemerlangan yang dicapai oleh pelajar. Kecemerlangan pelajar akan diukur berdasarkan kecemerlangan akademik yang dicapai melalui keputusan peperiksaan. Kejayaan pelajar dalam akademik secara langsungnya adalah dimainkan peranan oleh usaha guru yang berterusan dalam pengajaran dan pembelajaran di bilik darjah. Pengajaran yang berkesan oleh guru akan dapat memberikan kualiti pembelajaran yang baik, seterusnya membawa kejayaan yang cemerlang kepada pelajar (Fakrul Razi, 2013).

Oleh yang demikian, guru merupakan individu yang memainkan peranan besar dalam kejayaan pelajar dan haruslah dilengkapi dengan ilmu pengajaran dan pembelajaran yang secukupnya. Hal ini kerana, guru yang mempunyai ilmu pengetahuan dan menguasai sepenuhnya kaedah pengajaran dan pembelajaran akan dapat memberikan pengajaran yang berkesan dan berkualiti kepada pelajar di bilik darjah (Hamdan & Nurlia, 2011). Dalam hal ini, adalah menjadi tanggungjawab sepenuhnya pihak sekolah khususnya pengetua bagi memastikan guru-guru dilengkapi dengan ilmu pengetahuan yang sepatutnya. Namun begitu, penumpuan yang lebih kepada urusan pentadbiran di sekolah telah menyebabkan tugas menyelia pengajaran guru di bilik darjah telah diabaikan (Shamsudin & Kamarul, 2011). Terdapat juga sesetengah pengetua memberikan tanggungjawab untuk menyelia pengajaran guru kepada penolong-

penolong kanan, ketua jabatan dan ketua panitia (Shukri, 2011). Guru-guru berpendapat bahawa penyeliaan yang dibuat tidak membantu dalam pengajaran mereka di bilik darjah. Hal ini kerana, penolong kanan dan ketua jabatan yang diamanahkan untuk menjalankan seliaan tidak mempunyai pengetahuan yang secukupnya berkaitan penyeliaan (Anusuya, 2013). Halangan-halangan seperti inilah yang menyebabkan matlamat utama penyeliaan pengajaran tidak dapat dicapai dengan jayanya. Akhirnya memberi kesan kepada kualiti pengajaran guru dan pembelajaran pelajar di bilik darjah.

Sebagai pentadbir sekolah, pengetua haruslah menyelia pengajaran guru di bilik darjah bagi memastikan pengajaran dan pembelajaran guru menepati kurikulum yang telah ditetapkan dan memberikan panduan serta tunjuk ajar kepada guru dalam pengajaran mereka (Abdul Rahman, 2011). Merujuk kepada tanggungjawab pengetua dalam menyelia pengajaran guru adalah penting untuk memastikan pengetua mempunyai kefahaman terhadap penyeliaan pengajaran di sekolah. Seterusnya, kajian ini juga akan melihat amalan penyeliaan pengajaran yang dilaksanakan oleh pengetua dalam melaksanakan penyelia terhadap pengajaran guru di bilik darjah. Bagi melihat kefahaman dan amalan penyeliaan pengajaran pengetua, kajian ini akan menggunakan kaedah kualitatif sebagai kaedah kajian. Melalui kaedah kualitatif, kajian kes telah digunakan untuk mendapatkan data kajian. Objektif utama kajian ini adalah untuk meneroka pemahaman pengetua terhadap penyeliaan pengajaran di sekolah menengah, mengenal pasti strategi penyeliaan pengajaran yang digunakan oleh pengetua, mengkaji sejauhmanakah pengetua sekolah melaksanakan tanggungjawab sebagai penyelia pengajaran dan melihat cabaran amalan penyeliaan pengajaran pengetua di sekolah menengah.

2.0 SOROTAN KAJIAN

Perbincangan seterusnya dalam sorotan kajian adalah memfokuskan kepada penyeliaan pengajaran, kefahaman pengetua, amalan penyeliaan pengajaran dan kerangka teoritikal kajian.

2.1 Penyeliaan Pengajaran

Penyeliaan pengajaran di sekolah sangat penting bagi memastikan guru-guru melaksanakan pengajaran dan pembelajaran secara berkesan. Keberkesanan pengajaran guru perlu ditingkatkan dalam usaha untuk menjadikan sekolah sebagai pusat kecemerlangan iaitu tempat penyebaran ilmu pengetahuan dan penyampaian pelbagai jenis kemahiran serta pembentukan keperibadian pelajar (Abebe Tesema, 2014). Perlaksanaan penyeliaan di bilik darjah memerlukan seorang penyelia (pengetua) untuk mempunyai pengetahuan yang secukupnya serta sentiasa peka tentang perubahan sukatan pelajaran (Netsanet, 2014). Penyeliaan pengajaran merupakan suatu usaha kearah menekankan sokongan profesional berterusan yang diberikan oleh pengetua sebagai penyelia kepada guru-guru untuk memperbaiki rutin pengajaran mereka di bilik darjah (Berhane, 2014). Menurut Chia Peggie (2014), penyeliaan pengajaran adalah usaha membantu, membimbing dan menyokong pengajaran dan pembelajaran guru, di mana pemimpin instruksional yang berkesan harus membuat penyeliaan dari semasa ke semasa. Penyeliaan pengajaran melibatkan proses yang kompleks iaitu memerlukan bentuk kerjasama dalam kalangan guru-guru dan seluruh anggota organisasi pendidik, seterusnya suatu bentuk hubungan usaha sama bagi tujuan meningkatkan kualiti pengajaran dan pembelajaran di bilik darjah serta kearah pembangunan profesion guru (Abdul Rahman, 2011). Penyeliaan pengajaran di bilik darjah dapat memupuk, memelihara dan memperkukuhkan hubungan profesionalisme dan interaksi yang positif antara pengetua dengan guru, guru dengan guru dan antara guru dan murid (Fakhrul Razi, 2013). Bagi meningkatkan kecemerlangan kurikulum di sekolah, pengetua selaku pemimpin instruksional haruslah menekankan serta memberi keutamaan kepada tugas sebagai penyeliaan pengajaran agar proses pengajaran guru di bilik darjah dapat dilaksanakan dengan berkesan selaras dengan matlamat pendidikan negara (Shukri Zain, 2011).

2.2 Kefahaman Pengetua

Kefahaman adalah merujuk kepada pengetahuan dalam pemikiran seseorang tentang sesuatu perkara (Sudaryuno, 2012). Kefahaman individu boleh terbina melalui maklumat yang diperolehi, kualiti maklumat dan cara maklumat disampaikan. Pada hakikatnya, kefahaman merupakan salah satu bentuk hasil belajar. Kefahaman akan terbentuk hasil daripada proses belajar yang dilalui oleh seseorang. Proses pembelajaran yang dilalui akan membentuk pengalaman dalam diri seseorang. Seterusnya pengalaman yang diperolehi dapat memberikan pengetahuan yang dapat meningkatkan kefahaman seseorang terhadap apa yang dipelajari.

Menurut Fajri dan Senja (2008), kefahaman adalah proses kelakuan dan perbuatan seseorang untuk memahami sesuatu yang dipelajari. Seterusnya untuk memahami sesuatu perkara yang dipelajari seseorang itu haruslah mempunyai pengetahuan yang kukuh terhadap perkara yang dipelajari. Menurut Saadah (2012), kefahaman juga dijelaskan sebagai satu pengertian tentang sesuatu dalam erti kata mengetahui, benar-benar mengerti seterusnya mempercayai apa yang difahami. Kefahaman merupakan satu fasa pemerolehan idea. Seseorang itu dikatakan memahami suatu perkara sekiranya ia dapat mengaitkan perkara tersebut dengan sesuatu yang lain malah dapat mengaplikasikannya apabila ia berhadapan dengan situasi yang memerlukan penggunaan perkara tersebut. Pengetua sebagai seorang penyelia mestilah mempunyai kefahaman tentang penyeliaan pengajaran di sekolah. Dalam konteks ini, pengetua seharusnya memahami matlamat utama penyeliaan terhadap pengajaran guru. Seterusnya pengetua perlu mempunyai pengetahuan yang baik berkaitan ilmu penyeliaan. Bagi tujuan meningkatkan kefahaman pengetua terhadap penyeliaan pengajaran, model kitaran pembelajaran empat peringkat (David Kolb, 1980) akan dijadikan teoritikal kajian yang mendasari kepada kefahaman pengetua. Berdasarkan kepada model kitaran empat peringkat ini, terdapat empat elemen yang dapat meningkatkan kefahaman seseorang melalui proses pembelajaran yang dilalui. Empat elemen tersebut seperti pengalaman konkrit, pemerhatian reflektif, pengkonsepsian abstrak dan pengujikajian aktif.

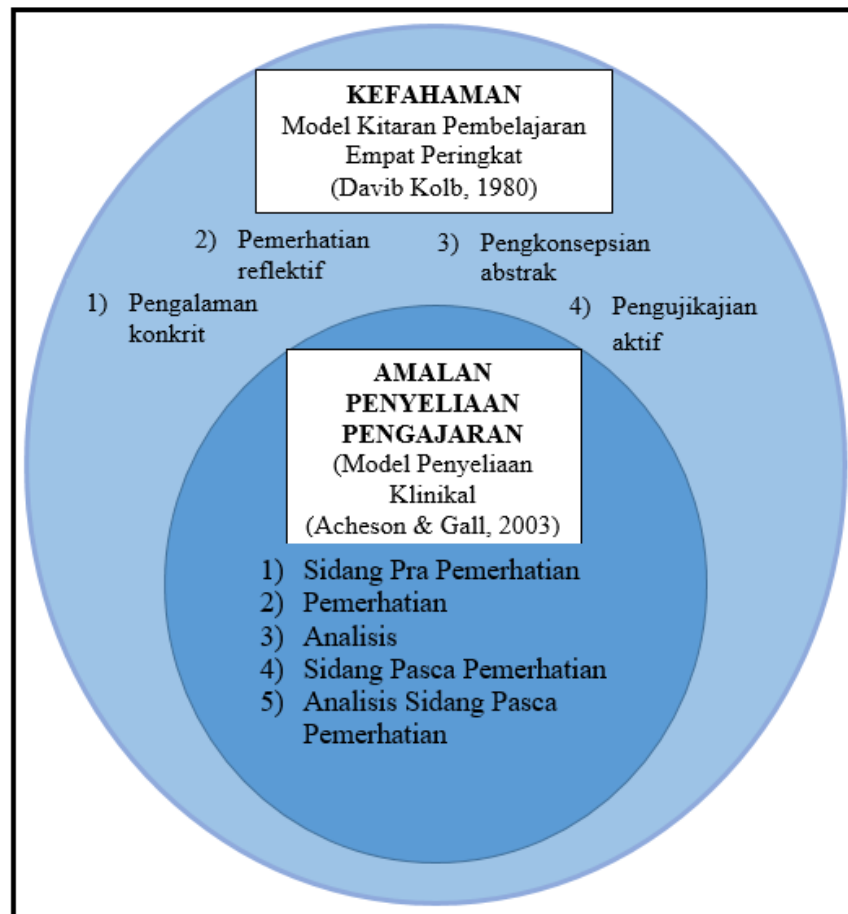
2.3 Amalan Penyeliaan Pengajaran Pengetua

Amalan penyeliaan pengajaran pengetua memberi penjelasan bahawa pendekatan dan kaedah yang digunakan oleh penyelia (pengetua) untuk melakukan penyeliaan pengajaran guru di bilik darjah. Amalan yang dilaksanakan haruslah menepati dan memenuhi matlamat dan tujuan penyeliaan mengikut garis panduan yang telah ditetapkan oleh Kementerian Pendidikan Malaysia. Penyeliaan pengajaran yang dilakukan terhadap guru seharusnya dapat memperbaiki kualiti pengajaran dan pembelajaran guru di bilik darjah. Tujuan penyeliaan pengajaran adalah untuk membimbing guru, memberi sokongan dan berkongsi idea serta kepakaran yang ada antara penyelia dengan guru (Fakhrul Razi, 2013). Penyeliaan yang dilakukan seharusnya tidak mempunyai unsur-unsur mencari kesalahan dan kesilapan guru semata-mata tetapi lebih kepada meningkatkan kualiti pengajaran guru. Pengetua selaku penyelia perlulah mempunyai bentuk hubungan dua hala yang baik dengan guru yang diselia agar perkongsian idea dan pandangan kearah penambahbaikan pengajaran dapat dilakukan secara bersama (Shukri, 2011). Adalah penting untuk menggunakan amalan penyeliaan yang bersesuaian kerana bentuk amalan penyeliaan yang diterapkan oleh pengetua akan menentukan samada objektif sebenar penyeliaan pengajaran mampu dicapai atau sebaliknya (Hamdan & Nurlia, 2011).

Dalam kajian ini, Model penyeliaan klinikal telah digunakan sebagai teoritikal kajian bagi tujuan melihat amalan penyeliaan pengajaran yang telah dilaksanakan oleh pengetua di sekolah. Hal ini sejajar dengan pernyataan Glickman, Gordon & Ross-Gordon (2004), yang mencadangkan bahawa pendekatan penyeliaan klinikal adalah paling pratikal untuk di amalkan oleh pengetua bagi tujuan melakukan penyeliaan pengajaran. Selain itu, model penyeliaan klinikal dilihat memenuhi dan menepati pandangan yang telah dibuat oleh Glickman dalam Model penyeliaan pembangunan (Abdul Rahman, 2011). Di mana model penyeliaan klinikal menitik beratkan aspek pembangunan profesional guru, hubungan dua hala, perkongsian ideal dan pengalaman, guru terlibat dalam pembuat keputusan, kepercayaan kepada guru sepenuhnya, mengutamakan aspek kolaboratif dan penambahbaikan kepada guru selepas penyeliaan

(Glickman et al, 2004). Di mana model penyeliaan klinikal mementingkan bentuk hubungan yang baik antara penyelia dengan guru yang diselia dalam usaha untuk mendapatkan idea dan penambahbaikan pengajaran guru. Dalam kajian ini, model penyeliaan klinikal (Acheson & Gall, 2003) akan digunakan untuk melihat amalan penyeliaan pengajaran yang digunakan oleh pengetua bagi menyelia pengajaran guru di bilik darjah. Model penyeliaan klinikal Acheson & Gall terbahagi kepada lima elemen yang perlu dipatuhi oleh pengetua semasa melakukan penyeliaan terhadap pengajaran guru. Elemen-elemen tersebut seperti sidang pra-pemerhatian, pemerhatian, analisis, sidang pasca pemerhatian dan analisis sidang pasca pemerhatian.

2.4 Kerangka Teoretikal Kajian



Rajah 2.0 : Kerangka Teoretikal Kajian

Alice Kolb & David Kolb (2008), telah menjelaskan melalui model kitaran pembelajaran empat peringkat proses bagaimana manusia belajar menerusi pengalaman. Di mana pengalaman yang sedia ada pada seseorang pengetua akan dapat memberikan pengetahuan dan seterusnya meningkatkan kefahaman terhadap penyeliaan pengajaran khususnya di sekolah. Pada peringkat pertama iaitu pengalaman konkrit, seseorang pengetua akan mempunyai satu perasaan bertanggungjawab untuk melaksanakan penyeliaan pengajaran terhadap guru-guru. Perasaan ini berlaku hasil daripada arahan Kementerian Pendidikan Malaysia melalui surat pekeliling ikthisas bil. 1/1987 yang mengarahkan pengetua sekolah untuk melaksanakan penyeliaan terhadap pengajaran guru di bilik darjah. Pemerhatian reflektif, menurut Kolb peringkat ini seseorang individu bertindak dengan melihat iaitu memerhati apa yang berlaku dipersekitaran sebagai proses pembelajaran. Dalam konteks kajian ini, pengetua akan memerhati setiap pembelajaran

melalui perlakuan individu lain dan mengaitkannya dengan pengalaman lalu. Pengetua akan melalui proses pemerhatian dan pembelajaran ini melalui kursus-kursus dan latihan-latihan yang dihadiri yang berkaitan dengan penyeliaan pengajaran.

Seterusnya pada pengkonsepsian abstrak, individu akan berupaya membentuk sebuah kesimpulan dan kefahaman tersendiri berdasarkan apa yang telah dilalui dan diperhatikan semasa proses pembelajaran diperingkat pemerhatian reflektif. Segala kesimpulan dan pemahaman yang dipelajari semasa proses pembelajaran akan diuji pada peringkat pengujikajian aktif. Di mana pengetua akan cuba untuk mengaplikasikan apa yang difahami semasa proses pembelajaran kepada situasi sebenar. Pada peringkat ini segala kefahaman tentang penyeliaan pengajaran yang diperolehi semasa proses pembelajaran akan digunakan semasa melakukan penyeliaan pengajaran guru di bilik darjah.

Bagi melihat amalan penyeliaan pengajaran yang diperaktikan oleh pengetua semasa melakukan penyeliaan terhadap guru, model penyeliaan klinikal telah digunakan sebagai teoritikal kajian. Penggunaan model ini bertepatan dengan Acheson dan Gall (2003), yang mencadangkan bahawa pendekatan penyeliaan klinikal adalah paling pratikal untuk di amalkan oleh pengetua bagi tujuan melakukan penyeliaan pengajaran. Model penyeliaan klinikal dapat di jelaskan seperti berikut:

i. Sidang Pra-pemerhatian

Sebelum penyeliaan dilakukan, persidangan pra-pemerhatian akan dbuat oleh penyelia bersama dengan guru yang akan diselia penyelia. Fokus dan tujuan perbincangan adalah untuk menentukan tujuan, fokus, bentuk, dan masa penyeliaan dilakukan.

ii. Pemerhatian

Semasa proses pemerhatian pengajaran guru di bili darjah, tumpuan pemerhatian adalah kepada aspek-aspek seperti kecekapan guru menguruskan masa, keberkesanan pengajaran dan pembelajaran, Objektif pengajaran dan pembelajaran, kebolehan mengemukakan pelbagai aras soalan, interaksi guru dan pelajar, serta mencatat kelemahan dan kekuatan pengajaran dan pembelajaran yang dilaksanakan oleh guru.

iii. Analisis

Selepas proses pemerhatian dilakukan, analisis akan dibuat oleh penyelia. Analisis yang dibuat melihat kepada kesilapan yang berulang-ulang, pengasingan peristiwa-peristiwa yang utama dan menemui petunjuk-petunjuk dalam persembahan guru yang wujud atau sebaliknya.

iv. Sidang Pasca Pemerhatian

Persidangan pasca pemerhatian diadakan untuk membincangkan tentang analisis pemerhatian dan bertujuan untuk menghasilkan satu perancangan bagi meningkatkan pengajaran guru di bilik darjah. Dalam peringkat ini, penyelia mengemukakan cadangan atau pendapat untuk diteliti dan dianalisis bersama dengan guru yang diselia.

v. Analisis Sidang Pasca Pemerhatian

Pada peringkat analisis persidangan pasca pemerhatian, penyelia akan sekali lagi membuat analisis dan menyemak sama ada format dan prosedur-prosedur yang bermula dari persidangan pra-pemerhatian sehingga analisis persidangan pasca pemerhatian adalah memuaskan atau semakan semula mungkin diperlukan sebelum mengulangi sesuatu peringkat mengikut urutannya.

Penyeliaan klinikal mempunyai unsur persefahaman, penyeliaan yang dilakukan memfokuskan kepada mendorong, menyelesaikan masalah bersama, saling menyumbang idea untuk menyelesaikan masalah pengajaran guru di bilik darjah.

3.0 KESIMPULAN

Penyeliaan pengajaran adalah satu aspek pengurusan yang sangat penting di peringkat sekolah. Melalui penyeliaan pengajaran pihak pengurusan sekolah memperoleh pelbagai maklumat berkaitan guru di sekolah, namun objektif utama penyeliaan pengajaran di sekolah adalah untuk mempertingkatkan prestasi PdP. Keberkesanan pengajaran guru mempunyai kaitan dengan proses penyeliaan yang dilakukan oleh pihak pengurusan sekolah. Oleh yang demikian, pengetua sebagai penyelia di sekolah seharusnya memahami tujuan utama penyeliaan pengajaran dan melaksanakan tanggungjawab sebagai penyelia pengajaran. Sebagai seorang penyelia, pengetua seharusnya peka dalam melaksanakan penyeliaan pengajaran dengan memperaktikkan amalan penyeliaan pengajaran yang dapat meningkatkan pengajaran guru dan seterusnya membangunkan profesion guru ke arah lebih cemerlang.

Keberkesanan PdP di bilik darjah berkait rapat dengan kualiti pengajaran yang disampaikan oleh guru. Oleh yang demikian, amatlah penting bagi pengetua untuk melakukan penyeliaan pengajaran terhadap guru bagi memastikan guru-guru melaksanakan PdP yang berkualiti. Pengetua haruslah membimbing dan membantu guru untuk melaksanakan PdP mengikut kurikulum yang telah ditetapkan. Sebagai penyelia, pengetua perlu mempunyai kefahaman terhadap matlamat sebenar penyeliaan yang dilakukan. Selain itu, pengetua terlebih dahulu perlu mempunyai elemen kemahiran, pengetahuan dan strategi amalan penyeliaan yang terbaik sebagai pendekatan dalam melakukan penyeliaan terhadap pengajaran guru. Elemen-elemen yang dinyatakan merupakan kefahaman yang perlu ada dalam diri seorang pengetua dalam memastikan penyeliaan yang dilaksanakan menepati matlamat sebenar penyeliaan pengajaran. Dalam hal ini, teori yang dikemukakan dapat meningkatkan kefahaman seseorang pengetua terhadap matlamat serta strategi yang sesuai untuk melaksanakan penyeliaan pengajaran guru di bilik darjah. Melalui teori yang dikemukakan keberkesanan amalan penyeliaan pengajaran pengetua di sekolah akan dapat ditingkatkan dan seterusnya proses pengajaran dan pembelajaran guru di bilik darjah akan lebih berkesan.

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KEPEMIMPINAN PENGETUA DALAM PELAKSANAAN PROGRAM ULUL ALBAB: SOROTAN LITERATUR

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ABSTRAK

Program Ulul Albab merupakan fenomena baru dalam sistem pendidikan negara. Program ini diperkenalkan bagi mentransformasikan sistem pendidikan sedia ada ke arah pengintegrasian antara ilmu duniawi dan ukhrawi. Dalam kertas ini, konsep Ulul Albab serta pelaksanaan program Ulul Albab dibincangkan dalam konteks pendidikan Malaysia. Sorotan literatur berkaitan pelaksanaan program ini di sekolah juga dibincangkan bagi memahami realiti pelaksanaannya di Malaysia. Terdapat beberapa isu yang timbul berkenaan penguasaan dan perkembangan pelajar dalam mengikuti program ini. Isu yang timbul ini memerlukan perhatian dan tindakan khususnya dari aspek peranan kepemimpinan pengetua. Kajian-kajian berkenaan kepemimpinan pengetua di sekolah Ulul Albab tidak banyak dijalankan dan kajian mengenai aspek pelaksanaan program Ulul Albab tidak dilakukan secara khusus. Kajian-kajian lepas menunjukkan bahawa program Ulul Albab ini masih baru dan perlu diteroka dengan lebih lanjut dalam kajian akan datang.

KEYWORDS: kepemimpinan pengetua, pelaksanaan kurikulum, Ulul Albab

1.0 PENGENALAN

Kementerian Pendidikan Malaysia (KPM) telah mula memberikan perhatian untuk memperkukuh dan memantapkan pendidikan agama di Malaysia. Hasrat dan komitmen ini telah dinyatakan oleh KPM dalam Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025. Gelombang 1 pelan tersebut telah menyatakan bahawa KPM komited untuk menyediakan pendidikan agama berkualiti tinggi bagi melengkapkan murid dengan ilmu pengetahuan dan kemahiran yang relevan untuk berjaya dalam pasaran buruh berasaskan nilai Islam yang kukuh. Dalam Gelombang 2 pelan tersebut, telah dinyatakan bahawa KPM akan meneroka peluang untuk meningkatkan bilangan penawaran tempat bagi murid di sekolah agama termasuklah dengan cara meningkatkan bilangan Sekolah Menengah Kebangsaan Agama (SMKA) di Malaysia. Hal ini menggambarkan bahawa kementerian telah memandang berat dan menumpukan perhatian terhadap pendidikan agama.

Sebelum ini, sistem pendidikan di Malaysia dikatakan telah diancam dan dipengaruhi oleh unsur dualisme dan sekularisme (Noor Hisham Md Naw, 2015). Sistem pendidikan yang bersifat dualistik ini telah memisahkan aspek pembangunan akademik dan spiritual pelajar (Zetty Nurzuliana Rashed & Ab Halim Tamuri, 2015). Dalam hal ini, integrasi atau kesepaduan antara pembentukan ilmu dengan proses pembinaan insan yang melibatkan aspek kerohanian dan sahsiah pelajar tidak wujud dalam pendidikan. Akibatnya, negara kita dilanda dengan isu keruntuhan akhlak dan kejahatan sosial yang berlaku dalam kalangan generasi muda. Atas kesedaran itu, satu program pendidikan yang diberi nama 'Ulul Albab' telah diperkenalkan oleh Dato' Seri Idris Jusoh pada tahun 1996. Program ini dibentuk dengan matlamat untuk melahirkan modal insan yang seimbang dalam ilmu keagamaan dan akademik berlandaskan al-Quran dan as-Sunnah (Alif Fadli Mohd Sori, 2015). Artikel ini bertujuan untuk membincangkan konsep Ulul Albab serta menghuraikan pelaksanaan program Ulul Albab di Malaysia. Kemudian, sorotan literatur berkaitan kepemimpinan sekolah dalam pelaksanaan program ini akan dibincangkan.

1.1 Konsep Ulul Albab

Perkataan (الباب) ‘albab’ adalah bentuk jamak dari (لب) ‘lubb’ yang bererti inti, teras atau sari pati sesuatu (Cowan, 1979). Kacang, misalnya, memiliki kulit yang menutupi isinya. Ulul Albab adalah orang-orang yang memiliki akal yang murni, tidak hanya terbatas pada ‘kulit’ (Abdul Halim Wicaksono, 2014). Orang yang merenungkan tentang fenomena alam akan dapat sampai kepada bukti yang sangat nyata tentang keesaan dan kekuasaan Allah s.w.t.

Istilah ‘Ulul Albab’ ada disebut dan dinyatakan dalam al-Quran sebanyak 16 kali (Ishak Suliaman, 2015). Ulul Albab adalah istilah yang digunakan bagi merujuk kepada segolongan manusia yang menggunakan akal fikirannya untuk memerhatikan segala ciptaan Allah dan ajaran-Nya (wahyu) untuk mendapatkan keyakinan atas kebenaran ajaran yang disampaikan (Choiruddin Hadhiri SP, 1993). Menurut Mohd Asri Zainul Abidin (2010), ahli-ahli tafsir hampir keseluruhannya bersepakat bahawa perkataan Ulul Albab yang digunakan dalam Al-Quran merujuk kepada golongan yang memiliki akal dan kefahaman yang matang sehingga mampu membuat penilaian yang tepat. Mereka mampu menggunakan akal dengan sempurna bagi mengkaji sehingga mampu meletakkan segala perkara pada perspektifnya yang betul (Danial Zainal Abidin, 2014).

2.0 PROGRAM ULUL ALBAB DAN TAHFIZ MODEL ULUL ALBAB (TMUA)

Program Ulul Albab telah mula dilaksanakan pada tahun 1999. Pada peringkat awal, program ini hanya dilaksanakan di Sekolah Menengah Imtiaz (Imtiaz), Terengganu di bawah kelolaan Yayasan Terengganu. Program ini kemudiannya telah memperoleh sambutan yang positif daripada pelbagai pihak khususnya ibu bapa dan masyarakat (Norhazriah Mohamed @ Ismail, 2012). Hal ini mendorong kepada peluasan pelaksanaan program tersebut. Oleh yang demikian, program Ulul Albab telah dilanjutkan pelaksanaannya ke Maktab Rendah Sains Mara (MRSM) pada tahun 2009 dan seterusnya di sekolah menengah KPM pada tahun 2014 dengan nama ‘Tahfiz Model Ulul Albab’ (TMUA). Pelaksanaan TMUA ke sekolah-sekolah lain telah dirancang dilakukan secara berperingkat (Bahagian Pendidikan Islam Kementerian Pendidikan Malaysia, n.d.; Mahaizura Abd Malik, 2015). Berikut adalah sekolah-sekolah yang menawarkan program Ulul Albab di Malaysia:

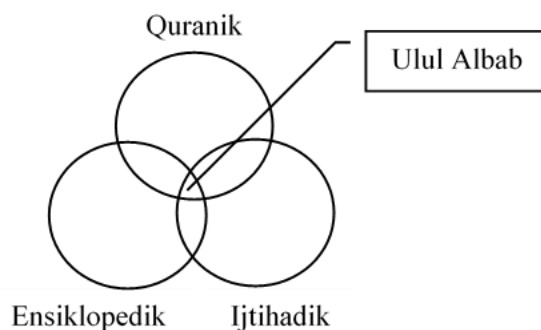
Jadual 1. Sekolah yang menawarkan Program Ulul Albab di Malaysia

Jenis Sekolah	Sekolah Terlibat
Sekolah Menengah Imtiaz	<ul style="list-style-type: none"> • Imtiaz Besut • Imtiaz Dungun • Imtiaz Kuala Berang • Imtiaz Kuala Terengganu • Imtiaz Kemaman • Imtiaz Setiu • Imtiaz Kuala Nerus • Imtiaz Ulul Albab Melaka
Maktab Rendah Sains Mara (MRSM)	<ul style="list-style-type: none"> • MRSM Kota Putra, Terengganu • MRSM Gemencheh, Negeri Sembilan • MRSM Kepala Batas, Pulau Pinang • MRSM Sungai Besar, Selangor
Sekolah Menengah Kebangsaan Agama (SMKA)	<ul style="list-style-type: none"> • SMKA Kedah • SMKA Kuala Lumpur • SMKA Kerian, Perak • SMKA Maahad Muar, Johor • SMKA Tok Bachok, Kelantan • SMKA Kota Kinabalu, Sabah • SMKA Dato' Haji Abu Hassan Haji Sail, Negeri Sembilan

	<ul style="list-style-type: none"> • SMKA Nibong Tebal, Pulau Pinang
Sekolah Menengah Agama Persekutuan (SMAP)	<ul style="list-style-type: none"> • SMAP Bentong, Pahang
Sekolah Berasrama Penuh Integrasi (SBPI)	<ul style="list-style-type: none"> • SBPI Rawang, Selangor • SBPI Batu Rakit, Kuala Terengganu

Program Ulul Albab dalam konteks pendidikan di Malaysia merupakan satu usaha untuk mentransformasikan sistem pendidikan negara dengan mengintegrasikan pembelajaran akademik dan juga agama (Norhazriah Mohamed @ Ismail, 2012). Kedua-dua cabang ilmu ini diintegrasikan bagi melahirkan generasi yang seimbang dalam aspek duniawi dan ukhrawi (“Program pendidikan Ulul Albab dilaksana 2014,” 2013). Justeru, individu yang ingin dihasilkan adalah individu yang memiliki asas dan nilai Islam yang kukuh berdasarkan kepercayaan yang teguh kepada Tuhan yang merupakan inti pati dalam Falsafah Pendidikan Kebangsaan (FPK) dan Rukun Negara.

TMUA merupakan nilai tambah kepada sistem Pendidikan Agama yang dilaksanakan di sekolah-sekolah KPM (Bahagian Pendidikan Islam Kementerian Pendidikan Malaysia, n.d.). Murid-murid yang lahir daripada sistem ini akan memenuhi keperluan guna tenaga profesional hafiz dan mempunyai pegangan agama yang kukuh. Program ini merupakan gabungan antara Kurikulum Kebangsaan, Kurikulum Bersepadu Tahfiz (KBT) dan program Ulul Albab. Model Ulul Albab terdiri daripada tiga komponen, iaitu ‘Quranik’, ‘Ensiklopedik’ dan ‘Ijtihadik’ (lihat Rajah 1). Berdasarkan pendekatan Quranik, murid perlu menghafal 30 juzuk al-Quran serta memahami kandungannya berdasarkan konsep baca, ingat, faham, fikir, amal dan sebar (BIFFAS). Pendekatan Ensiklopedik pula ialah kaedah bagi menyediakan asas kepada murid untuk menguasai pelbagai ilmu dan bahasa, berkemahiran tinggi dan mampu bertindak sebagai pakar rujuk. Pendekatan Ijtihadik pula merupakan satu kaedah untuk menyediakan murid yang berupaya memberi pandangan dalam menyelesaikan masalah, memaksimumkan keupayaan berfikir aras tinggi, kreatif dan inovatif.



Rajah 1. Model yang Menunjukkan Tiga Pendekatan dalam Program Ulul Albab

Sehingga kini, sebanyak 11 buah sekolah menengah agama di bawah KPM telah menjalankan program TMUA. Jumlah penawaran program ini dikatakan akan terus meningkat dan diperluas ke sekolah-sekolah terpilih seiring dengan iltizam kementerian untuk menyediakan pendidikan agama berkualiti tinggi seperti yang terkandung dalam gelombang satu PPPM 2013-2025. Oleh yang demikian, program ini dijangka mempunyai impak yang besar dan signifikan dalam melahirkan generasi yang mampu memenuhi pasaran kerja berasaskan nilai serta tasawur Islam yang kukuh.

3.0 TINJAUAN LITERATUR

Program Ulul Albab merupakan fenomena baru dalam sistem pendidikan negara. Pelaksanaannya perlu diurus dan dilaksanakan dengan cekap bagi memenuhi hasrat untuk melahirkan huffaz, teknokrat dan profesional yang mempunyai asas keagamaan yang mantap berlandaskan al-Quran dan As-Sunnah serta

mempunyai keupayaan berfikir aras tinggi, kreatif dan inovatif. Justeru, pentadbir dan pemimpin sekolah memainkan peranan yang penting bagi menentukan kejayaan pelaksanaannya.

3.1 Peranan Kepemimpinan Pengetua dalam Pengurusan Kurikulum

Program TMUA merupakan program pendidikan yang agak baharu dan dilaksanakan hampir dua tahun. Program ini merupakan satu model pendidikan yang besar yang merangkumi gabungan beberapa kurikulum seperti Kurikulum Kebangsaan, Kurikulum Bersepadu Tahfiz (KBT) dan program Ulul Albab itu sendiri yang terdiri daripada tiga aspek iaitu, 'Quranik', 'Ensiklopedik' dan 'Ijtihadik'. KBT juga baru diluluskan pelaksanaannya pada tahun 2015 (Kementerian Pendidikan Malaysia, 2016). Justeru, dalam pelaksanaan kurikulum yang bersifat baharu ini, kewibawaan dan kebolehan pengetua sebagai pemimpin benar-benar teruji.

Bagi merealisasikan transformasi pendidikan dan program pendidikan yang baharu, kepemimpinan yang dinamik dan berani adalah sangat diperlukan oleh sekolah (Nor Azni Abdul Aziz, Foo Say Fooi, Soaib Asimiran, & Aminuddin Hassan, 2014). Menurut Middlewood dan Burton (2001), peranan pemimpin sekolah adalah kritikal dan sangat penting dalam menentukan sama ada sesuatu kurikulum itu dapat dilaksanakan dengan berkesan. Justeru, pengetua perlu memimpin dan menguruskan pelaksanaan kurikulum baharu ini dengan cekap bagi mencapai hasrat murni yang dicita-citakan.

Pengetua atau Guru Besar merupakan ketua organisasi yang bertanggungjawab untuk menggerakkan seluruh pasukan dan warga yang dipimpinnnya ke arah mencapai wawasan dan matlamat yang telah ditetapkan (Robbins & Judge, 2015). Pengetua memikul tanggungjawab yang besar bukan sahaja sebagai pemimpin pentadbiran bahkan juga merupakan pemimpin instruksional (Kementerian Pendidikan Malaysia, 2012). Sebagai pemimpin instruksional, pengetua perlu memberikan tumpuan kepada peningkatan kualiti pengajaran dan pembelajaran (PdP) di sekolah (Jemaah Nazir dan Jaminan Kualiti, 2010). Hal ini berkait rapat dengan tugas memimpin dan mengurus kurikulum di sekolah. Antara aspek yang diurus dan dikendalikan dalam pengurusan kurikulum adalah ketetapan pelaksanaan kurikulum dari segi kepatuhan dan keselarasan pelaksanaan kurikulum, pengurusan mata pelajaran yang diajar, pengurusan program peningkatan pencapaian murid, pengurusan jadual waktu setiap mata pelajaran dan pengurusan peperiksaan, pentaksiran dan penilaian pelajar. Tiga fungsi utama pengetua dalam pengurusan kurikulum adalah pemimpin kurikulum, pemantau kurikulum serta penilai kurikulum (Pusat Perkembangan Kurikulum, 2001)

3.2 Isu dalam Pelaksanaan Program Ulul Albab

Sehingga kini, terdapat beberapa kajian yang mengkaji aspek pelaksanaan program Ulul Albab di sekolah. Namun, kajian yang berkaitan dengan kepemimpinan pengetua dalam pelaksanaan program ini boleh dianggap sangat terhad. Terdapat beberapa kajian yang ditemui membincangkan tentang isu dalam pelaksanaan program Ulul Albab. Mohammad Abdillah Samsuiman, Miss Asma Benjaman dan Zamri Arifin (2014) melakukan kajian mengenai hubungan antara kualiti guru bahasa Arab dan kecenderungan minat pelajar dalam bahasa Arab di sebuah MRSM Ulul Albab di Terengganu. Kajian mereka mendapati bahawa terdapat beberapa perkara yang perlu diberikan perhatian bagi meningkatkan lagi pencapaian pelajar dalam mata pelajaran Bahasa Arab. Antara masalah yang dikenal pasti ialah kebanyakan pelajar mengakui bahawa mereka tidak membuat persediaan sebelum kelas bermula di samping tidak mengulang kaji subjek berkenaan seperti pelajaran lain. Kajian juga mendapati bahawa pelajar jarang membuka kamus dan membaca bahan bacaan Bahasa Arab. Ramai juga pelajar yang didapati tidak berani untuk bertutur dalam Bahasa Arab serta tidak berani untuk menyertai aktiviti dan pertandingan dalam Bahasa Arab. Hal ini menunjukkan bahawa penambahbaikan perlu dilakukan bagi memastikan kualiti pengajaran dan pencapaian kurikulum dapat ditingkatkan.

Umi Kalthom Abdul Manaf, Nurul Fitriah Alias dan Ady Hameme Nor Azman (2015) telah melakukan kajian berkenaan harapan dan jangkaan pihak berkepentingan dalam pencapaian akademik Ulul Albab. Penemuan daripada kajian ini menunjukkan bahawa pihak-pihak berkepentingan mempunyai

harapan yang tinggi agar program Ulul Albab dapat menghasilkan pelajar cemerlang dalam bidang akademik serta ukhrawi (diniyyah). Dalam kajian lain, Umi Kalthom et al. (2014) mendapati bahawa wujud jurang antara jangkaan dan harapan ibu bapa dengan realiti pelaksanaan program. Antara jurang yang wujud ialah masalah krisis identiti dan personaliti yang dihadapi oleh beberapa orang pelajar. Selain itu, kebanyakan pelajar juga didapati lebih cenderung dalam menghafaz Al-Quran berbanding menghayati dan memahami maknanya serta mengaplikasikan Al-Quran dalam kehidupan. Hal ini dikaitkan dengan kurangnya pemantauan oleh guru-guru terhadap pembangunan sahsiah pelajar.

Berdasarkan isu-isu yang timbul, Nor Hayati Alwi, Umi Kalthom Abdul Manaf, Suhaida Abdul Kadir, dan Fathiyah Fakruddin (2015) telah membincangkan tentang aspek pembentukan teori bagi program pembangunan profesional guru Ulul Albab. Program melibatkan pembangunan guru dalam konteks pelaksanaan Ulul Albab adalah penting bagi memastikan guru-guru yang terlibat mampu memahami konsep Ulul Albab dengan sebenarnya serta mampu membimbing pelajar ke arah mencapai matlamat program berkenaan. Justeru, artikel mereka ini membincangkan tentang langkah dan metodologi bagi membina teori kurikulum yang akan bertindak sebagai garis panduan dalam mereka bentuk program pembangunan profesional guru Ulul Albab.

Beberapa artikel yang dibincangkan ini merupakan kajian lepas yang dilakukan berkaitan isu pelaksanaan program ini. Namun begitu, kajian yang ditemui berkaitan kepemimpinan pengetua dalam pelaksanaan program ini adalah terhad. Aspek kepemimpinan sekolah wajar diambil kira dalam memastikan keberkesanan pelaksanaan sesuatu program pendidikan. Kebolehan kepemimpinan seseorang pentadbir menentukan sejauh manakah tahap kejayaan yang mampu dicapai oleh sekolah yang dipimpinnya (Zaidatol Akmaliah Lope Pihie & Afsaneh Bagheri, 2012). Dalam isu ini, pemimpin sekolah perlu memantau dan menilai pelaksanaan program ini bagi memastikan kepatuhan terhadap keselarasan kurikulum dilakukan di samping menjamin kualiti pengajaran.

3.3 Kepemimpinan Pengetua dalam Pelaksanaan Program Ulul Albab

Kepemimpinan pengetua merupakan perkara penting dalam menentukan kejayaan sekolah. Pengetua dari sekolah yang cemerlang dan berprestasi tinggi mempunyai tahap amalan kepimpinan transformasional yang tinggi (Aniza Baharuddin & Zaidatol Akmaliah Lope Pihie, 2014; Khalip Musa et al., 2014). Selain itu, amalan kepemimpinan instruksional dan transformasional juga berkorelasi dengan ciri sekolah berprestasi tinggi (Aniza Baharuddin & Zaidatol Akmaliah Lope Pihie, 2014). Pemimpin sekolah yang berkesan merupakan pemimpin yang mampu memainkan peranan sebagai pemimpin instruksional atau pemimpin pengajaran (Mestry, Moonsammy-Koopasammy, & Schmidt, 2013; Plessis, 2013). Selain itu, kajian mengenai amalan terbaik pengetua yang membolehkan mereka untuk memimpin sekolah dengan berjaya dan berkesan juga menunjukkan kepada pengamalan kepemimpinan distributif atau dikenali dengan nama-nama lain seperti kepemimpinan perkongsian, kolektif atau kolaboratif (Hallinger & Heck, 2010; Harris, 2011; Sanzo, Sherman, & Clayton, 2011; Sheppard & Brown, 2014). Dapatan beberapa kajian ini menunjukkan bahawa pengetua yang cemerlang merupakan pengetua yang mengamalkan kepemimpinan transformasional, kepemimpinan instruksional dan kepemimpinan distributif.

Program Ulul Albab merupakan fenomena baru di Malaysia. Mungkin kerana itu, tidak banyak kajian lepas yang ditemui mengenai program ini khususnya kajian yang melibatkan kepemimpinan pengetua dalam pelaksanaan kurikulum ini. Antara pengkaji yang melakukan kajian berkaitan kepemimpinan di sekolah yang melaksanakan program Ulul Albab adalah Mat Yusoff Che Mat (2013). Kajiannya ini bertujuan untuk mengenal pasti amalan kepimpinan instruksional pengetua dan peranan pengetua dalam aspek pengurusan kurikulum. Kajian ini mendapati bahawa kesemua dimensi amalan kepemimpinan instruksional pengetua (penyelarasan, pembahagian, pengelolaan dan penilaian) berdasarkan persepsi guru adalah tinggi. Dapatan bagi aspek pengurusan kurikulum pula menunjukkan bahawa semua aspek, iaitu penyeliaan klinikal, perkembangan staf perkembangan kurikulum dan pembelajaran berada pada tahap sederhana tinggi. Dapatan kajian ini menunjukkan bahawa terdapat hubungan yang positif dan signifikan antara kepemimpinan instruksional dengan pengurusan kurikulum ($r = 0.60$, $p < 0.01$).

Mohd Razi Yahya (2013) telah mengkaji kepemimpinan pengetua di sebuah MRSM Ulul Albab dari aspek kepemimpinan rabbani. Menurut Hailan Salamun dan Rahimah Ahmad (2008), kepemimpinan rabbani dalam konteks sekolah merujuk kepada pengetua bertindak memimpin warga sekolah untuk mencapai keredaan Tuhan di samping mempunyai pertimbangan dalam aspek pegangan dan nilai, bimbingan, persefahaman interpersonal dan keterampilan. Objektif kajiannya ialah mengenal pasti gaya kepimpinan rabbani yang diamalkan oleh pengetua serta harapan guru terhadap kepemimpinan rabbani pengetua. Hasil kajiannya mendapati bahawa kesemua lima dimensi kepemimpinan rabbani berada pada tahap yang tinggi, iaitu amalan pembinaan ihsan, pembinaan keupayaan guru, pembinaan kejeleketan guru, pembinaan budaya dan pengurusan program profesional. Dapatan mengenai harapan guru menunjukkan bahawa amalan kepemimpinan rabbani yang paling tinggi diharapkan ialah amalan pembinaan ihsan. Hal ini menunjukkan bahawa aspek kepemimpinan yang paling diharapkan oleh guru adalah pembinaan ihsan. Justeru, pengetua bukan sahaja perlu memastikan aspek pengajaran dan matlamat sekolah dicapai bahkan juga perlu memberikan perhatian kepada aspek pembangunan guru serta toleransi dan hubungan interpersonal yang baik.

Kajian oleh Mohammed Adzli Mansor (2013) merupakan satu-satunya kajian yang ditemui berkaitan kepemimpinan pengetua dan kurikulum Ulul Albab secara khusus. Objektif kajiannya adalah untuk memahami dan menghuraikan amalan kepemimpinan distributif pengetua terhadap pelaksanaan kurikulum Ulul Albab. Kajiannya ini juga dilakukan di sebuah MRSM Ulul Albab yang terletak di Terengganu. Berbeza dengan dua kajian kepemimpinan pengetua di MRSM Ulul Albab sebelum ini (Mat Yusoff Che Mat, 2013; Mohd Razi Yahya, 2013), Mohammed Adzli Mansor menggunakan pendekatan kualitatif berbentuk kajian kes. Beliau menggunakan kaedah persampelan bertujuan dengan memilih pengetua sebagai responden tunggal yang ditemui bual di samping menggunakan teknik pemerhatian dan analisis dokumen bagi pengumpulan data. Kajian ini walau bagaimanapun tidak menggunakan satu model kepemimpinan distributif secara khusus tetapi dikaji merentasi aspek perancangan, perkembangan dan penilaian dalam pengurusan kurikulum berdasarkan Snyder (1992). Dapatan kajian ini sekadar menerangkan pola amalan pengetua dalam aspek pengurusan kurikulum sama ada secara dominan atau sederhana dominan. Dapatan kajian melaporkan bahawa amalan pengetua berkaitan aspek perancangan kurikulum dan perkembangan kurikulum adalah dominan. Amalan pengetua berkaitan aspek penilaian kurikulum pula dilaporkan sebagai sederhana dominan.

Kajian-kajian lepas mengenai kepemimpinan yang dibincangkan di atas telah dilakukan sekolah yang sama, iaitu di sebuah MRSM Ulul Albab yang berjaya mencapai status Sekolah Berprestasi Tinggi (SBT). Hal ini menjelaskan bahawa kepemimpinan sekolah yang efektif mengamalkan gaya kepemimpinan instruksional, kepemimpinan rabbani dan kepemimpinan distributif yang tinggi. Dapatan Mat Yusoff Che Mat menunjukkan bahawa terdapat hubungan yang positif antara kepemimpinan instruksional pengetua dengan pengurusan kurikulum sekolah. Hal ini menunjukkan bahawa kepemimpinan pengetua mempunyai hubungan dengan keberkesanan sekolah. Namun demikian, kajian yang meneliti aspek pelaksanaan program Ulul Albab secara khusus tidak banyak dilakukan. Bukan itu sahaja, kajian mengenai aspek penyelesaian masalah atau cabaran dari segi pelaksanaannya oleh kepemimpinan sekolah juga masih belum ditemui. Oleh yang demikian, kelompangan ini ingin dijelaskan melalui kajian yang menekankan kepada kepemimpinan pengetua dalam pelaksanaan program ini. Kajian ini melibatkan tiga gaya kepemimpinan yang dianggap berkesan, iaitu kepemimpinan instruksional, kepemimpinan transformasional dan kepemimpinan distributif. Selain itu, tindakan pengetua dalam menangani isu-isu sedia ada serta kelemahan dalam pelaksanaan program ini juga ingin dikaji.

4.0 KESIMPULAN

Kewujudan program Ulul Albab dalam pendidikan negara merupakan fenomena yang baru. Justeru, tidak banyak kajian yang ditemui berkaitan pelaksanaan program ini di sekolah. Beberapa pengkaji yang membuat kajian tentang penilaian terhadap pelaksanaan program ini mendapati bahawa wujud beberapa isu yang timbul berkaitan pembelajaran pelajar dari aspek penghayatan Al-Quran, pembangunan rohani serta penguasaan bahasa Arab (Mohammad Abdillah Samsuiman et al., 2014; Umi Kalthom Abdul Manaf et al.,

2014, 2015). Justeru, aspek pembangunan guru serta kepemimpinan pengetua perlu diberi perhatian bagi memastikan kejayaan pelaksanaannya. Program ini merupakan satu bentuk transformasi dalam pendidikan sedia ada. Bagi mencapai segala matlamat dan hasrat murni yang dicita-citakan, pengetua bertanggungjawab untuk memastikan bahawa pelaksanaannya dilakukan dengan baik dan berkesan.

Kajian-kajian lepas berkenaan dengan program Ulul Albab yang dibincangkan di atas menunjukkan bahawa program ini masih baru dan masih belum banyak penyelidikan dilakukan mengenainya. Selain itu, kajian yang ditemui mengenai kepemimpinan pengetua di sekolah yang melaksanakan program Ulul Albab setakat ini hanya dilakukan di Maktab Rendah Sains Mara (MRSM) sahaja (Mat Yusoff Che Mat, 2013; Mohammed Adzli Mansor, 2013; Mohd Razi Yahya, 2013). Justeru, kajian lain berkenaan kepemimpinan pengetua dalam memimpin pelaksanaan ini boleh dilakukan di masa-masa akan datang bagi melihat skop pelaksanaannya di sekolah-sekolah lain seperti Imtiaz dan Sekolah Menengah Kebangsaan Agama (SMKA).

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ATTITUDES TOWARDS SEEKING MENTAL HEALTH COUNSELLING AMONG CANCER PATIENTS WITH THE SYMPTOM OF DEPRESSION, ANXIETY, AND STRESS

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ABSTRACT

This study envisioned to examine the psychological help seeking attitudes in terms of seeking mental health counselling among cancer patients with the symptom of depression, anxiety, and stress. This study was conducted on 240 cancer patients involving 120 male and 120 female patients from the Department of Radiotherapy and Oncology, Hospital Kuala Lumpur. The Depression, Anxiety, and Stress Scale (DASS) and the Attitudes Toward Seeking Professional Psychological Help Scale (ATSPPHS) were used in the study as instruments for data collection. The data were analysed using mean, frequency, and percentage. The data were also analysed using Pearson correlation. The raw scores collected from the administration of the DASS were analysed to depict the state of psychological wellbeing of the patients in relation to the prevalence of symptom of depression, anxiety, and stress. The raw scores obtained from the ATSPPHS were used to describe the extend of cancer patients would seek mental health counselling. The interceding influence of attitudes toward seeking mental health counselling between prevalence of psychological distress and intent to seek mental health counselling was examined through correlational studies. Findings show that attitudes toward seeking mental health counselling have significant negative correlation with all dependent variables of symptom of psychological distress – depression, anxiety, and stress. Implications of the research and suggestions for further research were also discussed.

KEYWORDS: anxiety, cancer patients, depression, mental health counselling, psychological help seeking attitudes, stress

1.0 INTRODUCTION

The International Agency for Research on Cancer's GLOBOCAN Project 2012 estimated 37,426 new incidences of cancer and 21,678 cancer mortality in Malaysia, with one in four Malaysians estimated to be diagnosed with cancer before reaching the age of 75 (International Agency for Research on Cancer, 2012a, 2012b). Statistics revealed by WHO projected that 169.3 million years of healthy life were lost worldwide in 2008 due to cancer (International Agency for Research on Cancer, 2014). Cancer patients undergoing cancer related treatments such as chemotherapy, radiotherapy, brachytherapy, and surgery may be exposed to various risks including threats of infirmity or even loss of life. Cancer related treatments may also bring various physical side effects to the patient such as fatigue, loss of appetite, insomnia, nausea, loss of hair, diarrhoea, painful bowel movement, incontinence, reduced saliva and dryness of mouth, painful and trouble swallowing, less interest in sex, feeling weak, and feeling pain, in which some of these could be long term side effects (Ruhlmann et al., 2015; Sprod et al., 2015). These side effects may exert tremendous psychological distress to the patients.

Besides physical side effects of cancer related treatments, patients diagnosed with cancer, and who are about to undergo cancer related treatments might experience various non-physical symptoms. The tremendous addition of non-physical symptoms associated with cancer related treatments such as concerns on the length of treatment, anxious about going for treatment, and worrisome associated to the long term

side effects (Ruhlmann et al., 2015) may have direct impact on the patients' daily living, making it possible that these non-physical symptoms impose so much of stress and a heavy burden to patients.

In view of the burgeoning cancer incidences and the various physical side effects and non-physical symptoms associated to cancer and cancer related treatments, as well as the prevalence of various psychological distresses, significant focus should be placed in understanding various aspects pertaining to the psychological wellbeing of cancer patients. Coexisting psychological issues with cancer may have adverse effects on the associated cancer treatment and impede recovery process, thus contributing to poor quality of life among cancer patients (Shiraz, Rahtz, Bhui, Hutchison, & Korszun, 2014). Therefore, it is imperative that the prevalence of psychological distress and the attitudes toward seeking mental health counselling among cancer patients need to be studied in an effort to intensify the promotion of psychological wellbeing among cancer patients.

2.0 LITERATURE REVIEW

The notions of mental issues pertaining to physical health problems, stigma, resiliency, and attitudes toward seeking professional mental help such as mental health counselling are reasonably well recognised. In view of this development, researchers beginning to study the relationships between these in the quest of understanding how these might be correlated. A study related to stigma in mental health issues conducted by Dua et al. (2011) has solicited constructive feedback from 161 respondents globally who are suffering from depression through interviews in understanding their perceptions toward stigma related to their depression. Findings from this study show that stigma was related to sensitivities of responsibility for causality, as well as continuation of indications of depression.

Stigma associated to mental health issues has often been linked to hesitancy to seek professional help (Henderson, Evans-Lacko, & Thornicroft, 2013). Lally, O'Conghaile, Quigley, Bainbridge and McDonald (2013) evaluated both self-stigma as well as perceived public stigma as they recount on the desire in seeking help. This research was conducted with a sample of 735 patients comprising university students from the primary care student health clinic of the National University of Ireland Galway found the mean perceived public stigma levels was reported to be higher than self-stigma levels. Perceived public stigma was not notably associated to future non help seeking desire. On the other hand, self-stigma was significantly related to a declined probability of future help seeking desire.

Coppens et al. (2013) in a representative general population survey conducted by them with 4,011 respondents in four countries – Portugal, Germany, Ireland, and Hungary in evaluating attitudes toward depression and toward help seeking further concluded that personal and perceived stigma concerning depression justified public health consideration, since they influence upon the desire of people with depression to obtain necessary professional assistance. Public media campaigns should emphasize on the reliability of the mental health care division, and aim at men, elderly people, and persons with a lower educational level and living unaccompanied. The content of each campaign should be adjusted to the cultural norms of the country for which it is planned for.

Unattended mental condition such as anxiety is a significant issue in the public health care system in Malaysia. A great number of people with mental health issue may experience excessive anxiety. It was estimated that anxiety may affect 25.0% to 30.0% of the population in Malaysia (Krishnaswamy et al., 2011). However, there are very limited studies in Malaysia pertaining to the attitudes toward seeking mental help such as mental health counselling.

Constructing from the foundation that acknowledging an individual's symptoms precedes the needs for help, Coles, Schubert, Heimberg and Weiss (2014) present statistics from 577 adults comprised of 50.0% Caucasian, and 50.0% African American in the United States concerning their capacity to identify issues of anxiety. Outcomes from this nationwide survey carried out by the Institute for Survey Research at Temple University indicates that when presented with detailed illustrations describing symptoms and their respective impact, only 20.0% of the participants appropriately recognised anxiety. More than 75.0% of the sample in the study acknowledged that the symptoms were a cause for apprehension. This study

concluded that increasing recognition of anxiety may be a beneficial primary move toward increasing the attitudes toward psychological help seeking.

Personal health issue was identified as one of the key sources of stress. Stress in someone with physical health issue may be further aggravated with the experience of family or relationship breakdown, divorce or marriage separation, or having financial difficulties (Cohen, Janicki-Deverts, & Miller, 2007). The Australian Psychological Society (2011) commissioned a study to investigate stress and well-being of the Australians to obtain understanding into the mental health status of the Australian population in relationship with the attitudes toward seeking professional psychological help in an effort to mete out strategy in enhancing the mental health of all Australians. The study involved 1,537 Australians participated in an online survey with approximately equivalent numbers of male and female took part. The study found a significant percentage of Australians are having severe level of stress amounting to 12.0%. Financial difficulties, physical health issues, family and relationship issues, and health of others were recognised as major sources of stress in the Australian population. In relation to seeking professional help, 15.0% reported of seeking help from mental health practitioners. The study also further revealed that people are more inclined to seek help from family members and friends instead of mental health professionals. 22.0% of the surveyed individuals reported that they rather seek help from family members, while 25.0% would rather seek help from their friends.

3.0 METHODOLOGY

The design of the present research is descriptive and correlational. It utilised a survey-based methodology using questionnaires in a specific location. Grounded on the Theory of Planned Behaviour (TPB), the present study aimed to investigate the attitudes toward seeking mental health counselling among cancer patients with the symptom of depression, anxiety, and stress in the Department of Radiotherapy and Oncology, Hospital Kuala Lumpur.

A priori power analysis was used to determine the number of participants required as a minimum sample size with the publicly available freeware, the G-Power Version 3.1.9.2. A power analysis using G-Power (Faul, Erdfelder, Lang, & Buchner, 2007) with assumed values of $\alpha = 0.05$, power = 0.80, and a medium effect size of .30 was conducted for two-tail analysis. The results of the analysis suggest that a sample size of 178 was required (89 male patients and 89 female patients). In consideration of the return rate to be adequate for statistical analysis, Ary, Jacobs, Razavieh and Sorensen (2010) recommended that a minimum of 75% return rate of questionnaires to be considered adequate. Upon appropriate consideration on this, a target sample size of 252 consisting of 126 male patients and 126 female patients was set. A stratified random sampling was employed in randomly selecting the participants from the two genders. From the 252 sets of questionnaires administered, 120 sets from each gender were found to be completed and usable for the analyses, making the sample size as 240 ($n = 240$).

The instrument used in this study consist of three parts, (a) demographic information, (b) the Depression, Anxiety, and Stress Scale (DASS), and (c) the Attitudes Toward Seeking Professional Psychological Help Scale (ATSPPHS). Respondents were required to fill in or indicate information about gender, age, race, religion, level of education, profession/occupation, marital status, an indication on whether the respondent has ever been to see a professional counsellor, an indication on the type of counselling that has been experienced before if the respondent has ever been to see a professional counsellor, and the type of cancer that the respondent is under treatment for during the survey in the demographic information form.

The present study, which was conducted in a Malaysian public health care facility has been registered with the National Medical Research Registry (NMRR) and has underwent the necessary review and approval by the Institute for Health Behavioural Research (IHBR) and ethical review and approval by the Medical Research and Ethics Committee (MREC) prior to carrying out the required data collection from the site. The present research was granted full approval with a research number of NMRR-15-1222-27012 (IIR) and subsequently been registered with the Clinical Research Centre (CRC) of Hospital Kuala Lumpur

bearing the registration number of HRRC-IIR/2015/09/167. The IBM SPSS Statistics application was used in the present research in analysing descriptive and inferential statistics.

4.0 RESULTS AND FINDINGS

4.1 Level of Depression between Genders

The present research on cancer patients in Hospital Kuala Lumpur recorded 16.7% mild symptom of depression, 8.3% moderate symptom of depression, and both 2.5% each for severe and extremely severe symptom of depression as indicated in Table 4.1. The findings of the research also indicate majority of the male patients are in the normal range, which comprises 70.0% of the male patients participated in the study. This further indicates a 30.0% prevalence rate of depressive symptoms among male patients. Among the male patients showing depressive symptom, the highest number of patients recorded mild symptom of depression (20 patients). Female patients recorded a higher rate of depressive symptoms with a prevalence rate of 53.3%. Only 46.7% of female patients were found to be in the normal range. The findings of the research also indicated 15.0% of the female patients recorded mild depressive symptom, 35.8% moderate depressive symptom, 1.7% severe depressive symptom, and 0.8% extremely severe depressive symptom. Female patients recorded the highest number in the moderate depressive symptom range with 43 patients.

Table 4.1: Level of Depression Between Genders

Gender	Level	Frequency	Percentage (%)
Male	Normal	84	70.0
	Mild	20	16.7
	Moderate	10	8.3
	Severe	3	2.5
	Extremely Severe	3	2.5
	Total	120	100.0
Female	Normal	56	46.7
	Mild	18	15.0
	Moderate	43	35.8
	Severe	2	1.7
	Extremely Severe	1	0.8
	Total	120	100.0

4.2 Level of Anxiety between Genders

Based on the research findings as shown in Table 4.2, highest portion of the male participants do not show symptoms of anxiety, where more than half of them were found to be in the normal range (55.8%). A total of 44.2% of the male participants recorded symptoms of anxiety with 11.7% reported mild, 24.2% moderate, 5.0% severe, and 3.3% extremely severe. Among the male participants with symptoms of anxiety, the highest number recorded in the moderate level with 29 participants. Therefore, the prevalence rate of anxiety symptoms in male participants were recorded at 44.2%. Female participants recorded higher prevalence rate of anxiety symptoms, where 65.8% were found to have symptoms of anxiety. Only 34.2% of the female participants were found to be in the normal range. Among the female participants who were showing symptoms of anxiety, the highest number recorded moderate symptoms (31.6%) and followed by mild (24.2%). The same numbers recorded in the severe and extremely severe range of 5.0% each. The findings further indicate that there is a huge difference between the prevalence of anxiety symptoms between male and female participants, where the prevalence rate in female participants recorded higher by 21.6%.

Table 4.2: Level of Anxiety Between Genders

Gender	Level	Frequency	Percentage (%)
Male	Normal	67	55.8
	Mild	14	11.7
	Moderate	29	24.2
	Severe	6	5.0
	Extremely Severe	4	3.3
	Total	120	100.0
Female	Normal	41	34.2
	Mild	29	24.2
	Moderate	38	31.6
	Severe	6	5.0
	Extremely Severe	6	5.0
	Total	120	100.0

4.3 Level of Stress between Genders

The levels of stress between genders among cancer patients included into the present research can be seen in Table 4.3. Male participants were found to be least affected by stress comparing to depression and anxiety with the results indicating only 25.0% were showing symptoms of stress. 75.0% of the male participants were found to be in the normal range. Of the 25.0% of male participants who are showing symptoms of stress, most of them recorded a mild level of stress (15.8%), followed by moderate (5.8%), and severe (3.4%). There was no male participant recorded extremely severe symptoms.

Female participants were found to show higher level of stress comparing to male participants. 55.8% of female participants were found to be in the normal range comparing to 75.0% in male participants. Majority of female participants who were showing symptoms of stress recorded moderate level (33.3%). Only 7.5% and 3.4% of female participants recorded mild and severe level respectively. There was no female participant recorded extremely severe level of stress.

Table 4.3: Level of Stress Between Genders

Gender	Level	Frequency	Percentage (%)
Male	Normal	90	75.0
	Mild	19	15.8
	Moderate	7	5.8
	Severe	4	3.4
	Extremely Severe	0	0.0
	Total	120	100.0
Female	Normal	67	55.8
	Mild	9	7.5
	Moderate	40	33.3
	Severe	4	3.4
	Extremely Severe	0	0.0
	Total	120	100.0

4.4 Attitudes towards Seeking Mental Health Counselling Between Genders

The attitudes toward seeking mental health counselling scores between genders were analysed and the results are as presented in Table 4.4. Generally, female participants show slightly more negative attitude toward mental health counselling with 65.8% reported in the low scorer category, 2.5% higher comparing to male participants. Male participants recorded 35.0% as medium scorers and 1.7% as high scorers. In a similar pattern, female participants recorded 31.7% as medium scorers and 2.5% as high scorers.

Table 4.4: Attitudes Toward Seeking Mental Health Counselling Between Genders

Gender	Level	Frequency	Percentage (%)
Male	Low Scorers	76	63.3
	Medium Scorer	42	35.0
	High Scorers	2	1.7
	Total	120	100.0
Female	Low Scorers	79	65.8
	Medium Scorer	38	31.7
	High Scorers	3	2.5
	Total	120	100.0

4.5 Correlation Between Attitudes Toward Seeking Mental Health Counselling with the Level of Depression

H_0^a : There is no significant relationship between attitudes toward seeking mental health counselling with the level of depression among cancer patients in Hospital Kuala Lumpur.

It was hypothesised that there is no significant relationship between attitudes toward seeking mental health counselling with the level of depression among cancer patients in Hospital Kuala Lumpur. Hypothesis H_0^i was tested using Pearson correlation and the results of the test are as shown in Table 4.5. A correlation of the data revealed a negative and significant relationship between attitudes toward seeking mental health counselling with the level of depression among cancer patients in Hospital Kuala Lumpur, $r = -0.322$, $n = 240$, $p < .01$, two tails. Therefore, the null hypothesis (H_0^a) was rejected.

Table 4.5: Correlation Between Attitudes Toward Seeking Mental Health Counselling with the Level of Depression

Variable	Correlation, r	Determinant, r^2	Sig. r (2-tailed)
ATSPPH	-.322	.104	.000 **

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

4.6 Correlation Between Attitudes Toward Seeking Mental Health Counselling with the Level of Anxiety

H_0^b : There is no significant relationship between attitudes toward seeking mental health counselling with the level of anxiety among cancer patients in Hospital Kuala Lumpur;

In testing the relationship between attitudes toward seeking mental health counselling with the level of anxiety, it was hypothesised that there is no significant relationship between attitudes toward seeking mental health counselling with the level of anxiety among cancer patients in Hospital Kuala Lumpur. Hypothesis H_0^j was tested using Pearson correlation and the results of the test are as shown in Table 4.6. The sample correlation revealed a negative and significant relationship between attitudes toward seeking mental health counselling with the level of anxiety among cancer patients in Hospital Kuala Lumpur, $r = -0.159$, $n = 240$, $p < .05$, two tails. Therefore, the null hypothesis (H_0^b) was rejected.

Table 4.6: Correlation Between Attitudes Toward Seeking Mental Health Counselling with the Level of Anxiety

Variable	Correlation, r	Determinant, r^2	Sig. r (2-tailed)
ATSPPH	-.159	.025	.014 *

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

4.7 Correlation Between Attitudes Toward Seeking Mental Health Counselling with the Level of Stress

H_0^c : There is no significant relationship between attitudes toward seeking mental health counselling with the level of stress among cancer patients in Hospital Kuala Lumpur;

In terms of the relationship between attitudes toward seeking mental health counselling with the level of stress, it was hypothesised that there is no significant relationship between attitudes toward seeking mental health counselling with the level of stress among cancer patients in Hospital Kuala Lumpur. Hypothesis H_0^c was tested using Pearson correlation and the results of the test are presented in Table 4.7. A correlation for the data revealed a negative and significant relationship between attitudes toward seeking mental health counselling with the level of stress among cancer patients in Hospital Kuala Lumpur, $r = -0.263$, $n = 240$, $p < .01$, two tails. Therefore, the null hypothesis (H_0^c) was rejected.

Table 4.7: Correlation Between Attitudes Toward Seeking Mental Health Counselling with the Level of Stress

Variable	Correlation, r	Determinant, r^2	Sig. r (2-tailed)
ATSPPH	-.263	.069	.000 **

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

4.8 Discussions, Implications and Recommendations

A correlation of the data revealed a negative and significant relationship between attitudes toward seeking mental health counselling with the level of depression among cancer patients in the present study. This relationship was commonly found in other studies pertaining to relationship between psychological help seeking intention and depression (Dua et al., 2011; Lally et al., 2013; Coppens et al., 2013). A negative and significant relationship between attitudes toward seeking mental health counselling with the level of anxiety was found to be consistent with various correlation studies on similar variables (Coles et al., 2014; Shkcmbi, Melonashi, & Fanaj, 2015). The negative and significant relationship between attitudes toward seeking mental health counselling with the level of stress is very much consistent with the study conducted by Galbraith, Brown and Clifton (2014), where more than 70.0% of the participants had experienced stress in some ways but only 11.4% of the participants would consider formal professional help.

Given the results of the current research, mental health counselling professionals should be cognizant that although there is prevalence of psychological distress or cognitive deficiency in cancer patients at the beginning stage of the treatment or undergoing treatment, only about three out of 10 indicated their intention toward seeking mental health counselling (Merckaert et al., 2010). This finding indicates that experiencing psychological distress is not always equivalent to intention toward seeking formal psychological help. As unattended psychological distress and cognitive deficiency may bring long term mental and medical detrimental consequences for patients, proper interventions need to be planned to address this lack of interest in psychological counselling services among patients with symptom of psychological distress.

Results of the present research highlighted an important finding pertaining to the negative attitude toward seeking mental help counselling among cancer patients with symptom of depression, anxiety, and stress. This finding highlighted the profound need to emphasise on the necessary measure to systematically evaluate not only the emotional functioning of the patients, but also their attitudes toward psychological help seeking through a regular and systematic screening procedure. It is therefore recommended for the health care system to carry out such routine screening as part of the regular standard of care for cancer patients.

This study also delivers practical preliminary information about psychological distress and the associated psychological help seeking attitudes, however, numerous questions remain unanswered pertaining to the predictors of attitudes toward seeking mental help counselling and the associated barriers toward counselling help seeking among cancer patients. Therefore, it is recommended that additional inquiries with further studies are conducted in the following areas: (1) understanding the psychosocial needs of patients who may be showing symptom of psychological distress but skeptical about accessing psychological counselling services; (2) underlying factors contributing to the possible obstacles for patient in accessing psychological counselling; and (3) the efficacy of psychological counselling programmes in meeting the needs of specific group of patients, such as men, patients with specific type of cancer, and patients with diverse levels of education.

5.0 CONCLUSION

It is notable that cancer patients participated in the study reported cancer-related psychological distress in terms of depression, anxiety, and stress. Pearson correlations between attitudes toward seeking mental health counselling with the levels of psychological distress found significant negative correlations in the three categories of psychological distress. Clinical staff in the department should be aware of these factors and monitor the occurrence of any symptoms of psychological distress regularly and carefully. Appropriate interventions are required to address the lack of interest in psychological counselling services among patients with symptom of psychological distress. The provision of psychological support may help address psychological needs among cancer patients, which may have significant contribution to the overall wellbeing and quality of life of the patients.

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KEKUATAN MENTAL DALAM KALANGAN PEMAIN BOLA SEPAK SEKOLAH SUKAN NEGERI SEMBILAN

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ABSTRACT

Kajian ini bertujuan untuk menentukan tahap kekuatan mental pemain bola sepak yang bersekolah di Sekolah Sukan Negeri Sembilan. Selain itu, kajian ini juga dijalankan untuk menentukan tahap kekuatan mental antara posisi pemain. Responden kajian terdiri daripada semua pemain bola sepak yang menuntut di Sekolah Sukan Negeri Sembilan (n=65) dalam lingkungan umur 13 hingga 17 tahun. Instrumen yang digunakan untuk mengukur kekuatan mental ini ialah Sport Mental Toughness Questionnaire yang dihasilkan oleh Sheard, Golby, dan Van Wersch (2009). Soal Selidik ini meliputi faktor keyakinan, kesabaran dan kawalan. Statistik deskriptif iaitu frekuensi, peratusan, min dan sisihan piawai digunakan untuk menganalisis tahap kekuatan mental dalam kalangan pemain bola sepak. Secara keseluruhannya dapatan kajian menunjukkan tahap kekuatan mental pemain bola sepak Sekolah Sukan Negeri Sembilan masih berada pada tahap sederhana. Justeru itu, pihak yang terlibat perlu mengambil langkah yang bersesuaian bagi meningkatkan dan mengekalkan kekuatan mental dalam kalangan pemain bola sepak kerana mereka merupakan pelapis kepada pasukan senior negara.

KATA KUNCI: Kekuatan Mental, Bola sepak, Sport Mental Toughness Questionnaire

1.0 PENGENALAN

Kekuatan mental adalah salah satu kemahiran psikologi yang positif yang berkaitan dengan kejayaan yang kompetitif dan memerlukan tempoh yang lama untuk mengembangkannya (Drees dan Mack, 2012). Kekuatan mental memainkan peranan penting dalam bagi pasukan bola sepak yang memenangi pingat dalam kejohanan bola sepak (Mukhwinder dan Jaspal, 2014). Dalam menentukan kekuatan mental bagi konteks bola sepak ia merangkumi kepercayaan kolektif (sikap, nilai, tingkah laku, dan emosi) yang akan membantu mengatasi halang untuk mencapai kejayaan (Gucciardi, 2008).

Kajian kekuatan mental yang dijalankan kepada pemain bola sepak Malaysia mendapati tahap kekuatan mental pemain berada pada tahap sederhana ataupun tahap kurang memuaskan dan perlu dipertingkatkan lagi (Mohamad Nizam, 2010). Kelemahan kekuatan mental ini seringkali dikaitkan dengan kemerosotan prestasi. Justeru itu, sebagai usaha meningkatkan prestasi sukan bola sepak di Malaysia, kerajaan telah mengambil satu langkah dengan menubuhkan sekolah sukan negeri untuk pembangunan sukan bola sepak. Pemain bola sepak di sini berusia 13 tahun hingga 17 tahun, dan menjalani latihan secara separuh masa dan diberikan bimbingan elit dan pengalaman bola sepak yang kompetitif (MOE, 2012).

Sekolah Sukan Negeri ini cenderung untuk berfungsi sebagai pelapis skuad kebangsaan dan pasukan bola sepak negeri.

Menurut Perdana Menteri Malaysia pada Ogos 2016, sukan negara perlu memfokuskan kepada peningkatan kekuatan mental atlet (Najib, 2016). Di Malaysia, aspek kekuatan mental seharusnya dididik sejak kecil lagi bukan hanya setelah dia bergelar atlet kebangsaan (Ramlan, 2015). Justeru itu, Sekolah Sukan Negeri merupakan satu persekitaran yang sesuai untuk kajian kekuatan mental ini. Kenyataan ini bertepatan dengan apa yang dinyatakan oleh Connaughton, Wadey, Hanton, dan Jones (2008), menunjukkan bahawa, usia remaja merupakan masa yang sesuai untuk meletakkan asas dalam membangunkan konstruk kekuatan mental ini iaitu keyakinan, kesabaran dan kawalan.

2.0.PERNYATAAN MASALAH

Dewasa ini, majoriti jurulatih dan atlet menyedari kepentingan latihan psikologi untuk menghadapi sesuatu pertandingan ataupun perlawanan. Golongan ini berpendapat kekuatan mental memainkan peranan penting untuk menentukan keputusan sesuatu pertandingan. Sebagaimana yang diperkatakan oleh Loehr (1986), bahawa 50% daripada prestasi sukan yang unggul dikaitkan dengan faktor mental. Atlet yang akan menyertai sebarang pertandingan akan menjalani konsep latihan yang sama, hanya kekuatan mental sahaja akan membezakan keupayaan mereka untuk memenangi pertandingan atau perlawanan tersebut. Dua pasukan yang mempunyai kebolehan, kekuatan, dan peluang yang sama untuk mengatasi antara satu sama lain semasa bertanding, 90% daripada penentu kemenangan adalah bergantung pada aspek kemahiran mental (Gouldsmith, 2006).

Kelemahan mental menjadi faktor utama penurunan prestasi pasukan bola sepak Harimau Muda A (Azraai, 2010). Pendapat ini selaras dengan kajian yang dijalankan oleh Mohamad Nizam (2010), yang menyatakan bahawa tahap kekuatan mental bagi pemain bola sepak Piala Malaysia 2007/2008 berada di tahap sederhana dan kurang memuaskan. Oleh itu, kajian mengenai kekuatan mental ini haruslah dilakukan kepada pemain bola sepak peringkat sekolah sukan negeri kerana mereka merupakan pelapis kepada pasukan negeri dan kebangsaan pada masa akan datang.

Bagi meningkatkan tahap kekuatan mental atlet, mereka perlu dilatih sejak usia remaja. Aspek kekuatan mental seharusnya dididik sejak kecil lagi bukan hanya setelah dia bergelar atlet kebangsaan (Ramlan, 2008). Dalam konteks Malaysia kita tidak mengetahui mengenai kekuatan mental dalam kalangan pemain bola sepak di peringkat sekolah sukan kerana belum ada kajian yang dijalankan untuk mereka. Justeru itu, kajian ini dilaksanakan untuk meninjau tahap kekuatan mental pemain bola sepak sekolah sukan negeri.

3.0.OBJEKTIF KAJIAN

3.1.Menentukan tahap kekuatan mental pemain bola sepak antara sekolah sukan Negeri Sembilan.

4.0.PERSOALAN KAJIAN

4.1.Apakah tahap kekuatan mental pemain bola sepak sekolah sukan Negeri Sembilan?

5.0.SOROTAN LITERATUR

Jones, Hanton, dan Connaughton (2002), menjalankan kajian untuk mengetahui bagaimana kekuatan mental ditakrifkan dan sifat – sifat penting yang diperlukan untuk menguatkan mental. Hasil kajian mendapati bahawa atlet yang mempunyai kekuatan mental secara semula jadi ataupun dikembangkan dengan aspek psikologi membolehkan atlet tersebut menjadi lebih baik dari lawannya dengan latihan dan

pertandingan yang melebihi daripada pihak lawan. Secara khusus, atlet akan lebih konsisten dan lebih baik daripada lawan dapat ditentukan dengan fokus, yakin, dan dapat mengawal tekanan. Dapatan ini juga menyokong kajian yang dijalankan oleh Greenleaf dan Wildman (2003), yang menjalankan kajian untuk menilai aspek yang diperlukan oleh jurulatih dan atlet dalam usaha meningkatkan kekuatan mental. Hasil analisis menunjukkan aspek penting dalam kekuatan mental adalah keyakinan, yang merupakan kepercayaan kepada keupayaan seseorang untuk berjaya dan mencapai matlamat tertentu. Oleh itu, untuk meningkatkan kekuatan mental atlet memerlukan latihan yang sistematik, seterusnya ini akan meningkatkan keyakinan, motivasi, fokus dan pengurusan kebimbangan.

Selain itu Crampton (2014), mendapati bahawa kekuatan mental penting bagi konteks sukan dan ia relevan kepada jurulatih, kakitangan perubatan sukan dan ahli psikologi untuk membantu atlet dalam aspek kekuatan mental dan kecemerlangan sukan dalam kajiannya yang bertujuan menyediakan peluang untuk mendedahkan pemahaman mengenai kekuatan mental untuk membantu atlet dan jurulatih.

Gucciardi, Hanton, Gordon, Mallett, dan Temby (2015), menjalankan kajian untuk mengkaji kekuatan mental dalam konteks pencapaian, termasuk sukan, pendidikan, ketenteraan, dan tempat kerja. Kajian ini menunjukkan bahawa konsep kekuatan mental bukanlah konsep yang pelbagai dimensi yang memainkan peranan yang penting dalam prestasi, kemajuan matlamat, dan berkembang maju walaupun tekanan; dan boleh berbeza-beza dan mempunyai ciri-ciri yang berkekalan seluruh keadaan dan masa.

Pemain bola sepak yang berada di akademi perlu mengembangkan aspek psikologi bagi meningkatkan kekuatan mental untuk memenangi pertandingan (Bilton, 1999). Manakala Brunner (2009), meneroka konsep kekuatan mental dan hubungan untuk pembangunan dan etika moral dalam sukan bola sepak yang kompetitif. Dapatan menunjukkan kekuatan mental diinginkan oleh semua pihak dalam budaya bola sepak kompetitif. Walaupun mempunyai perbezaan dari segi maksud untuk individu yang berbeza kepercayaan adalah teras kepada kekuatan mental yang ada untuk mencapai prestasi kemuncak. Selanjutnya, kekuatan mental dilihat sebagai satu komponen penting dalam membina budaya yang berjaya. Rajender dan Kumar (2011) dan Atkinson (2013) menjalankan kajian mengenai hubungan kekuatan mental pada tahap penyertaan yang berbeza bagi pemain bola sepak. Dapatan menunjukkan terdapat perbezaan yang signifikan antara pemain bola sepak pada tahap penyertaan yang berbeza.

Tomar, Tiwari, dan Hamdan (2012), tujuan kajian ini adalah untuk menilai sama ada pasukan bola sepak yang berbeza di pelbagai peringkat umur (bawah 14, 16 dan 19) mempunyai perbezaan kekuatan mental dan sama ada kekuatan mental dipengaruhi oleh umur pemain bola sepak. Hasil kajian menunjukkan bahawa tahap kekuatan mental mempunyai perbezaan yang ketara antara pasukan bola sepak yang berbeza pada tahap yang berbeza umur.

Kajian yang dijalankan oleh Gerber, Kalak, Lemola, Clough, Pühse, Elliot, Holsboer-Trachsler, dan Brand (2012), ini untuk membandingkan kekuatan mental remaja dan orang dewasa muda dengan senaman, aktiviti fizikal dan tahap aktiviti fizikal yang disyorkan. Penemuan kajian ini adalah yang dilaporkan senaman yang dilakukan dengan kadar kekerapan yang tinggi, dan aktiviti fizikal sederhana mempunyai perkaitan kekuatan mental. Dalam kajian yang seterusnya, Gerber, Kalak, Lemola, Clough, Perry, Pühse, Elliot, Holsboer-Trachsler, dan Brand (2013) mengkaji sama ada kekuatan mental mempamerkan daya tahan terhadap tekanan. Dapatan menunjukkan hubungan yang konsisten bagi kedua-dua sampel, kekuatan mental mengurangkan hubungan antara tekanan tinggi dan gejala kemurungan. Interaksi antara tekanan dan kekuatan mental menjelaskan 2% daripada kepelbagaian dalam sampel remaja dan 10% daripada kepelbagaian di kalangan orang dewasa muda.

Mahoney, Gucciardi, Mallett, dan Ntoumanis (2014), membandingkan perspektif remaja terhadap kekuatan mental dan sebagai pemangkin kepada prestasi berdasarkan Model Bioecological Bronfenbrenner (2001). Analisis induktif mendedahkan bahawa kekuatan mental diilhamkan oleh sembilan ciri - ciri peribadi, manakala mempunyai persamaan dengan konteks prestasi sama seluruh konteks prestasi. Analisis juga mendedahkan bahawa pembangunan kekuatan mental dijangkakan penting dalam proses sosial, kritikal dan rasa ingin tahu dan penemuan ini sama dengan sifat-sifat model bio ekologi.

Coetzee, Grobelaar, dan Gird (2006), Menentukan kemahiran psikologi sukan yang membezakan pasukan bola sepak yang berjaya dan kurang berjaya. Dapatan kajian menyerlahkan kepentingan kemahiran

psikologi sukan dan aspek ini perlu dimasukkan ke dalam protokol program mengenal pasti bakat untuk pemain muda bola sepak.

6.0.METODOLOGI

6.1.Reka bentuk dan Kaedah Penyelidikan

Kajian yang akan dijalankan ini berbentuk deskriptif. Soal selidik *Sport Mental Toughness Questionnaire* (SMTQ) yang mengandungi 14 soalan yang digunakan sebagai instrumen kajian. Soal selidik ini mempunyai tiga sub konstruk iaitu bagi mendapatkan maklumat dari responden yang meliputi keyakinan, kesabaran dan kawalan. Instrumen ini mempunyai empat skala iaitu sangat benar, kebanyakannya benar, sedikit benar, dan sangat tidak benar. Kesahan dan kebolehpercayaan SMTQ adalah pada tahap alpha antara .72 dan .79 yang menunjukkan konsistensi yang baik.

6.2.Populasi dan Persampelan

Kajian ini melibatkan populasi pemain bola sepak yang belajar di Sekolah Menengah Kebangsaan Zaba yang merupakan sekolah sukan Negeri Sembilan untuk menilai tahap kekuatan mental. Bilangan populasi adalah sebanyak 65 orang. Berikut adalah profil populasi yang dipilih berdasarkan posisi pemain.

3. **Jadual 2 : Taburan Populasi Mengikut Umur dan Posisi**

	Penjaga Gol	Pertahanan	Tengah	Penyerang	Jumlah
13 tahun	1	4	2	2	9
14 tahun	2	4	3	7	16
15 tahun	2	5	4	4	15
16 tahun	0	3	5	1	9
17 tahun	1	6	6	3	16
Jumlah	6	22	20	17	65

7.0.DAPATAN KAJIAN

Penentuan tahap kekuatan mental pemain bola sepak sekolah sukan negeri ini, pengkaji telah mengkategorikan kepada tiga tahap iaitu rendah, sederhana dan tinggi. Pengiraan dalam menentukan tahap ini dilakukan terhadap format likert scale dalam setiap sub skala dengan menentukan skor minimum dan skor maksimum bagi setiap sub skala dan sela kelas. Jadual 2, menunjukkan nilai skor setiap tahap bagi sub skala yang dikaji. Pengiraan ini berdasarkan formula

- = Skor minimum(1) x jumlah kenyataan bagi setiap item
- = Skor maksimum (4) x jumlah kenyataan bagi setiap item
- = Sela kelas (3 tahap) = (skor maksimum – skor minimum)/3
- = nilai skor bagi setiap sub skala

Jadual 2 : Pengiraan Bagi Menentukan Tahap Setiap Sub Skala

Sub Skala	Tahap Kategori	Nilai Skor
Keyakinan		
(6 item)	Rendah	6 – 11
	Sederhana	12 – 17
	Tinggi	18 – 24
Kesabaran		
(4 item)	Rendah	4 – 7
	Sederhana	8 – 11
	Tinggi	12 – 16
Kawalan		
(4 item)	Rendah	4 – 7
	Sederhana	8 – 11
	Tinggi	12 – 16
Keseluruhan		
(14 item)	Rendah	14 – 27
	Sederhana	28 – 41
	Tinggi	42 – 56

Jadual 3 menunjukkan taburan min dan sisihan piawai kekuatan mental berdasarkan sub skala yang meliputi keyakinan, kesabaran dan kawalan. Berdasarkan keputusan yang diperolehi, mendapati bahawa keyakinan menunjukkan min yang tinggi berbanding kesabaran dan kawalan ($m=17.82$, $S.P=2.52$). Manakala min yang terendah ialah kawalan ($m=9.54$, $S.P=2.57$). Selain itu, dapatan kajian mendapati majoriti pemain mempunyai kesabaran pada tahap tinggi (80.0%). Min bagi sub skala kesabaran ($m=12.52$, $S.P=2.05$) dan kawalan ($m=9.54$, $S.P=2.57$).

Tahap kekuatan mental pemain bola sepak sekolah sukan negeri adalah berdasarkan skor keseluruhan berpandukan tahap yang telah ditetapkan. Berdasarkan analisis deskriptif yang dijalankan menunjukkan tahap kekuatan mental pemain bola sepak sekolah sukan negeri ini berada pada tahap yang sederhana ($m=39.88$, $S.P=4.73$).

Jadual 3 : Taburan Min dan Sisihan Piawai Berdasarkan Faktor Kekuatan Mental

Faktor Kekuatan Mental	f	%	Min	S.P
Keyakinan			17.82	2.52
Rendah	-	-		
Sederhana	32	49.2		
Tinggi	33	50.8		
Kesabaran			12.52	2.05
Rendah	2	3.1		
Sederhana	11	16.9		
Tinggi	52	80.0		
Kawalan			9.54	2.57
Rendah	14	21.5		
Sederhana	35	53.8		
Tinggi	16	24.6		
Keseluruhan			39.88	4.73
Rendah	-	-		
Sederhana	38	58.5		
Tinggi	27	41.5		

8.0. PERBINCANGAN

Secara keseluruhannya, pemain bola sepak Sekolah Sukan Negeri Sembilan menunjukkan tahap kekuatan mental mereka berada pada tahap sederhana bagi sub skala kesabaran dan kawalan. Namun begitu, sub skala keyakinan diri menunjukkan pemain berada pada tahap tinggi (Jadual 3). Loehr (1986) menyatakan bahawa atlet yang mempunyai kekuatan mental yang sederhana atau rendah perlu diberi pemulihan segera untuk mengatasi masalah yang dihadapi.

Sub skala keyakinan menunjukkan 32 orang pemain (49.2%) berada di tahap sederhana dan 37 orang pemain (50.8%) berada pada tahap tinggi. Tiada pemain yang berada pada tahap rendah. Dapatan ini selaras dengan kajian yang dijalankan oleh Mohamad Nizam (2010), yang memperoleh nilai skor yang tinggi bagi faktor keyakinan diri. Aspek penting dalam kekuatan mental adalah keyakinan, yang merupakan kepercayaan kepada keupayaan seseorang untuk berjaya dan mencapai matlamat tertentu (Greenleaf dan Wildman, 2003). Namun begitu, dapatan kajian Asamoah (2013), tiada hubungan yang signifikan antara keyakinan dan prestasi pasukan.

Tahap kekuatan mental bagi Sekolah Sukan Negeri Sembilan ini berada pada tahap sederhana dengan 38 orang pemain (58.5%) dan 27 orang pemain (41.5%) pada tahap tinggi. Sekolah Sukan Negeri Sembilan merupakan salah satu akademi bola sepak bagi negara Malaysia, kekuatan mental seharusnya mengambil langkah untuk menekan psikologi bagi aspek kekuatan mental. Pemain bola sepak yang berada di akademi perlu mengembangkan aspek psikologi bagi meningkatkan kekuatan mental untuk memenangi pertandingan (Bilton, 1999).

Oleh itu, jurulatih perlu memainkan peranan penting dalam meningkatkan kekuatan mental ini dengan pendekatan psikologi yang terancang dan sistematik. Greenleaf dan Wildman (2003), menyatakan bahawa untuk meningkatkan kekuatan mental atlet memerlukan latihan yang sistematik, seterusnya ini akan meningkatkan keyakinan, motivasi, fokus dan pengurusan kebimbangan. Ini kerana jurulatih memainkan peranan penting dalam pengembangan kekuatan mental pemain bola sepak. Syahrida (2014), menyatakan bahawa terdapat pengaruh yang signifikan dan positif dalam hubungan jurulatih dan atlet bagi memupuk dan meningkatkan kekuatan mental bagi sukan bola sepak.

9.0. KESIMPULAN

Hasil kajian ini menunjukkan tahap kekuatan mental pemain bola sepak Sekolah Sukan Negeri Sembilan perlu ditingkatkan lagi untuk sub skala kesabaran dan kawalan. Selain itu, kajian ini juga boleh dijadikan sebagai kayu pengukur untuk menilai tahap kekuatan mental bagi sekolah sukan seluruh Malaysia. Ini kerana sekolah sukan negeri merupakan akademi bola sepak Malaysia dan merupakan pemain pelapis pasukan senior negara. Prestasi yang kurang baik skuad bola sepak Malaysia ketika ini, boleh dibaiki pada masa akan datang dengan menyeimbangkan latihan fizikal dan psikologi kepada pemain bola sepak di sekolah sukan ini. Bekas ketua pasukan bola sepak Malaysia, pemain bola sepak boleh mengatasi cabaran itu melalui semangat kebersamaan dan memiliki kekuatan mental untuk berjuang demi negara (Soh, 2016). Mukhwinder dan Jaspal (2014), menyatakan bahawa pemain bola sepak yang mempunyai kekuatan mental yang baik mempunyai peluang yang lebih tinggi untuk memenangi sesuatu kejohanan. Jelaslah, bahawa kekuatan mental merupakan aspek psikologi yang penting dalam menentukan kejayaan sesebuah pasukan.

10.0. CADANGAN

Kajian ini boleh dikembangkan lagi dengan menilai tahap kekuatan mental antara pemain bola sepak sekolah sukan negeri seluruh Malaysia. Seterusnya, membandingkan tahap tersebut antara semua sekolah sukan negeri. Selain itu, membandingkan tahap kekuatan mental antara posisi dalam pasukan bola sepak harus dilaksanakan bagi mengetahui posisi yang perlu ditingkatkan lagi kekuatan mental. Seterusnya, dapatan dari hasil kajian akan menjadi pemangkin kepada kekuatan mental pemain bola sepak pada masa akan datang.

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RELATIONSHIP BETWEEN SELF-EFFICACY, ENGAGEMENT, AND ENGLISH ACADEMIC ACHIEVEMENT AMONG JUNIOR- 2 STUDENTS IN HEBI DISTRIBUTION, CHINA

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ABSTRACT

This study seeks to determine the relationship between self-efficacy, engagement, and academic achievement in English course among junior high school students in China. The respondents of this study consisted of 64 (34male, 30 female) junior-2 students studying in Hebi Distribute, Henan Province. The stratified random sampling technique was utilized in selecting a representative sample from the target population. The instruments used in this study included English Learners' Self-Efficacy Scale devised by Zhang Shufen (2006) and Students' Engagement Scale modified from Kong Qiping (2003). The results of this study revealed that junior-2 students had a medium level of English self-efficacy and engagement. Among the four sub-dimensions of students' English self-efficacy, confidence and task sense sub-dimensions are at the high and low level respectively. All of the three sub-dimensions of student engagement (behavior engagement, cognitive engagement and emotional engagement) are at the middle level. Moreover, the strong positive significant interrelationship between students' English self-efficacy and engagement has been clearly manifested. junior-2 students' English self-efficacy and engagement are both positively intensively associated with English achievements. From the perspectives of each section of English self-efficacy, the Pearson correlation of task sense is highest, which implies that students' perception of the task sense may have a more important effect on students' achievement than other three sub-dimensions. Among students' engagement, cognitive engagement has a more evident relation with English achievement than behavioral and emotional engagement. These results imply that junior-2 students who prefer cognitive engagement are seem to be conducive for gaining good English performance.

KEYWORDS: Junior high school students, English learning self-efficacy, English class engagement, English achievements, correlations

1.0 INTRODUCTION

To make an active adaptation to social development, the ultimate goal of education is to cultivate all-round intellectuals who are creative and who are not afraid of making the initiatives. Schools are the main place for their full-time education. However, in a Chinese classroom, students' subjectivity has been ignored due to the traditional educational theory and practice (Pei, 2000). For the past decades, the dominant role of teachers, the knowledge imparted to learners and the single teaching method have mirrored the traditional English teaching model in China. Under such circumstances, students do not feel they are the real participants or feel a sense of self-determination in the learning process. Moreover, they have been accustomed to being the passive recipients of knowledge.

With economic globalization and China's integration into the world, English has become more and more important. As a worldwide communicative tool, the main objective of English learning has not been only to complete learning tasks or passing examinations, but also to communicate with others from the rest of the world. Consequently, the Chinese New English Curriculum Reform underlines the importance of students' subjectivity and active engagement. It requires that teachers should build a favorable Language learning environment and create plenty of opportunities for students to participate actively in an English

class. At the same time, teachers should be devoted to students' individual differences and stimulate their interests in English learning.

In recent years, the implementation of such policies and requirements for English learning and teaching have changed the research focus in the field of education from English teaching and teachers to the process of learning and the learners themselves. This implies that students have played an increasingly significant part in English teaching and education. Besides, quality-oriented education advocates that students are supposed to learn in a lively and engaging way. It similarly underlines students' subjectivity, which can be embodied in their direct engagement in class (Zeng, 2001). It is common to see that the English teaching efficiency largely depends on students' engagement and initiatives. Whether or not students participate actively in English class has a big impact on their own learning (Song, 2011). Nevertheless, there has been a number of studies demonstrating that most of the Chinese students tend to be comparatively more passive and rote-oriented in classroom engagement than Western students, and only a few of them are remarkable, in terms of their classroom engagement (An, 2002)

Accordingly, researchers have begun to be concerned with such phenomenon, as they managed to find out the underlying reasons and seek possible ways to improve the situation that has become the basis for student's engagement. Many reasons have been provided to illustrate students' passive engagement. On the one hand, external causes, including social-cultural factors, learning environments, teaching style, relationship between teachers and students have been explained in detail by some researchers (Cortazzi & Jin, 1996; Littlewood & Liu, 1997; Xie, 2006; Yang, 2006). On the other hand, individual factors, such as students' self-beliefs, anxiety, lack of confidence, and low interest ought to be taken into consideration as well (Guo, 2006). Thus it can be seen that factors influencing students' engagement are multifaceted, among which affective factors have been examined by many researchers. A number of findings have shown that learners' affective attitudes of study have a powerful impact on their learning behavior and performance. Conversely, students' engagement behavior is closely related to their academic achievements (Da, 2005; Hu et al., 2002; Mills et al, 2007; Pajares, 2003; Wang et al., 1999). Researchers have conducted a large number of studies on some of the affective factors, including anxiety, motivation, learning attitude and interest.

Academic self-efficacy beliefs are defined as "the judgment students hold about their capability to organize and execute the courses of action required to master academic tasks that powerfully affect their academic performance in various ways" (Mills, Pajares, & Herron, 2007). They considered that students who have a strong sense of self-efficacy are ready to solve challenging learning problems and show more persistence in completing tasks. When coming across obstacles, they will expand greater efforts to surmount them. On contrary, students with low efficacy beliefs demonstrate limited perseverance when encountering problems, and some of them avoid fulfilling learning tasks entirely, owing to their lack of confidence or interest. It indicates that students' self-efficacy beliefs would affect their learning behavior and there is proof of a positive relationship with academic performance (Multon, Brown, & Lent, 1991). As Bandura (1977) has highlighted, self-efficacy is a multidimensional construct in that it bears close relations with many fields. Students might own distinct self-efficacy judgements in distinct types of areas or tasks. For instance, a student feeling efficacious in Mathematics might not feel that to be efficacious in English. English self-efficacy is totally distinguished from academic self-efficacy of other subjects. The particularity of English self-efficacy also endows significance with the current study.

Despite considerable studies that have discussed the correlation between self-efficacy with many variables, including gender, age, attribution, learning motivation and strategy, a few studies explored the relationship between students' self-efficacy and engagement behavior in English learning in China. Accordingly, the present study seeks to investigate their correlations and a detailed statistical analysis will be presented. A great deal of research on student engagement focuses on mathematics classroom's teaching process or physics classroom's teaching process, etc. However, only few scholars have conducted some works on students' engagement in the English classroom teaching process. Moreover, even though there are some researches done on students' engagement in the English classroom teaching process, the subject are mostly senior students and college students. In addition, with the increasing age and difficulty of schoolwork, students have to bear the mounting academic pressure. Many junior high school students are

inclined to think independently and they are not willing to speak in class. English, as one of the high school entrance examinations, is a comparatively difficult subject. Some students have no confidence or they will feel nervous about expressing their opinions in English in front of their classmates. When teachers pose questions, they receive only reticence from students. Even though many students may confront some difficulties in the learning process, they will not consult their teachers about them. For those students who have little confidence or interest in English, their passive behavior will have a negative impact on their academic performance. Consequently, junior high school students will be selected as the research subject for the current study.

2.0 PURPOSE AND OBJECTIVE

Inspired by previous relevant theories and empirical studies, this study attempts to explore the specific circumstance of self-efficacy and student engagement as well as the correlations with academic achievement in English course among Junior High Schools in Hebi District, Henan Province.

The objectives of this study are as follows:

- I. To determine the level of junior high school students' English self-efficacy.
- II. To determine the level of junior high school students' engagement in English course.
- III. To determine the relationship between students' English self-efficacy and student engagement as well as correlations with their English academic achievement.

3.0 METHODOLOGY

Quantitative research design was used in this study. The data collection was carried out through a survey using a questionnaire. The purpose of this study is to examine the correlation between self-efficacy, student engagement and English academic achievement among junior-2 Students in Hebi Distribution, Henan Provenience. This design was selected because the study intends to analyze three variables in a single study. According to Tull and Hawkins (1990) that survey is one of the most common quantitative methods to gather primary data. Therefore, survey research was considered to be the most appropriate method to reach the goal in the current study. Therefore, English Self-efficacy Scale (Zhang Shufen, 2006) and Student Engagement Scale (Kong Qiping, 2003) are used to do the survey in the current study.

3.1 Participants

The present study was carried out at a Junior High School in Hebi District, Henan Province, China. The participants selected were 64 (34 male, 30 female) students from junior-2 students. The reason why junior-2 students were selected as participants is twofold: the junior-1 students were still new in the junior high school and they were still confused by the new learning environment and in adaptive period with less understanding about junior high school learning as compared to students in junior two. Besides, for students in grade three, most of the class time is confined under teachers' instructions, students' exercises and reviews under the fierce competition of senior high school entrance examination with limited classroom activities. Thereby, junior-2 students were most suitable as the representative population for the present study.

3.2 Instrumentation

There are two survey scales used throughout this study. The English Self-efficacy Scale and the Student Engagement scale. The questionnaires use the 5-point Likert scale, ranging from 1 for 'strongly disagree' to 5 for 'strongly agree'. The questionnaires were distributed and respondents were identified through the simple random sampling approach. In order to preserve the equivalence in balance and culture, the students answered in Chinese.

3.2.1 Information Request Form

Students were asked to note their age and gender for the purpose of collecting demographic information, and they were also asked to give their latest monthly English achievement grade for the purpose of evaluating their academic performance.

3.2.2 English Self-efficacy Scale

The questionnaire on English self-efficacy is devised by Zhang (2006). It contains twenty-two items and the Likert Scale is used to calculate the marks (5=strongly agree, 4=agree, 3=not sure, 2=disagree, 1=strongly disagree). The total score of 22 items divided by the total number of items is the individual's score of academic self-efficacy. The higher the score, the higher the academic self-efficacy. The score below 3 points means that the academic self-efficacy is low; the score between 3 and 4 points means the academic self-efficacy is at the middle level; the score above 4 means that the academic self-efficacy is high. There are four subscales: (1) the ability to finish English learning tasks (8 items); (2) confidence in achieving learning goals (6 items), (3) the ability to face setbacks in the learning process (3 items), and (4) the ability to overcome the difficulties in learning English (5 items). The coefficient of the whole academic self-efficacy paper is 0.89.

3.2.3 Student Engagement Scale

This scale was modified from the "Student Classroom Engagement Scale" (SCES) which was developed by Kong (2003), serving to assess students' engagement in mathematic classrooms. By combining them with the characteristics of English course, the current study has adopted the scale and made some modifications through a pilot study. According to the definition of student engagement, these items can be divided into 3 categories, namely: (1) behavioral engagement (Item A1-A8); (2) cognitive engagement (Item A9-A18); (3) emotional engagement (Item A19-A30). The questionnaire measures on a 5-point Likert Scale, which ranges from strongly disagree (1 point) to be of the view (5 points). With all these questionable items, the reliability coefficient of the questionnaire surrounding the aspect of student engagement is 0.8343. Moreover, the validity of the questionnaire is available. Each factor loading is above 0.3.

3.3 Data Collection

Data was gathered by using self-administered questionnaires. Before the questionnaire is distributed, sample's willingness to participate in this study was obtained. Once the sample agreed to participate in the study, they were asked to sign the participation consent form. The respondents were asked to respond to all questions in the questionnaire distributed by the researcher. It took about 30 minutes to complete the questionnaire. After completing the questionnaire, the questionnaire was returned to the researcher.

3.4 Data Analysis

After data collection, the questionnaire was analyzed with IBM Statistical Package for Social Science (SPSS) version 22. The questionnaire data were analyzed using a combination of descriptive statistics and Pearson's correlation coefficient. The strength of a relationship can be attained according to the data analysis, which can be concluded the relationship between the variables.

4.0 RESULTS

4.1 Findings of Students' English Self-efficacy

Table 1 showed that students' English self-efficacy is at a middle level (M=3.3410, SD=.6671), all in all. Among the four sub-dimensions, the intensity of task sense (M=2.8106, SD=.8561) is the lowest one, and this is followed by frustration sense (M=3.1215, SD=.9153), difficulty sense (M=3.5012, SD=.8305), and confidence (M=4.0325, SD=.7154). The results of Table 1 suggests that the junior-2 students have sufficient amount of confidence (M=4.0325) in learning English well and believe that they can overcome difficulties (M=3.5012) in the learning process, but the task sense (M=2.8106) at a low level, which means that their ability to finish the learning tasks is relatively lower than the other three sub-dimensions. On the other hand, the frustration sense (M=3.1215) at a middle level, which imply when they have to deal with setbacks in the learning process, their belief in the ability to face the setbacks bravely and solve the problems effectively is weak.

Table 3. Descriptive Statistics of Students' Self-efficacy

	N	Mean	Std. Deviation	Level
English self-efficacy	64	3.3410	.6671	Middle
Task Sense	64	2.8106	.8561	Low
Confidence	64	4.0325	.7154	High
Frustration sense	64	3.1215	.9153	Middle
Difficulty sense	64	3.5012	.8305	Middle

4.2 Findings of Student Engagement

Table 2 displayed the descriptive statistics of students' engagement. It indicates that the mean value of students' engagement is 3.2156 with Std. Deviation .5367. The mean values of behavioral engagement, cognitive engagement and emotional engagement are 3.1028, 3.0657 and 3.1436 respectively. Overall, junior-2 students' engagement in English course is at a middle level. No matter which kind of engagement pattern it is, the students show a relatively inactive attitude. This result seems to sit well with some researchers who have investigated students' learning behavior in the English Classroom (e.g., Zeng, 2001; Yu & Zhang, 2006; Zhao, 2012).

Table 4. Descriptive Statistics of Student Engagement

	N	Mean	Std. Deviation	Level
Student Engagement	64	3.2156	.5367	Middle
Behavioral Engagement	64	3.1028	.6899	Middle
Cognitive Engagement	64	3.0657	.5634	Middle
Emotional Engagement	64	3.1436	.6144	Middle

4.3 Findings of the Relationship among Students' English Self-efficacy, Engagement, and English Achievement

4.3.1 Findings of the Relationship between Students' Self-efficacy and Engagement

The Pearson correlation analysis between students' English self-efficacy and engagement was stated as Table 3. There was a statistically significant positive correlation between students' English self-

efficacy and engagement ($r=0.643$, $P<0.001$). The strength of correlation students' English self-efficacy and engagement is strong (Cohen,1988). According to Cohen, a correlation of 0.5 is considering strong, 0.3 is moderate, and 0.1 is weak. It indicated that students' English self-efficacy was strongly and positively correlated with engagement. The results suggested that the increase of students' English self-efficacy may increase students' engagement in certain degree. Similarly, in research studies of student engagement and self- efficacy, these variables were seen to be highly related (Majer 2009; Thijs and Verkuyten 2008).

Table 5. Correlation between Students' English Self-efficacy and Achievement

		English Self-efficacy	Student Engagement
English Self-efficacy	Pearson Correlation	1	.643**
	Sig.(2-tailed)		.000
	N	64	64
Student Engagement	Pearson Correlation	.643**	1
	Sig.(2-tailed)	.000	
	N	64	64

** Correlation is significant at the 0.01 level (2-tailed).

4.3.2 Findings of the Relationship between Students' Self-efficacy and English Achievement

Table 4 shown that students' English self-efficacy and English achievement have a statistically significant positive correlation ($r = 0.457$, $P < 0.01$), The strength of correlation students' English self-efficacy and achievement is moderate (Cohen,1988). It indicated that students' English self-efficacy was moderately and positively correlated with achievement. Namely, it is proved that English self-efficacy is a good predictor of achievements, as affirmed by other researchers (e.g., Da, 2005; Hu & Xu., 2002; Mills et al., 2007; Multon et al., 1991; Pajares, 2003; Wang et al., 1999;). High self-efficacious students are easier to obtain good English achievement than students who own low self-efficacy. From the perspectives of each section of English self-efficacy, all the four sub-dimensions of of students' self-efficacy are positive correlated with English achievement. The Pearson correlation of task sense (.489**) is highest then followed by confidence (.305**), frustration sense (.297**), and difficulty sense (.286**). Which implies that students' perception of task sense has a more important effect on students' achievement than other three dimensions.

Table 6. Correlation between Students' English Self-efficacy and Achievement

		English Self-efficacy	Task Sense	Confidence	Frustration sense	Difficulty sense
English Achievement	Pearson Correlation	.457**	.489**	.305**	.297**	.286**
	Sig.(2-tailed)	.000	.000	.000	.000	.000
	N	64	64	64	64	64

** Correlation is significant at the 0.01 level (2-tailed).

4.3.3 Findings of the Relationship between Student Engagement and English Achievement

After correlation study between junior-2 students' engagement and English achievement shown as Table 5, it verifies that students' engagement and English achievement have a significant correlation with

Pearson correlation .332**. The strength of correlation student engagement and achievement is moderate (Cohen, 1988). It indicated that student engagement was moderately and positively correlated with achievement. The result was entirely conformed to the studies of many researchers (e.g., Connell et al., 1994; Finn et Cox, 1992; Kennedy, 1992; Li, 2006; Mulryan, 1995; Wang, 2009; Zeng, 2001), which reaffirmed that students' engagement is a determinant for academic achievements. Specifically speaking, students take an active engagement in English course are seemed to be higher achievers of English than those are inactive. Oppositely, students' English achievement has been a criterion for their engagement. Among students' engagement, cognitive engagement has a more evident relation with Pearson .403** on English achievement than behavioral and emotional engagement. These results imply that junior-2 students who prefer cognitive engagement are seem to be conducive for gaining good English performance.

Table 5. Correlations between Student Engagement and English Achievements

		Student Engagement	Behavioral Engagement	Cognitive Engagement	Emotional Engagement
English Achievement	Pearson Correlation	.332**	.326**	.403**	.137**
	Sig.(2-tailed)	.000	.000	.000	.000
	N	64	64	64	64

** Correlation is significant at the 0.01 level (2-tailed).

5.0 DISCUSSION AND CONCLUSION

This study aims to investigate the relationship between students' English self-efficacy, engagement and academic achievement in the English course. Firstly, overall, the junior-2 students' English self-efficacy is at a middle level. Among the four dimensions, the intensity of task sense is the lowest one. This result is consistent with some researchers who have investigated students' learning behavior in English classrooms (e.g., Zeng, 2001; Yu & Zhang, 2006; Zhao, 2012). Secondly, junior-2 students' engagement in English course also is at a middle level. No matter which kind of engagement pattern it is, students will tend to show a relatively inactive attitude. This result is harmonious with some researchers who have investigated students' learning behavior in the English Classroom (e.g., Zeng, 2001; Yu & Zhang, 2006; Zhao, 2012).

The strong significant positive interrelationship between students' English self-efficacy and engagement has been clearly manifested. The two variables are both positively intensively associated with English achievements. The results between students' self-efficacy and achievements are in line with Pajares (2003), who find out that learners' self-efficacy is positively correlated with motivation and achievements of many learning domains including language, art, mathematics and science. Students' engagement also has a positive correlation with their English achievements. The result is entirely conformed to the studies of many researchers (e.g., Connell et al., 1994; Kennedy, 1992; Li, 2006; Mulryan, 1995; Wang, 2009; Zeng, 2001), which reaffirmed that students' engagement is a determinant for academic achievements. To be more specific, students who take an active engagement in English class are deemed to be higher achievers of English than those who are inactive. Among students' engagement, cognitive engagement has a more evident impact on English achievement than behavioral and emotional engagement.

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**THE RELATIONSHIP BETWEEN STRESS AND BURNOUT ON CHING EFFICACY
OF TAMIL PRIMARY SCHOOL TEACHERS IN PORT DICKSON,
NEGERI SEMBILAN**

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ABSTRACT

Due to the globalization challenges, the education system and its policy becomes more complex and this has a direct impact to the teaching profession. In nurturing children's academic performance and social emotional, teachers all over the world faces high levels of work-related stress and burnout which in turn affects their self-efficacy at work. The main purpose of this study being conducted in a Tamil primary school was to investigate the relationships between stress, burnout and teaching efficacy among Tamil Primary School Teachers who were from Port Dickson District in the state of Negeri Sembilan. The study was conducted via quantitative research approaches executed through self-administered questionnaires. The participants of this research were selected from eight of Tamil Primary School teachers in Port Dickson district through purposive sampling technique. A total of 80 participants served as respondents. Instruments for this study were adapted from the National Union Teachers (NUT) questionnaire on teacher stress, the Maslach Burnout Inventory Educators Survey (MBI-ES) and Bandura's Instrument Teacher Self-Efficacy Scale questionnaires. The researchers performed descriptive analyses and Pearson correlations in the data analysis process. The results show that there is no significant relationship between Teacher's stress level and teaching efficacy among Tamil primary school teachers. On the other hand, the results found that there is a significant correlation between job burnout and teacher's self-efficacy. More ever, the researchers identify the most crucial factor that lead to teachers stress and burnout in their profession.

1.0 INTRODUCTION

Teaching profession can be categorized as one of the most stressful jobs in the world. Teachers experience various stresses due the nature of their profession. According to Hamzah Osman (2015), of the Malaysian Education Minister in his speect at the 21st International Educational Convention on 11th August 2015 states that approximately 420,000 teachers in Malaysia suffers stress and burnout related to their profession (Metro,2015). This is considering difference between teachers in their responses similar pressure in school. Stress refers to the combination of psychological and physiological reactions that negative affect an individual as a result of environment conditions (Ceasar et al. 2004). Stress also has been illustrated as being a process that inculde the perception of a substantial imbalance between demand of environment and response capability, under conditions where failure to meet demand is perceived as having consequences and is responded to with increased level of state anxiety (Susan, 1989; Martens, 1982).

Burnout is defined as a reaction to job-related stress that differ in nature with intensity and duration the stress itself which could result in staff members becoming emotionally detached from their work and may ultimately lead them to leave their job altogether (Susan, 1989; Daley, 1979). 'Job burnout' was first

used by Freudenberger (as cited in Weisberg&Sagie,1999) to interpret physical phenomena, emotions, and mental exhaustion. Burnout as an extreme form of the work who work in interpersonally intense occupations, such as teaching nursing and the service industries more generally. In the 80's of the last century, stress and burnout became a serious problem affecting millions of works (Farber, 1983). According to Billingsley (1996), burnout as a vital factor contribute to teacher attrition. Teacher efficacy towards teachers' confidence in their ability to promote students' learning (Hoy, 2000). The concept of individual teacher efficacy can be traced to the foundational work of Armor and colleagues (1976) and Bandura (1977). It has been described as "the extent to which a teacher believes he or she has the capacity to affect student performance"(Berman 1998). It refers to the teacher perceived that, if she try hard, she can get through to even the most difficult or unmotivated students (Armor 1976 & Henson 2001). Teachers' level of confidence relate to efficacy in promoting learning ability depends on past experience or school culture, and the principals can help to cultivate the sense of efficacy of individual teachers and the whole school.

Stress and burnout are directly related with mental states. Dworkin (1987) argue that the level of stress will increase the level of burnout. But once burnout has reached a high level, it may actually reduce stress. As Dworkin explained, at that point "burnout becomes a coping mechanism through which teachers cease to care and thereby experience reduced stress". Burnout and stress has significant negative effects on teacher's self, their schools and their students. Teachers suffering from excessive stress or burnout are increasingly absent from their job. Estimate of the prevalence of burnout or excessive feeling of stress across the teaching populations are actually quite alarming, ranging from 15% to 45% (Dworkin,1997; Friedman &Farber,1972;Schlansker,1987).Based on the item of teachers' individuals self-efficacy, shapes and influence teacher's choice of activities and can affect teacher's efforts to adapt. And such beliefs determine how much effort teachers will expend and how long they will persist in the face of failure or difficulty. As much stronger the efficacy, it will be longer the persistence.

2.0 OBJECTIVES

The research focuses on:

1. The level of stress experienced by Tamil Primary school teachers in Port Dickson District.
2. The level of stress which lead to the burnout stage among Tamil Primary School teachers in Port Dickson District.
3. The relationship between teacher's stress level and teaching efficacy.
4. The relationship between teacher's burnout stage and teaching efficacy.

3.0 METHODS

This study involved on effects of stress and burnout towards teaching efficacy among Tamil Primary School teachers at Port Dickson District, Negeri Sembilan. The researchers randomly selected 8 schools from 17 Tamil Primary Schools in Port Dickson District. The sampling schools were located in town area and rural areas. A total of 80 responses in this research include 61 female teachers and 19 male teachers.

In this study the data was gathered through a self-administered questionnaire which include five parts. The first part respondent personal and socio-demographic information like position, gender, age, teaching subjects, workplace, educational qualification, teaching experiences and job satisfaction. The researcher used the measuring instruments to assess levels of stress and burnout among teachers. Stress levels were determined by using instrument adapted from National Union Teachers (NUT) regarding to teacher stress. The researchers was amend "The NUT Teacher Stress Survey" instrument according to the Malaysia education situations. This instrument contain 31 item scale which are evaluate five scope of stress such as students characteristics, administrative procedures, support, change and relationship.To measure teacher burnout level, the researchers using the Maslach Burnout Inventory Educators Survey (MBI-ES) which developed by Maslach, Jackson, & Leiter, 1996. There is a total of 22 item scale used in the MBI-ES to assess three dimensions of burnout: emotional exhaustion, depersonalization, and personal

accomplishment. The researchers also assess the effects of stress and burnout towards teaching efficacy by using “Bandura’s Instrument Teacher Self-Efficacy Scale” developed by Bandura(2006).

4.0 RESULT & DISCUSSION

Demographic and professional characteristic of samples are indicated in table 1. There were 76.3% female and 23.7 % male teachers participated in this study. About 6.3% were in the position as Assistant Principals and the rest were in position as teacher. Majority of them was between 26 to 35 years old teachers (55%), 32.2% of teachers were in age 36 – 45 years old. About nearly 63% of the teacher Bachelor holder and nearly 20% had Diploma in Teaching and 15% had Master degree. All the samples were trained teachers and they had their Teaching Training Certificate. About nearly 82% teachers were from schools in rural area and nearly 17% were from town areas schools. Most of respondents were in group of teaching experience more than ten years(35%). About 33.8% respondents were from the group of teaching experience between 7 to 9 years and 25% respondents were experience in teaching between 4 to 6 years. Only 6.3% respondents were still new to this teaching profession with experience between 1 to 3 years.

In this study, internal consistency reliability using Cronbach alpha values for the three instruments were shows that .80 for teacher’s stress, .86 for the teacher’s burnout and .97 for teaching efficacy. The acceptable range of internal consistency reliabilities depends on the context in which the instrument were used and the objective of the research (Rosnow & Rosenthal, 2008).

Table 7. Demographic Characteristics

Demographic Variables	Categories	Frequency	Percentage (%)
Gender	Female	61	76.3
	Male	19	23.7
Position	Teacher	75	93.8
	Assistant principal	5	6.3
Age	Under 26	1	1.3
	26 - 35	44	55.0
	36 - 45	26	32.5
	46 - 55	9	11.3
Teaching subject	English	9	11.3
	Malay	21	26.3
	Mathematic	13	16.3
	Science	12	15.0
	Tamil	24	30.0
	TMK	1	1.3
Educational qualification	Master degree	12	15.0
	Bachelor degree	51	63.7
	Diploma	17	21.3

Category	Trained Teacher	80	100.0
	Untrained Teacher	0	0
Working place	Town area	14	17.5
	Rural area	66	82.5
Teaching experience	1 - 3 years	5	6.3
	4 - 6 year	20	25.0
	7 - 9 years	27	33.8
	More than 10 years	28	35.0

Teacher's stress level

Table 2: Descriptive Statistics: Mean and Standard Deviation of teacher's stress level

	N	Mean	Std. Deviation
Students Characteristic	80	2.68	0.977
Administrative Procedures	80	4.11	0.944
Support	80	3.24	0.934
Change	80	3.58	0.866
Relationship	80	3.55	0.988
General mean and Std. Deviation		3.45	0.947

For the first research question, as can be seen in Table 2, teachers stress measure by five facets which were student's characteristic, administrative procedures, support, change and relationship. The top three facets which were found to be stress by the respondents were Administrative procedures (M =4.11) followed by Change (M =3.58) and relationship (M = 3.55). Whereas the lowest stress levels recorded were on the facets of students characteristic (M = 2.68) and the second lower is support (M=3.24). This result shows that overall mean for the teacher's stress level is at a moderate level except administrative procedures is made a high level stress among teachers.

Teacher's burnout level

Table 3: Descriptive Statistics: Mean and Standard Deviation of teacher's burnout level

	N	Mean	Std. Deviation
Emotional Exhaustion	80	3.39	1.05
Depersonalization	80	3.37	1.13
Personal Accomplishment	80	3.05	0.98
General mean and Std. Deviation		3.27	1.05

Table 3 indicate the mean scores for the burnout stage among teachers is in moderate level (M=3.27). Three main facets measure to identify teacher's burnout stage. There were emotional exhaustion, depersonalization and personal accomplishment. These three facets show moderate level of stress that lead for burnout stage among respondents in teaching profession. For the second research question this analysis

shown that the teacher’s burnout stage was in moderate level and this indicate that moderate level of stress experienced by teacher’s lead them to burnout stage.

Teacher’s teaching efficacy

Table 4: Descriptive Statistics: Mean and Standard Deviation of teaching efficacy

	N	Mean	Std. Deviation
Efficacy to influence decision making	80	4.60	2.34
Efficacy to influence school resources	80	5.46	1.87
Instructional self-efficacy	80	5.91	1.34
Disciplinary self-efficacy	80	7.13	1.46
Efficacy to enlist parental involvement	80	6.28	1.76
Efficacy to enlist community involvement	80	4.95	2.45
Efficacy to create a positive school climate	80	6.78	1.70
General mean and Std. Deviation		5.87	1.85

According to Table 4, teacher’s teaching efficacy most influenced by two factors, there were disciplinary self efficacy (M = 7.13) and efficacy to create a positive school climate (M = 6.78). Other factors showed mean score in moderate level. Overall results for teaching efficacy shows a moderate level of mean scores (M = 5.87).

Relationship between teacher’s stress level and teaching efficacy

Table 5: Pearson Correlations relationship between Teacher’s Stress Level and Teacher’s Teaching Efficacy

		Teacher's Stress Level	Teaching Efficacy
Teacher's Stress Level	Pearson Correlation	1	.064
	Sig. (2-tailed)		.570
	N	80	80
Teaching Efficacy	Pearson Correlation	.064	1
	Sig. (2-tailed)	.570	
	N	80	80

Table 5 indicateds that there is no significant relationship between Teacher’s stress level and teaching efficacy among Tamil primary school teachers. The findings indicate that teacher’s stress level have no significant relationship with teaching efficacy ($r = .06$, $p = .57$). This means increase or decrease in the teacher’s stress level do not significantly relate to increase or decrease in teaching efficacy among teachers.

Relationship between teacher's burnout stage and teaching efficacy

Table 6: Pearson Correlations relationship between Teacher's Burnout Stage and Teacher's Teaching Efficacy

		Teaching Efficacy	Teacher's Burnout
Teaching Efficacy	Pearson Correlation	1	.036
	Sig. (2-tailed)		.752
	N	80	80
Teacher's Burnout	Pearson Correlation	.036	1
	Sig. (2-tailed)	.752	
	N	80	80

Table 5 and 6 answered the research question that teacher's stress level and burnout didn't affect much to teacher's teaching efficacy. In a study about the effect of burnout on teaching performance of male and female ELF teachers in L2 context by Hamideh and Hamidreza (2015), found that burnout doesn't influence the teacher's performance in a significant way. But some researchers found that there is a significant correlation between job burnout and teacher's performance.

The study from Ashtari, Farhady and Khodaei (2009) in their study about relationship between job burnout and job performance in sample of Iranian mental health staff indicated that there has a significant between job burnout and job performance. In a study on the the relationship between teacher self efficacy and burnout by Ahmet Cezmi Savas, Yunus Bozgeyik and İsmail Eser (2014), it was evident that negative a significant, negative and medium correlation was found between teacher self efficacy and burnout.

Table 7: Teacher's Job Satisfaction

	Frequency	Percentage %
very dissatisfied	6	7.5
dissatisfied	18	22.5
not satisfied either or not	10	12.5
fairly satisfied	38	47.5
very satisfied	8	10.0

As can be seen in Table 7, most of the respondents(47.5%) fairly satisfied with their job as a teacher.7.5% respondents were very dissatisfied , 22.5 % respondents dissatisfied and 10% were very satisfied with this job.

Table 8: Teacher's future plan

	Frequency	Percentage %
Same post	16	20.0
Promoted post	25	31.3
Another establishment with similar post	2	2.5
Another establishment with promoted post	8	10.0
Change career	29	36.3

According to Table 8, most of the respondents (36.3%) prefer to change career in five year from now. 31.3 % respondents prefer a promotion to a higher post. 2.5 % of the respondents chose another establishment with similar post. The results of analyzing the fourth research question revealed that the

teacher's decision towards teaching profession in five years, most of respondent prefer to change their career. Even the teacher's stress and burnout stage in moderate level, they would like to change career.

5.0 CONCLUSION

In conclusion, the factors that cause stress among teachers is vary according to the research conducted. These differences exist possibilities because different background of study, background of sample and questionnaires used is different. Evidently, there is no significant relationship between teacher's stress level and burnout towards teaching efficacy among Tamil primary school teachers from Port Dickson district in Malaysia. On the other hand, this research indicates negative relationship between teacher's burnout stage and teacher self-efficacy. This study based on questionnaires to analysis the relationship between teacher's stress level and burnout stage towards teaching efficacy. According to this research, even though there is a large proportion of teachers show positive attitude to their job but majority of them also want to change their career in future. It's clearly shows that in future if the stress and burnout problems are not overcome effectively in teaching profession, the number teachers will be dwindling. Even though, teachers in this research experience moderate level of stress and burnout, but they also should be caution about the factors affect by stress and burnout due to the inner world is a source of strength and in aspiration for their work with students.

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THE THEORETICAL FRAMEWORK FOR THE RELATIONSHIP OF METACOGNITIVE AWARENESS, TIME PERSPECTIVE AND ACADEMIC PROCRASTINATION

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ABSTRACT

This is a conceptual paper that discusses the relationship between metacognitive awareness, time perspective and academic procrastination based on theoretical framework. Academic procrastination creates problems such as stress for students, reduces accuracy that will affect academic track in accomplishing writing tasks and threatens quality of research work among master's students. As such, it should be investigated as a serious disadvantage in the educational context. Underlying the main theory of Social Cognitive theory by Bandura, cognitive process in personal and environmental factors determine individual behaviour. Self-regulation, being the by-product of cognitive process, is the key to reducing academic procrastination. Acquiring a high degree of self-regulation from metacognitive awareness, which enables self-monitoring and self-evaluating, will discourage individuals from yielding to negative behaviour. Additionally, the process of forethought and goal setting also involve the element of time perspective. Individuals with future time perspective have futuristic goals and are motivationally-driven for pleasure reward whereas individuals with present time perspective will underestimate time and discount future reward. In conclusion, it can be established that high metacognitive awareness and future time perspective could help overcome academic procrastination apart from other theories such as Temporal Motivation Theory (TMT) and Islamic perspectives.

KEYWORDS: Academic Procrastination, Metacognitive Awareness, Time Perspective, Self-Regulation

1.0 INTRODUCTION

There are several types of procrastination that are categorised under task avoidance or decision avoidance. Task avoidance emphasises on characteristics of a task that are linked to enjoyment. The more unpleasant the task is, the more likely an individual will avoid it (Steel, 2007). Academic procrastination falls under this category and is described as the delaying of attitude specifically related to academic tasks such as the preparation of presentations, effective completion of assignments, preparation for exams, adherence to punctuality in submitting assignments, and completion of projects (Manikandan, 2013), which may contribute to depression (Dewitte & Schouwenburg, 2002 ; Ferrari & Scher, 2000). In contrast, the second category, decision avoidance is described as the inability to make decisions in a timely manner because of negative past experiences, threats of consequences or difficulties in making decisions (Ferrari and Díaz-Morales, 2007). To sum up, all types of procrastination embody negative feelings which stand as a barrier to get started on the execution of a task. Although there are several types of procrastination identified in general, academic procrastination is the major type because it is endemic (Milgram, Marshevsky, & Sadeh, 1995) and “involves compulsive behaviour and individuals can have difficulties in decision-making as well”, (Wong, 2012) p.89.

1.1 Academic Procrastination

This is a serious problem because the educational sector plays a crucial role in producing students who represent the future manpower of a country and are responsible for the strengthening of its economy (Narges Aminipoor, Hasan Ahadi and Alireza Kiamanesh, 2015). Academic procrastination is a

maladaptive behaviour and seriously affects students' outcomes. According to Van Eerda (2003), time pressure due to eleventh hour work will influence performance, and decrease accuracy and punctuality. This is because academic procrastinators have poor time management, do not learn effectively, are disorganised, have fear of failure and often fail to set intrinsic goals (Seung Won Park & Sperling, 2012). Such attitudes often result in students of master's programmes struggling to meet deadlines of academic tasks such as writing quality research papers.

Recently, UPM was ranked 270th among universities of the world and it aims to be ranked among the top 200th in 2020. This can only be achieved by producing quality students with high impact research track record and knowledge exploration (Universiti Putra Malaysia, 2014). However, it has been observed that UPM records an average of 100 postgraduate students each semester since 2015 facing difficulties to graduate on time (GoT) or do not manage to complete their research journey (School of Graduated Studies, 2016). Even though the instances are not seriously many, with academic procrastination not necessarily being the main contributor, students' failure to graduate on time should not be neglected by a research university. At UPM, its School of Graduate Studies (SGS) makes consistent efforts to offer relevant seminars every semester, such as Managing the Research Process, Putra Graduate on Time and How to Manage Stress, to ensure that postgraduates are consistent with their writing and to reduce the problem of procrastination. Academic procrastination remains an ongoing issue and the ones most connected to the problem are master's students who represent the majority or 57% among postgraduate student population at UPM (Universiti Putra Malaysia, 2016) and who are potential PhD candidates in the future.

Based on studies done, the difference between procrastinators and non-procrastinators is that the latter has metacognitive awareness of their own thinking, and more importantly, has a greater control on self-regulation to fulfil the task in hand. According to Seung Won Park & Sperling (2012), high procrastination in academic setting occurs because students do not use metacognitive learning strategies. It may be due to lack of understanding of the metacognition concept which leads to poor awareness when using metacognitive learning strategies. As such, it can be deduced that students who procrastinate are often associated with less metacognitive awareness (Barzali, 2015). Undeniably, the "role of metacognition is important because it enables individuals to monitor their current knowledge and skill levels, plan and allocate limited learning resources with optimal efficiency, and evaluate their current learning state" (Schraw, Crippen and Hartley, 2006, p.115).

Apart from the above, the phenomenon of time also seems to be an important component of procrastination because it is closely related to the concept of "deadline" (Ferrari & Díaz-Morales, 2007) and dictates one's ability to complete tasks within the time frame. In this study, time perspective is limited to three dimensions from the five dimensions proposed by Zimbardo and Boyd (1999) and they are present hedonistic, present fatalistic and future. It must be mentioned at this juncture that the two other dimensions, past positive and past negative, have been omitted to avoid bias because time orientation differs according to culture, the differences of which are not the intention of this study. For example, the Americans are no longer bothered by their past and have moved on towards the future whereas the Chinese and some Europeans are still inclined towards the past (Brislin et al., 2003).

The relationship between time perspective and procrastination has been discovered broadly in other types of procrastination such as decisional and avoidant procrastinations which are negatively related with future time orientation (Spencer & Ferrari, 2000) and show low self-regulation (Ferrari & Díaz-Morales, 2007). Studies on procrastination from the workplace perspective have also identified that procrastination is negatively related with future time perspective (Gupta, Hershey & Gaur, 2012). However, research on time perspective and academic procrastination is scarce compared to other types of procrastination. Considering the importance of time perspective in influencing students' actions towards academic tasks and instilling in them motivational ideas, investigating time perspective together with academic procrastination offers the potential to educate master's students on the importance of setting future goals for proper planning in study and overcoming academic procrastination in higher learning institutions.

2.0 THEORETICAL FRAMEWORK

2.1 Temporal Motivation Theory

In the past, there was no specific theory on procrastination. Recently, however, the Temporal Motivation Theory (TMT) has come to represent the most recent developments in explaining the procrastination phenomenon that includes time as a fundamental term in explaining motivation formula (Steel and Koning, 2006). The theory suggests that the decision to procrastinate is able to be explained by following equation:

Figure 1: Equation of Temporal Motivation Theory

MOTIVATION =	$\frac{\text{EXPECTANCY} \times \text{VALUE}}{\text{IMPULSIVENESS} \times \text{DELAY}}$
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Motivation represents the desirableness of an individual towards a task. Alternatively, an individual will pursue the task or avoid or procrastinate when he perceives high motivation in it and vice versa. The reason for such a decision is the product of task element; expectancy and value divided by the product of time element; impulsiveness and delay.

Expectancy and value refer to how the probability the outcome of the task will be attained and valued. Generally, the decision to avoid delaying is contributed by the high chance of good and gratifying outcome. The denominator or the bottom part of the equation captures the element of time and leads to goal setting. The longer time taken in delaying tasks indicate low motivation and decreased sensitivity towards delay. In other words, procrastinators are characterised as having low motivation based on their attitude of delaying longer when starting tasks.

In light of the above, it appears that procrastinators favour present-time perspective rather than future time perspective. However, some people may display different tendencies in that they may tend to work harder and have better self-control when their goal achievement appears closer to the deadline. Procrastination is largely related to time and that is the main factor behind TMT's emphasis on time element in explaining the motivation model of procrastination.

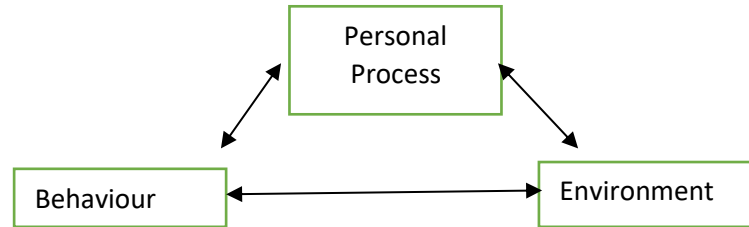
2.2 Social Cognitive Theory

According to Social Cognitive Theory introduced by Bandura (1986), "reciprocal determinism" explains that a person's behaviour is the outcome of social environmental and personal factors. Environment plays a significant role on students' behaviour since students learn mainly through observation. For example, students will adopt positive behaviour in the positive if the learning environment is positive and vice versa. In this theory, person or an individual refer to sources of motivation and environment act as external factor. Then, both factors determine individual behaviour.

Bandura expands the model by including cognitive process in the individual. Behaviour or individual action is the product of interaction between cognitive process in the individual and social interaction from the environment. As such, this model is also known as Social Cognitive Theory (SCT). Generally, cognition is mental process involving attention, perception, reasoning, evaluating, problem solving and decision making. In the context of SCT, cognitive is a personal process linked with forethought, self-reflection and self-regulation. According to Bandura (1986), self-regulation is highly influenced by self-efficacy. Therefore, the key to having self-efficacy lies in the ability of an individual to compare previous knowledge and present knowledge, strategize planning, self-monitoring and self-evaluating for the purpose of the self-regulatory process. These processes highlight the individual need to equip himself with metacognition which can enable self-monitoring and self-evaluation for the purpose of high self-regulation. Therefore, in the context of this study, it can be established that metacognition awareness boosts self-regulation and is able to control academic procrastination.

Additionally, personal process involves forethought and goal setting which orientates future time perspective. An individual with future time orientation is likely to set futuristic goals, practise self-control and stay motivated to avoid negative behaviour which produces negative consequences. They are more inclined towards proper planning, trust in themselves and keen to step away from academic procrastination.

Figure 2: Social Cognitive Theory Model



2.2.1 Self- Regulated Learning, Metacognitive Awareness and Academic Procrastination.

Students' ability for self-regulation promotes self-regulated learning and Pintrich was a pioneer in developing this particular model. According to Pintrich (2000b), as cited by Schunk (2005), self-regulated learning is considered to be a proactive learning process through which learners control their cognition, motivation and behaviour. As a result, students actively construct their own knowledge (Zimmerman & Schunk, 1989; Pintrich, 2004) and systematically attain personal goals (Bembenutty, White, and Benedetton, 2016) on the basis of their newly-developed self-control, self-discipline and self-direction.

According to Zimmerman (2002), self-regulation learning strategies comprises of three sequential phases and works in a cyclical process. It consists of forethought, performance, and self-reflection. Forethought involves goal setting and task planning and can be seen in the way students analyse tasks, set goals for themselves, and plan their learning activities. While performing these tasks, learners need to use metacognitive knowledge (declarative, procedural and conditional) (Keyser, 2013). By activating prior knowledge, learners will be questioned about what they know, how to implement strategies and when to apply it. Performance deploys strategies or actions after the planning stage. This process includes self-control and self-observation and distinguishes between deep and surface learners, although self-regulatory learning supposedly directs students to be the latter. Surface learners prefer applying rote learning whereas deep learners tend to look for meaningful learning.

Most importantly, self-regulated learning requires necessary skills to implement knowledge appropriately, for self-monitoring and self-reflection in order to construct knowledge. Alternatively, it can be concluded that metacognitive awareness is the heart of self-regulated learning and is needed to avoid academic procrastination. For metacognitive awareness model, this proposed study incorporates the Flavell model (1979) which includes knowledge of cognition and regulation of cognition. Knowledge of cognition is related to one's belief in conducting a task by recognising one's own strength and weakness while regulation of cognition is related to management of the cognitive process in order to accomplish the task. Hence, in conjunction with TMT, metacognitive awareness determines value of the outcome and encourages individuals to effectively continue with the task.

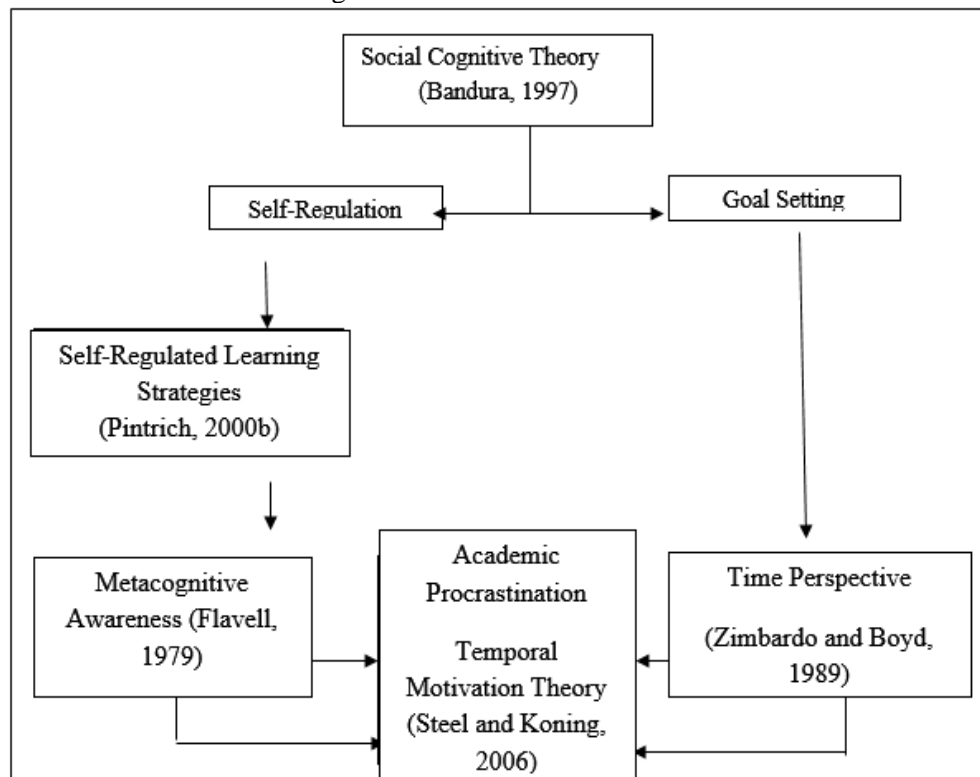
2.2.2 Goal Setting, Time Perspective and Academic Procrastination

Based on the Bandura model, the personal process also refers to motivation factors such as goal setting in coping with behavior. Goal setting contributed by collective of a rational or an irrational belief of time perspective also determines the effectiveness of the effort. For example, the irrational belief that good academic performance can be achieved even if revision was done the night before exam causes students to reduce their efforts and underestimate future rewards compared to those who believe that revision should be done a month before exam. Alternatively, students who are present-hedonistic tend to put in less efforts because of their delaying tendencies which make them prefer spending study time having fun with friends.

These are risk takers who expect success by valuing more of small current pay off compared to big future pay off.

Time perspective is the predictor of various actions. It includes the phases of controlling goals to maintaining the selection of goals either by cognitively and behaviourally engaging with the tasks or discounting future events that ultimately influence their choices and persistence in undertaking any task (Bembenutty and Karabenick, 2004; Steel and Koning, 2006). Therefore, time perspective deals with the influence of past experiences and future plans on the process of determining present behavioural patterns. It suggests that different goal selection will determine different behaviour. For example, students who have visionary goals tend to avoid procrastinating behaviour. In contrast, students with short term goals are more likely to procrastinate. In justifying the two, it can be said that time perspective is a continual flow of personal and social experiences or “used past, present and future frame to encoding, storing and recalling experience event to form expectation, goal and imaginative view”, (Zimbardo and Boyd, 1999). In short, time frame determines course of action which can be designed to either procrastinate or otherwise, influenced of course, by goal selection. As such, it provides means to incorporate this theory to explore more about academic procrastination.

Figure 3. Theoretical Framework



2.3 Islamic Perspective

Emotional reaction is closely related to procrastinating behaviour. For example, it is common to try and improve one’s mood by spending time on leisure activities as a means of avoiding or overcoming uncomfortable feeling associated with academic work. Such a course of action can be seen as encouraging since it may ensure that the individual will resume the incomplete work with a more positive feeling. However, the act of avoiding may lead to serious academic procrastination when individuals focusing on short-term goals of pleasure enjoyment end up underestimating time needed for the accomplishment of academic tasks. From the Islamic perspective, procrastination is interrelated with laziness and is seen as the

impact of Shaytan's strategies to prevent one from performing good deeds by making him become attracted to spending excessive time on unfruitful activities.

In the Quran, Allah SWT swears by the importance of time (Surah Al Asr :1). Indeed, time is ever moving and will not return. Therefore, in order to accomplish tasks, individuals need to sense the urgency and not waste the precious time that has been given. Therefore, Allah SWT, (Surah Al Asr :2) discourages man from becoming the incredible loser by wasting opportunities that are related to time. However, only those who are quick and wise in investing time in ordinary routines and good deeds in order to please Allah are not categorised as incredible losers (Surah Al Asr :3).

“By Time” (Surah Al Asr :1)

“Indeed, mankind is in loss,” (Surah Al Asr :2)

Except for those who have believed and done righteous deeds and advised each other to truth and advised each other to patience.” (Surah Al Asr : 3)

Generally, the Islamic perspective includes the element of future time perspective. Other than that, the element of avoiding urgency and priority in doing good deeds such as seeking knowledge and spending time on excessive leisure activities is also stated and a good Muslim is advised to avoid practicing it. As such, in this context of this study, it can be inferred that individuals who are appreciative of time by holding on to visionary goals, resilient in overcoming laziness and capable of regulating excessive negative emotions, will be able to effectively overcome delaying attitude.

3.0 CONCEPTUAL FRAMEWORK

The current research discusses small scale studies which had been carried out on the relationship of academic procrastination particularly with metacognitive awareness which consists of knowledge about cognition as well as regulation of cognition. Most research extensively explores metacognitive awareness and its relationship with academic performance. However, academic procrastination also represents low academic performance. As such, metacognitive awareness should be extensively explored together with academic procrastination especially in the context of tertiary education which requires students to be self-regulated learners. Hence, deep understanding of the knowledge of cognition is needed to direct them into becoming strategic learners equipped with forethought, and the ability to monitor and evaluate their learning. In short, it can be established that metacognitive awareness has a close relation to academic procrastination.

While investigating the relationship of metacognitive awareness and academic procrastination, Peirce (2003) presented that awareness of thinking promotes self-regulation. He claimed that before self-regulation appears, students should be aware of their own thinking which can direct them towards goals, dispositions and attention. For example, if they possess understanding of metacognitive knowledge (declarative, procedural and condition), they will be able to observe their strengths and weaknesses. As a result, they would be able to direct their actions towards their goals by disbursing full commitment, improved disposition and complete attention towards any task that is assigned. Other than that, growing research about metacognitive awareness especially on language subjects suggests that awareness of thinking is essential to improve students' behaviour towards regulated learning. In other words, academic procrastination is correlated with metacognitive awareness.

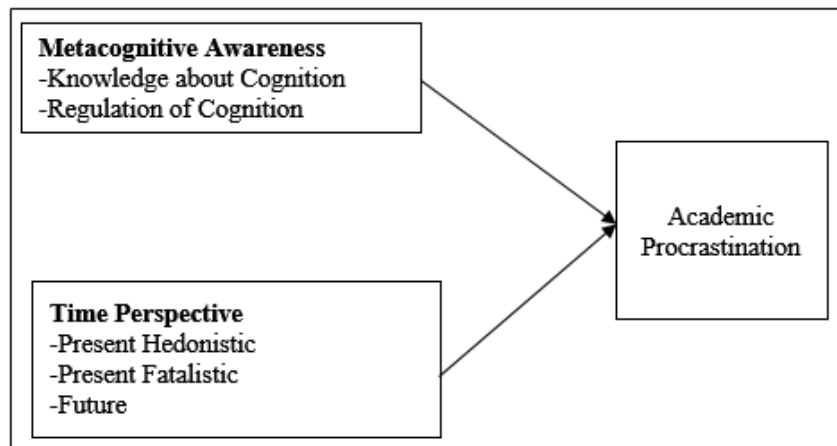
Apart from the above, academic procrastination is also closely related to time perspective (Ferrari and Díaz-Morales, 2007). How students view time plays an important role in their decision making process, planning, self-regulation and academic behaviour. In justifying this, Zimbardo and Boyd (1999) states that time perspective gives orders of meaning to an event. Based on that premise, different experiences perceived by an individual or cognitive scheme will reflect different life constructs. For example, students may start work earlier if they are concerned with future gratification and have acquired self-esteem through past positive experiences, or they may prefer to delay working as a result of being influenced by negative past experiences related to execution of tasks which may have rendered into their lives severe depression

and extreme anxiety. However, time perspective is constructed through a lifetime of experiences since childhood. Therefore, in adulthood, students should be more experienced, and should have moved out from identity diffusion and overcome the problem of academic procrastination. In agreement to that idea, according to Friedman & Lyon (2005) as quoted in Strand (2009) states that “time perspective horizons, extending both into the past and the future, increase with age and developmental levels” p.7.

However, reality is that academic procrastination is prevalent among university students including undergraduate and postgraduate students. Hence, the understanding of time perspective is crucial to encourage university students to become dynamic, resilient and futuristic.

Consequently, the current research looks forward to investigate metacognitive awareness, time perspective and academic procrastination.

Figure 3: Conceptual Framework



2.

4.0 CONCLUSION

In conclusion, it can be established that improving self-regulation through metacognitive awareness holds the potential to overcome academic procrastination and help improve the writing of quality research papers among master's students. In addition, TMT and the Islamic perspective also emphasise on time as a factor for academic procrastination. As such, instilling motivational ideas of having future orientation time perspective and avoiding present time perspective by underestimating time could reduce academic procrastination. Therefore, it is believed that by investigating time perspective and academic procrastination, master's students can be moulded to recognise the importance of planning futuristic and achievable goals throughout their learning journey and motivated to effectively execute assigned tasks in the process of producing superior quality of learning.

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HUBUNGAN ANTARA KECERDASAN EMOSI, STRES, KEMURUNGAN DAN KEAGRESIFAN DALAM KALANGAN PELAJAR ASRAMA SEKOLAH MENENGAH AGAMA TINGGI

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ABSTRAK

Keadaan psikologi rakyat Malaysia adalah membimbangkan, kes-kes yang berkaitan dengan keagresifan semakin meningkat dengan pesat berikutan krisis ekonomi dan kos sara hidup yang meningkat. Ia juga telah memberi impak kepada remaja-remaja sekolah susulan peningkatan kes juvana yang telah dilaporkan pada 2015 sebanyak 111 peratus oleh Harian Metro. Manakala, kajian lepas menyatakan kekurangan amalan kerohanian dan penghayatan agama dalam diri boleh menyebabkan masalah tingkah laku tetapi masih terdapat kes yang melibatkan keagresifan dalam kalangan pelajar sekolah agama yang mengamalkan amalan rohani dan penghayatan agama pada 2015. Maka, kajian ini akan mengkaji faktor psikologi (kecerdasan emosi, stres, kemurungan) dan keagresifan dalam kalangan pelajar asrama sekolah agama menengah tinggi. Pelajar asrama sekolah agama menengah tinggi mempunyai gaya amalan kerohanian dan penghayatan agama yang terkawal dan mempunyai jadual masa untuk sesi penghayatan agama islam yang telah ditetapkan oleh pihak sekolah maka sepatutnya tiada masalah keagresifan dalam kalangan mereka tetapi tiada kajian yang mengesahkannya. Oleh itu, kajian ini akan mengkaji tahap keagresifan secara reaktif agresif dan proaktif agresif dalam kalangan responden yang mana reaktif dan proaktif agresif dapat mengukur motif dan situasi berlakunya keagresifan tersebut. Selain itu, faktor-faktor psikologikal seperti kecerdasan emosi, stres dan kemurungan akan dijadikan sebagai alat pengukur kepada sikap keagresifan dalam kalangan responden. Ia akan dijalankan di Sekolah Agama Menengah Tinggi sekitar Selangor. Objektif kajian ini adalah Hasil kajian ini akan membantu pengamal, sekolah, pentadbir, pelajar, dan kerajaan untuk membantu mengurangkan kes-kes kesihatan mental di seluruh Malaysia.

KATA KUNCI: keagresifan, kemurungan, stres, kecerdasan emosi, kesihatan mental

1.0 PENGENALAN

Agresif di definisikan sebagai titik tengah kemarahan dan pemusuhan yang boleh membawa kearah kekasaran (Howells et al., 2008). Tingkah laku agresif boleh menyumbang pelbagai hasil yang negatif seperti contoh masalah akademik, masalah rakan sebaya, masalah juvana dan sikap agresif yang berkekalan (Van Lier et al., 2007). Menurut Rafedzi et al. (2014), peringkat awal kesalahan juvana adalah boleh dikesan melalui sikap melanggar undang-undang seperti contoh merokok, minum arak, gantung sekolah, seluk saku, dan vandalisma. Tingkah laku agresif ini terjadi seperti yang telah dinyatakan dalam teori pembelajaran sosial, tingkah laku agresif adalah dipelajari melalui pemerhatian dan peniruan (*imitation*) kepada model dan diprovokasi oleh ganjaran dan denda (Bandura, 1973). Kanak-kanak yang mengalami keganasan dalam kalangan ahli keluarga bukan sahaja akan menyebabkan kanak-kanak tersebut meniru aksi agresif tersebut malah memikirkan kelakuan itu tidak salah sama sekali (Bandura, 1973) dan mereka mungkin melakukannya di sekolah dan luar sekolah. Semakin mereka membesar, masalah agresif ini akan bertambah menjadi lebih agresif jika tidak dibendung seperti contoh bunuh diri, penderaan, rogol dan gangsterisma (Kong, Chong & Roslan, 2012).

Tindakan agresif boleh di definisikan dalam bentuk: fizikal atau verbal, aktif atau pasif, secara langsung atau tak langsung, perhubungan dan sebagainya (Buss, 1961; Warren, Richardson, & McQuillin, 2011). Agresif juga diklasifikasikan dalam istilah dinamik interpersonal, dalam istilah samaada pespektif pelaku

atau mangsa kepada agresif. Salah satu contoh yang menunjukkan klasifikasi tersebut kajian peranan buli, mangsa dan buli atau mangsa (Olweus,1996). Terdapat kajian juga menyatakan, kajian menunjukkan degupan jantung yang tidak sekata terhadap reaksi kepada provokasi atau ancaman (Pelham, Milich, Cummings, & Murphy, 1991) dan bergantung kepada jenis agresif (Goozen et al.,1998). Kedua kajian menyokong terdapat 2 jenis agresif seperti yang telah di hipotesiskan Feshbach (1964) dan telah ditukar istilah menjadi reaktif agresif (RA) dan proaktif agresif (PA). RA adalah rangsangan pertahanan ‘panas’ (*hot*) yang dikarakterkan oleh kemarahan atau kekecewaan dan terjadi setelah mendapat provokasi pada awal dan manakala PA adalah keganasan untuk menyelesaikan masalah ‘dingin’(*cold*), terhasil dari pembelajaran sosial dan terhasil dalam proses mengumpul kuasa (Bandura,1973).

Menurut pengkaji agresif (Crick & Dodge, 1996), RA dan PA mempunyai perbezaan dalam perhubungan kepada permasalahan dalam proses informasi sosial. Terutama, untuk RA individu akan tersalah mengkod semua aturan di sekitarnya adalah musuh dan PA, individu yang menyangka hasil yang positif dari kelakuan agresif. Perbezaan RA atau PA merujuk kepada fungsi yang berlainan kepada kelakuan agresif, samaada mengaitkan provokasi yang betul atau imaginasi (RA) atau untuk mengumpul kuasa atau kepuasan (PA).

Manakala untuk menyelesaikan masalah kemurungan, kebimbangan dan stres, individu hendaklah bijak menangani emosi mereka sendiri. Kajian lepas mencadangkan jika kecerdasan emosi seseorang itu rendah, individu tersebut akan mengalami masalah dalam mengawal mood, dan memahami perasaan orang di sekeliling (Ciarrochi, Chan & Caputi, 2000), sejajar dengan kegagalan pengurusan stress (Musa et al.,2007). Remaja yang tersisih secara sosialnya akan gagal untuk membina ikatan dengan institusi prososial seperti sekolah, pusat pembelajaran yang akan membina gejala kemurungan, kebimbangan dan stres hingga menyebabkan pembesaran yang tidak sihat (Bierman, 2004; Dodge et al.,2003; Prinstein & Aikins, 2004; Prinstein, Boergers, Spirito, Little & Grapentine, 2000). Kanak-kanak yang mengalami pengalaman agresif dalam proses pembesaran mereka, juga mengalami kesihatan mental yang merundum seperti kemurungan, kebimbangan dan stres (Bayer, Sanson, & Hemphill, 2006; Silverman, Pina & Viswevaran,2008). Oleh itu, pada peringkat remaja adalah penting untuk individu itu belajar mengawal emosi mereka untuk tidak mengalami gejala mental yang tidak sihat. Pengawalan emosi terbahagi kepada beberapa bahagian menurut teori Bar-On (1997) iaitu Intrapersonal (*self-awareness* dan *self-expression*), Interpesonal (*social awareness* dan *interaction*), Pengurusan stres (*emotional management* dan *control*), Penyesuaian (*change management*) dan Mood Umum (*self-motivation*). Jika kelima-lima jenis kecerdasan emosi ini dikuasai oleh individu maka individu itu mempunyai keupayaan untuk mengawal emosi mereka dan dapat menangani masalah dengan tenang tanpa stres dan kemurungan. Dalam merungkai masalah ini, kajian ini akan mengkaji perhubungan antara kecerdasan emosi, kemurungan, stres, dan agresif dalam kalangan remaja sekolah di sekitar negeri Selangor.

2.0 PENYATAAN MASALAH

Choo et al. (2013) memberikan definisi buli sebagai tingkah laku agresif sama ada fizikal atau psikologi yang dilakukan secara berulang kali ke atas mangsa dan ia bertujuan mendatangkan perasaan tidak seronok. Maka ianya amat jelas bahawa agresif adalah perbuatan yang tidak seronok terhadap mangsa seperti contoh buli, vandalisma, bunuh, mengejek, menyakiti diri dan sebagainya. Sepertimana yang telah didefinisikan agresif adalah titik tengah kemarahan dan pemusuhan yang boleh membawa kearah kekasaran (Howells et al., 2008). Pada 21 November 2015, berita harian melaporkan 4 pelajar asrama sekolah agama ditahan sabit kesalahan kes buli dan umur pelaku-pelaku adalah antara 15 dan 18 tahun terhadap mangsa yang berumur 13 tahun (cedera serius di pinggang dan pundi kencing). Pada umur 15 tahun, remaja tersebut boleh bertindak kasar yang mana dianggap agresif kerana telah menyebabkan luka fizikal pada mangsa.

Pada 26 Mac 2016 baru-baru ini, Malaysia di gemparkan kes buli potong lidah yang berlaku pada pelajar yang berumur 8 tahun. Pada seawal usia 8 tahun, buli telah menjadi ikutan yang tidak sihat dalam kalangan pelajar sekolah rendah dan masalah ini tidak semakin berkurang malah makin kerap kes buli pelajar sekolah rendah di mata akhbar. Sepertimana teori pembelajaran sosial (Bandura, 1973) kanak-kanak

cenderung meniru (imitate) aksi orang dewasa maka kes pelajar yang berumur 8 tahun tersebut kemungkinan meniru aksi tersebut dari mana-mana sumber. Manakala bagi kes remaja yang mukalaf (akil baligh) berumur 13 tahun hingga 18 tahun yang sepatutnya boleh bezakan baik dan buruk dalam persekitaran yang harmoni rohaninya iaitu sekolah agama masih lagi boleh bertindak agresif bercanggah dengan kajian oleh Mardzelah (2012), Ishak (2012), Siti Hairaney (2004), mendapati di antara punca berlakunya salah laku dalam kalangan pelajar disebabkan oleh faktor agama iaitu kurangnya amalan kerohanian dan penghayatan agama dalam diri mereka. Apakah faktor berlakunya keadaan tersebut pada peringkat umur yang sepatutnya sudah boleh berfikir secara waras dan logik dalam persekitaran yang harmoni?

Semakin mereka meningkat dewasa, mereka akan menghadapi tekanan hidup yang lebih kritikal, pelajar-pelajar ini berkemungkinan mengambil jalan mudah yang mungkin bersifat agresif yang seperti dilaporkan oleh Befrienders KL telah merekodkan terdapat kes 20 000 panggilan melalui talifon, emel, dan perjumpaan pada 2014 yang melibatkan perhubungan, psikiatri dan masalah keluarga (Ali et al., 2014) dan 25 peratus dari panggilan tersebut menyatakan hasrat untuk membunuh diri dan separuh dari emel yang direkodkan menyatakan hasrat yang sama. Seperti yang dinyatakan dalam *New Straits Times* (2016) “mereka yang mempunyai kesihatan mental yang lemah selalunya mempunyai skil pengendalian yang negatif seperti contoh penyalahgunaan dadah, keganasan, bersendirian dan gangguan permakanan. Strategi ini boleh melemahkan hubungan sosial, membuat masalah yang sedia ada lebih teruk dan, dalam senario kes terburuk, membawa kepada bunuh diri”. Ini menjadi satu kerisauan, permasalahan kesihatan mental individu tersebut boleh mengundang kearah keagresifan terhadap individu lain dan diri sendiri.

Kenyataan dari Jabatan Statistik Malaysia (2016) telah mencatatkan seramai 7.8 juta remaja dibawah umur 15 tahun di Malaysia daripada 31.7 juta rakyat Malaysia merekodkan sebanyak 24.5% darinya. Peranan remaja adalah penting terhadap sesuatu komuniti yang tidak boleh di pandang remeh. Mereka mampu mengubah budaya, tradisi dan sikap untuk generasi pada masa hadapan. Keagresifan boleh memberi kesan terhadap kanak-kanak, keluarga dan masyarakat. Ianya telah dibuktikan bahawa sikap permasalahan pada usia remaja mencorak permasalahan pada usia dewasa pada masa hadapan seperti contoh permasalahan tingkah laku, pencapaian akademik merundung, berhenti sekolah, penyalahgunaan dadah, dan kemurungan (Moffitt et al., 2001). Oleh itu, permasalahan, sikap, penyumbang, dan kehendak haruslah di kenal pasti.

Maka sikap agresif haruslah dibendung dari awal untuk membina komuniti yang sihat secara emosi dan fizikal. Untuk membendung gejala ini, perlulah ada strategi yang bernas. Kajian lepas telah menunjukkan terdapat perhubungan antara kecerdasan emosi dan permasalahan tingkah laku remaja (Smith et al., 2001; Van-Manen et al., 2004; Brackett et al., 2006; Gresham et al., 2006). Jika remaja tidak menguruskan emosi dengan betul, dan mereka tidak diberikan strategi efektif dalam pengurusan permasalahan harian, mereka akan menghadapi permasalahan tingkah laku peringkat tinggi iaitu agresif (Elgar et al., 2003). Menurut Bar-On (1997) fungsi kecerdasan emosi adalah untuk mengawal masalah emosi seperti kekecewaan, kemarahan, kemurungan, stres, dan banyak lagi.

Kemurungan semasa remaja memberi kesan yang tinggi terhadap risiko cubaan membunuh diri (Mezulis et al., 2011). Maka kemurungan boleh menjadi faktor untuk individu tersebut bertindak agresif dan faktor yang menyumbang kepada kemurungan adalah stres. Pelbagai kajian ‘longitudinal’ telah menjumpai stres dalam simptom kemurungan (Cole et al., 2006; Ge, Conger, & Elder, 2001; Hankin, 2008; Frison & Eggermont, 2015) Menurut Lazarus dan Folkman (1984) stres terjadi apabila individu tersebut mempunyai persepsi yang mengancam nyawa, halangan, dan bahaya dan tidak dapat menyelesaikannya dengan cara yang baik. Maka adalah baiknya, mengkaji kedua-dua (stres dan kemurungan) tahap jenis kesihatan mental ini untuk mengenalpasti perbezaan antara kedua-duanya dan adakah kedua-duanya memberi kesan yang berlainan ke atas keagresifan?

Keempat-empat pemboleh ubah ini menunjukkan perhubungan yang tidak langsung melalui kajian-kajian lepas yang hanya mengkaji pemboleh ubah tersebut secara individual dan tidak dikaji dalam satu kajian. Tambahan pula, kajian yang melibatkan proaktif dan reaktif di Malaysia adalah sedikit yang mana harus di kembangkan supaya masyarakat memahami jenis-jenis agresif yang kemungkinan mereka sendiri hadapi tanpa menyedarinya.

3.0 OBJEKTIF KAJIAN

Objektif umum kajian adalah untuk mengkaji perhubungan antara psikososial dan sikap agresif dalam kalangan remaja. Tambahan lagi, kajian ini adalah untuk memperjelaskan lagi sikap agresif dalam aspek kecerdasan emosi, stres dan kemurungan. Untuk mencapai objektif tersebut, berikut adalah objektif khusus untuk kajian ini:

1. Untuk mengenalpasti jenis kecerdasan emosi, tahap kemurungan, tahap stres, dan jenis agresif yang dihadapi dalam kalangan pelajar sekolah.
2. Untuk mengenalpasti perhubungan antara kecerdasan emosi, tahap kemurungan, tahap stres, dan jenis agresif dalam kalangan pelajar sekolah.
3. Untuk mengenal pasti pemboleh ubah peramal bagi jenis agresif.

4.0 SIGNIFIKAN KAJIAN

Kajian ini dijalankan untuk menguji perhubungan kecerdasan emosi, stres, kemurungan dan keagresifan dalam kalangan pelajar asrama sekolah agama di sekitar Selangor. Kajian ini akan memberi sumbangan kepada ilmu pengetahuan, kajian pada hadapan dan membaikpulih polisi dan program yang sedia ada.

Perhubungan antara kecerdasan emosi, stres, kemurungan dan keagresifan dalam kalangan remaja telah di kaji secara meluas di negara-negara timur. Tetapi di Malaysia, kajian seperti tersebut adalah kurang bahkan tiada kajian yang mengaitkan kecerdasan emosi, stres, kemurungan dan keagresifan di Malaysia dalam kalangan pelajar sekolah agama. Oleh itu, adalah penting penyelidikan dijalankan di Malaysia dalam konteks untuk menambah sumber rujukan dan kajian yang lebih mendalam mengenai faktor-faktor penyumbang keagresifan. Ini akan membantu untuk mengisi ruang jurang kajian-kajian yang telah dijalankan di Malaysia. Tambahan pula, kajian ini akan memberi gambaran yang jelas bagaimana faktor yang dipilih memberi kesan terhadap keagresifan di Malaysia.

Kajian ini akan mengulas kekurangan kecerdasan emosi mampu memberi kesan terhadap kemurungan dan stres sehingga memberi kesan kepada keagresifan dalam kalangan pelajar sekolah agama tinggi sekitar Selangor. Remaja yang kurang kecerdasan emosi akan mempunyai kemahiran yang kurang dalam mengendali emosi mereka dimana boleh menyebabkan permasalahan psikologi seperti stres dan kemurungan. Kajian mengenai kecerdasan emosi dan beberapa kajian yang berkaitan dengannya telah menarik minat ramai para pengkaji pada masa kini. Kajian ini akan digunakan untuk menambahbaik adaptasi emosi dan mengurangkan insiden keagresifan dan sikap yang bahaya terutama dalam persekitaran akademik (Humphrey et al., 2007). Kecerdasan emosi yang tinggi boleh menyebabkan berjaya dalam akademik (Austin et al., 2005). Oleh itu, hasil kajian ini akan menjelaskan kepada guru dan pihak pentadbir untuk memahami betapa pentingnya kecerdasan emosi dalam peringkat remaja.

Tambahan lagi, kajian ini juga akan mengkaji faktor stres dan kemurungan yang menyebabkan keagresifan dalam kalangan pelajar. Ianya amat penting untuk melihat tahap stres dan kemurungan yang mampu mencetuskan sikap agresif dalam kalangan remaja. Ini adalah penting kerana dengan terdedahnya info tersebut, para pentadbir dan guru boleh mengambil langkah penyelesaian masalah yang terbaik untuk mengurangkan tahap stres dan kemurungan sebelum berlakunya tingkah laku agresif yang tidak diinginkan. Oleh itu, pihak kementerian pendidikan boleh menambah polisi atau program baru dalam menangani masalah ini.

Hasil kajian ini adalah signifikan kepada agensi yang berkait dan pengamal yang berhadapan dengan remaja untuk perancangan, pengendalian dan penyesuaian yang lebih baik kepada program-program dan servis untuk membantu remaja. Akhir sekali, kajian ini akan dijadikan bahan rujukan untuk kajian-kajian hadapan yang berkait dengan remaja. Ia membuka kefahaman terhadap kepelbagaian peranan dalam konteks tumbesaran remaja yang dinamik.

5.0 RANGKA KERJA

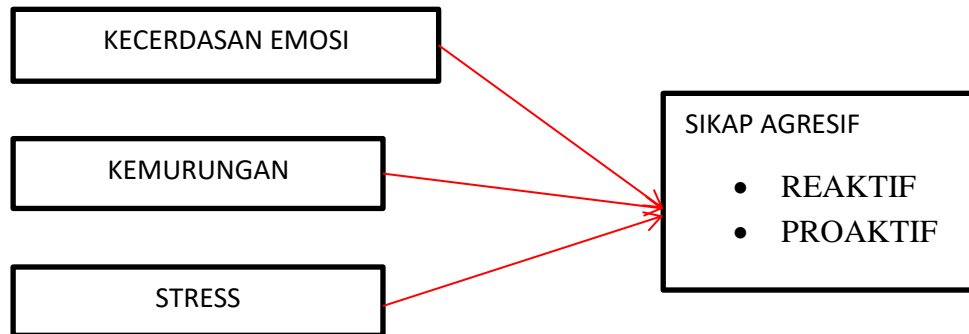
Kajian menunjukkan kedua-dua sikap agresif adalah berbeza, agresif proaktif (PA) lebih disifatkan sebagai permasalahan psikotik, kekasaran yang melampau, dan datang dari mereka yang kurang dalam pergaulan sosial. Manakala agresif reaktif (RA) lebih kepada impulsif, cemas dan mempunyai karakter *schizophrenia-spectrum* yang disebabkan oleh kepengongan realiti dan hilang keupayaan dalam memproses informasi. Dodge et al. (1997) telah menyatakan kajian oleh Raine telah membantu memahami pesakit yang menghadapi agresif proaktif yang kronik tetapi tidak ada agresif reaktif yang tinggi dengan membezakan skor antara kedua jenis keganasan. Kajian Raine ini telah mendapat perhatian ramai, justeru masih dipakai sampai ke hari ini untuk pelbagai kajian yang melibatkan sikap agresif dan *Reactive-Proactive Aggression Questionnaire (RPQ)* masih kekal dan tidak berubah struktur soalnya. Keganasan reaktif juga diambil dari teori frustration-aggression model (Berkowitz, 1989), dimana pusat kepada reaktif adalah kemarahan, pertahanan diri terhadap ancaman, kekecewaan atau provokasi. Pada tahun 1939, Dollard, Doob, Miller, Mowrer, dan Sears telah menyiarkan monografi mengenai sikap agresif yang telah dikenali sebagai frustration-aggression hipotesis.

Perhubungan teori antara kecerdasan emosi dan keganasan juga disokong oleh Bar-On (1997) teori kecerdasan emosi. Teori ini membuktikan pelajar yang mempunyai kecerdasan akal yang tinggi gagal dalam kehidupan. Kajian lepas ada menyatakan mereka yang gagal mengawal emosi akan memberi kesan terhadap akademik, tempat kerja dan hubungan sosialnya (Murphy et al., 2006) Individu yang tidak boleh kontrol emosi dan pengurusan cenderung mempunyai masalah sikap (Kim et al., 2007). Ada pihak yang menyatakan tahap kecerdasan emosi yang rendah akan menyebabkan peningkatan tahap *alexithymia*, atau kehilangan kebolehan memahami verbal (Parker et al., 2001), dan juga peningkatan sikap perlakuan seksual dan penderaan (Darwinkel, Powell & Tidmarsh, 2013)

Kajian lepas juga mendapati mereka yang mempunyai kecerdasan emosi yang tinggi akan merasa lebih empati (Mayer, DiPaolo & Salovey, 1990), dan lebih pandai menyesuaikan diri secara sosial dengan lebih bersedia untuk berhadapan dengan orang ramai (Schutte et al., 2001) dan juga penyumbang kepada kekurangan permasalahan sikap (Mayer et al., 2001). Mengikut Model Bar-On, kecerdasan emosi-sosial adalah keperluan dalam kecekapan mengawal emosi dan sosial, sebagai skil dan alat untuk mengenalpasti sejauh mana konsep diri dan bagaimana untuk ekspreskan diri, memahami orang lain dan menangani permintaan harian, ujian dan tekanan. Kecekapan mengawal emosi dan sosial, skil dan bahan telah disertakan dalam membina 5 faktor-meta yang telah disenaraikan dalam Bar-On pengiraan psikometrik.

Bandura turut menyatakan individu yang mengalami kemurungan mempunyai konsep diri yang berlainan dengan individu yang tidak mengalami kemurungan. Individu yang kemurungan akan lebih menahan diri dan merasakan tanggungjawab seorang diri ke atas perkara yang buruk terjadi dalam hidup mereka dan selalu menyalahkan diri dan menyendiri (Bandura, 1977). Tambahan lagi, bagi mereka yang dalam kemurungan kejayaan adalah berpunca dari faktor luar yang bukan dalam kawalan mereka.

Konsep psikologikal yang penting, yang dikait rapat dalam idea self-efikasi Bandura adalah konsep yang telah Julian Rotter sarankan iaitu titik kawalan (*locus of control*). Apabila individu percaya bahawa mereka boleh memberi kesan dan membaiki keadaan situasi yang berlaku, mereka yang mempunyai titik kawalan dalam diri mereka dan self-efikasi yang tinggi. Apabila individu merasakan bahawa mereka tidak boleh memberi kesan dan membaiki keadaan situasi yang berlaku, maka mereka mempunyai titik kawalan luar dari diri mereka dan mempunyai kekurangan self-efikasi. Manakala, stres adalah simptom kepada kemurungan yang sangat bersesuaian dikaitkan dengan kegagalan yang berkali-kali yang dimaksudkan Bandura. Kesimpulannya, mereka yang dalam kemurungan mempunyai titik kawalan luaran dan mempunyai keyakinan diri yang rendah.



Rajah 2: Rangka kerja kajian

Berdasarkan teoritikal yang telah di analisis, rangka kerja untuk konseptual telah pun dibina (Gambar Rajah 1). Kecerdasan emosi, kemurungan, dan stress adalah pemboleh ubah tidak bersandar dan proaktif-reaktif agresif menjadi pemboleh ubah bersandar. Kajian ini akan menekankan konsep secara semulajadi dan darjah perhubungan antara pemboleh ubah bersandar dan proaktif-reaktif agresif dalam kalangan remaja. Remaja sering di kaitkan dengan pemasalahan sikap seperti agresif dan penyalahgunaan dadah, yang perlu di ambil berat dan di siasat faktor yang menyebabkan dan mencari jalan penyelesaiannya (Merline et al.,2008). Model ini direka untuk mengkaji perhubungan pemboleh ubah tidak bersandar secara individual bertujuan mencari pemboleh ubah yang boleh meramal sikap agresif dalam seseorang. Maka stres dan kemurungan telah di pecahkan menjadi dua bahagian kerana kajian ini ingin menyiasat kehadiran agresif dalam mereka yang hanya mempunyai stres dan tiada gejala kemurungan. Selain itu, model ini menggunakan pendekatan psikologikal kerana ingin menfokuskan ke arah penyelesaian yang lebih kepada diri pelaku kerana jika kajian fokus kepada pendekatan ekologi boleh menyebabkan mereka yang mengalami sikap agresif dan kemurungan percaya ianya faktor luar bukan dalam diri mereka sendiri, seperti yang telah dinyatakan oleh Bandura (1977) mereka yang mengalami kemurungan akan menganggap kejayaan adalah bukan dalam kawalan mereka.

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ROLE OF NETWORK COMPETENCE ON ENTREPRENEURSHIP GROWTH IN SMALL AND MEDIUM ENTERPRISES

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ABSTRACT

This is an extensive review paper which proposes a conceptual model relating network competence on entrepreneurship growth in the manufacturing sector of small and medium sized enterprises (SMEs). The authors reviewed past research on network competence and entrepreneurship growth through such key words as network competence, human resource development, manager's qualification, task performance and entrepreneurship growth in the SMEs. Four predictors of SMEs growth were identified, including availability of resources, network orientation of human resource management, integration of communication system, openness to corporate culture. These findings are linked with entrepreneurship growth in the SMEs while a number of prepositions are offered to explain the proposed model of entrepreneurship growth in the SMEs from the perspective of network competence. This paper offers practical interventions for human resource development (HRD) managers to assist SMEs linked firm towards developing and managing networking competence to ensure entrepreneurship growth of the SMEs in the manufacturing sector. It also highlights the relevance of HRD tools, in developing and improving the skills and qualification of a manager, to perform networking task in the SMEs. This paper contributes to literature on the significance of network competence in managing and promoting growth in the SMEs

KEYWORDS: Network competence, HRD relevance, Task performance, Entrepreneurship growth in SMEs.

1.0 INTRODUCTION

This study is centered on the role of network competence on entrepreneurship growth in small and medium sized enterprises (SMEs). It addresses how network competence from the perspective of human resource development (HRD), can positively influence entrepreneurship growth in the SMEs. Network competence refers to the degree of network management and task performance, and the measure of network management qualification possessed by individual handling the enterprises (Ritter, 1999). Besides, entrepreneurship growth is the rate at which new firm positively contribute to job creation, increase in employment rate and gross domestic product (GDP), and sustaining of knowledge base for competitive advantage (Rahman & Fatima, 2011).

Studies show that organization does not exist in isolation. Ritter (1999) and Peña (2002) for example, maintain that organizations are now seeking interdependent of each other in order to succeed, as business owners do not have all required specialised skills and knowledge in technological fields to grow. For that reason, networking is inevitable (Jagongo & Kinyua, 2013). This means network competence supports management and development skill for interaction with customers, suppliers, competitors and research institutions. Therefore, two vital issues are addressed in this paper. Firstly, it addresses ways that network competence can influence entrepreneurship growth in the SMEs. Secondly, it focuses the relevance of HRD

to network competence on entrepreneurship growth in the SMEs. The purpose is to fill the research gap on applications of HRD and improve managers' networking knowledge and skills in the SMEs.

Previous studies show that there is an extensive interest by researchers, captains of industries and policy makers on engagement of SME managers to growth oriented training program (Bager, Jensen Nielsen & Larsen, 2015). Other researchers have focused on knowledge networks as part of integrated knowledge management approach (Pena, 2002). Researchers, however, have not treated role of network competence on SMEs growth in detail. Few studies have attempted to address it in isolation. For example, networking and managers' career success (Rasdi, Garavan, & Ismail, 2013), validated organizational networking (Thornton, Henneberg & Naudé, 2014) and building extra-regional networks for regional innovation systems (Chen, 2015).

What is exactly unknown is the role of managers' networking competence on entrepreneurship growth in the SMEs. This is serious gap in knowledge for the SMEs growth. Therefore, this research used Ritter's (1999) network competence factors, such as availability of resources, network orientation of human resource management, integration of communication structure and openness of corporate culture can influence entrepreneurship growth in manufacturing SMEs to fill the gap in knowledge. It also determined the relationship between the two variables. It is against this back drop therefore that the following hypotheses were proposed:

P1. There is a positive relationship between availability of resources and entrepreneurship growth in the SMEs.

P2. There is a positive relationship between network orientation of human resource management and entrepreneurship growth in the SMEs.

P3. There is a positive relationship between communication structure and entrepreneurship growth in the SMEs

P4. There is a positive, relationship between openness to corporate culture and entrepreneurship growth in the SMEs. These hypotheses would serve as guide to the study

2.0 LITERATURE REVIEW

The concept of network and competence is pervasive in the literature, Thornton, Henneberg & Naude (2014) define it as "the conscious problem-driven attempts of one or more business actors to change or develop some aspects of the substance of interaction in relationships in which they and others are involved" (p.436). Elsewhere, networking is linked to business relationship portfolio and choice partners make concerning their enterprises when confronted with big challenges in network (Ford & Mouzas, 2010). Networking competence is the degree of skills to perform a relationship building task of interdependent firms. Network is any interconnectivity involving group or system and a kind of directory by which a firm maintains their strategy for advancement (Watson, 2007). This study focuses on network competence in the SMEs and not organizational network.

Qualification and task differentiated are two dimensions used to reflect competence measurement (Ritter, 1999). Qualification dimension is about personal features that enable an individual to do impressive work while task differentiated dimension is linked to different streams' of activities needed to achieve a goal (Ritter, 1999). In this review, it is imperative for the HRD to evaluate network competence at individual levels in order to establish the manager's qualification and ability to perform networking task (Mitrega, Forkmann, Ramos, & Henneberg, 2012). This evaluation is needed because organizations nowadays are technological driven in terms of demanding knowledge and skill development, for effective management of networking (Bager et al., 2015; Leitch, 2006).

2.1. ENTREPRENEURSHIP GROWTH

An enterprise is created by an entrepreneur, but the procedure for creation is referred to as entrepreneurship (Ogundele, Waidi & Akingbade, 2012). Elsewhere, Edoho (2015), sees entrepreneurship as the identification of opportunities in a given location and ability to gather necessary resources in the light of those opportunities. This means entrepreneurship guarantees innovation of goods and services to end users by being creative and producing gain as returns for the dared risk. Robert et al. (2008, cited in Ossai-Igwe, 2012), pointed out that entrepreneurship calls for an individual's skill to learn in order to establish and develop a business along the winning strategy, with persistence, passion and vigour in execution in order to achieve success amid the risk (Ossai-Igwe, 2012). The authors are keen to the need for entrepreneur's acquisition of skill as the prerequisite to be creative in entrepreneurship. Hence, entrepreneurship growth can be described as the rate at which new firm birth positively contribute to job creation and sustaining of knowledge base to increase inventions and utilization of innovative ideas, across time (Rahman & Fatima, 2011).

2.2 NETWORK COMPETENCE, AND ENTREPRENEURSHIP GROWTH; AN HRD PERSPECTIVE

Researchers such as Jagongo & Kinyua (2013) have noticed that enterprises can no longer exist in isolation based on incapacitation arising from knowledge, skill, and expertise coupled with the advances in technology. This observation suggests that network competence is inevitable for such firms as the SMEs, if they want growth, (Chen, 2015, Thornton et al. 2014). This means that organizations are knowledge based and need human experts to succeed. HRD is conceptualized as any process or activity that either initially or over the longer term, has the potential to develop adults work based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organizations community, nation, or ultimately the whole humanity (McLean & McLean, 2001:p1067).

Here, the baseline is suggested for understanding the relevance of HRD to network competence and entrepreneurship growth. One meaning is that HRD is critical, for network competence as it can influence entrepreneurship growth in the SMEs.

Elsewhere McLagan (1989), defined HRD as the integrated use of training and development (TD), organizational development (OD) and career development (CD) to improve individual, group and organizational effectiveness. The idea of integration here can be used to suggest that HRD is a combination of all developmental practices needed to achieve a top level of individual and organizational effectiveness. In addition, HRD is purposeful and instrumental to the achievement of goals. In this case, organizations are entities created by human beings for a purpose. For effective and efficient operation of these entities, there must be a corresponding integration of specialized experts. This understanding helps to affirm, what is suggested by (Swanson & Holton, 2001) that organization faith is critically dependent on HRD concerns.

From the above observation, it can be reasoned that development and maximization of human potentials to generate human capital experts for organizational growth are done through HRD process. This means, HRD integrates TD, OD and CD, to improve performance and create the best match of people and work. This understanding is in line with the four network competence factors, needed to achieve entrepreneurship growth in the manufacturing mid-sized SMEs. Thus, the section, as follows describes each of these factors and its relevance to entrepreneurship growth.

2.3 Availability of Resources: Studies show that non availability of resources such as management skills has resulted to entrepreneurial business failure (Leitch, 2006; McCormick & Pedersen, 1996) Other researchers including, (Bager, et al. 2015; Chell, 2013), advised to investment, on learning, to acquire knowledge and skills. This is meant, to improve manager's network competence, to perform the task of relationship building in the SMEs. Availability of resources suggests the accessibility to factors of production. In this regard, physical resources such as finance, information, communication technology, structures and facilities must be rightly managed within the SMEs. In addition, the capacity to integrate all

these resources can open way for more business opportunities, and enhance the enterprise performance (Jack, 2005 cited in Thornton et al., 2014). Thus accessibility of resources encourages entrepreneurship growth(Chell, 2013; Ritter, 1999).

2.4 Network Orientation of Human Resource Management: The knowledge and usage of network competence as an instrument for collaboration, relationship building, knowledge, generation and circulation in businesses like the entrepreneurial firm is imperative in maintaining firms vitality and growth (Chen, 2015; Doloreux & Parto, 2005; Uyarra, 2010). Networking, affords the human resource development experts the opportunity to identify, attract and mobilize the right crop of human resource talents that is fit and valuable for both organizational and stake holders objective (Chen, 2015). Network knowledge, of HRM supported the idea of selecting, developing and accessing qualified network competent manager to perform the task of networking (Ritter, 1999). Therefore network orientation of the HRM is vital to entrepreneurship growth in the manufacturing mid-sized SMEs.

2.5 Integration of Communication Structure: The entrenchment of communication structure in the entrepreneurial SMEs indicates information exchange between different departments within the SMEs. Moreover the level of interaction, suggest integration of communication structure (Ritter, 1999). The exact information accessed by manager gives the manager direction and focus. A strong integration of the communication configuration makes information available to the manager, to perform task of relationship building. Efforts must be made by the HRD, department to train and develop managers making use of information communication technology, (Bager et al. 2015; Hashim, 2007; Rahman & Fatima, 2011). HRD must also advice resource persons handling networking issues to accept network competence task execution as a career through organizational career development, Career development intervenes to influence self awareness and on a process that affects persons and organizations strength to create the finest match of people and work, hence aligning the right crop of persons to the organization, will be instrumental to entrepreneurship growth the (Mclagan, 1989).

2.6 Openness of Corporate Culture: Corporate culture according to Ritter (1999) is defined, as the pattern of basic assumption that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration, and that has worked well to be considered valid and therefore to be thought to new members as the correct way to perceive, think and feel in relation to those problems. Openness to corporate culture is associated with emphasizing, flexibility, spontaneity, and personality as distinctive uniqueness of adhocracy culture, in contrast to control, regulation, and stability (Ritter, 1999). In this case, HRD managers must allow new entrants in the organization to attend induction course. The purpose is to expose them to knowledge of corporate culture in order to appraise the enterprise network competence, the uniqueness of the SMEs and improve the enterprise manager's network competence. That experience makes corporate culture of training and development vital for entrepreneurship growth (Bager et al., 2015; Chell, 2013; Leitch, 2006). Unfortunately only, a few proactively small and medium sized firms recognizes, the essence to constantly upgrade their, workforce skills. This they do engaging in training and development (Smallbone, Supri, & Baldock, 2000). The structure of open culture trenches entrepreneurial spirit within the SMEs (Ritter, 1999). In this respect, entrepreneurs and managers must be developed to practice open culture in their respective SMEs.

3.0 THE SMALL MEDIUM ENTERPRISES (SMES)

It is on record globally, that small and medium enterprises are the key factor to economic growth and development. SMEs bridge the gap of unemployment with overall key indicator to economic performance. Besides, SMEs contribute to the national gross domestic products (GDP) in nominal terms, it stood at 48.47% as at the period under review, while export stood at 7.27% (Bureau of Statistics, 2013). In Nigeria, SMEs accounts for over 95% of the manufacturing concerns, (Mitra, Abubakar, & Sagagi, 2011). It is documented that, in Africa as a whole SMEs consists of over 90% of African business operations and

contributes over 50% of African employment and GDP, (Jagongo & Kinyua, 2013). One meaning is that SMEs are important for the development of country's economy.

4.0 THEORIZING ENTREPRENEURSHIP GROWTH

Several theories and models are selected to conceptualize and model entrepreneurship growth. This study makes use of human capital theory. The purpose is to explain the interrelationship of the predictor variables of availability of resources, network orientation of human resource management, communication structure, openness to corporate culture and entrepreneurship growth.

4.1 *Human Capital Theory*

Human capital is the total stock of knowledge, that an individual acquired through educational training and experience from other domain, used to improve the quality of work performance (Dimov & Shepherd, 2005). Moreover, Becker (1975) Cited in Dimov & Shephared (2005) identified education and experience as the two main demographic features that guide the definition of human capital theory. This implies that entrepreneurship growth cannot exist in isolation but must be linked with knowledge, acquired through education and experience from other domain to make it work or operational. It then means that the ability of the entrepreneur to identify opportunity and explore it successfully, amid risk of uncertainty is predicated on the knowledge and experience the individual has acquired over the years. Hence the proper application of this knowledge and experience can develop into meaningful entrepreneurship growth, (Jackson & Dutton, 1988). Thus human capital is the key factor that explains enterprise knowledge, as a key resource base unique to the firm's performance and growth (Brüderl, Preisendörfer, & Ziegler, 1992; Pennings, Lee, & Witteloostuijn, 1998).

5.0 METHOD

This paper is based on extensive reviews of past studies on entrepreneurship and networking, covering both local and international literature available through online data bases. The process of retrieving the literature began in September, 2015 to July, 2016. The selection of articles based on accurate key words as suggested by Cronin et al. (2011), that relevant literature will lead to a successful, systematic review. In the process, such keywords as entrepreneurship and urban growth dimensions, enrolment of SME managers to growth-oriented training programs, knowledge creation and human capital for development were used. In addition, other keyword include networking and managers carrier, moderating affect of managerial level, antecedents for coping with relationships and networks effectively, the impact of human resource development and organizational commitment. Several electronic databases were used to search for supporting materials and resources relevant to the study.

6.0 PREDICTORS OF ENTREPRENEURSHIP GROWTH

From the reviewed literature, four antecedents of network competence exist, for example it addresses them as availability of resources, network orientation of human resource management, integration of communication structure and corporate openness, (Ritter, 1999). In the scope of this study, therefore, there is a need to extend the discussion with the focus to what kind of predictors can influence entrepreneurship growth in the context of human resource development (HRD). The idea is that once human resource is developed then an organization can be able to grow in other related aspects. In line with this study the discussion of the four antecedents of entrepreneurship growth from HRD perspective is given below:

6.1 Availability of resources

This is one of the predictors adapted for this study. It is linked with the development of human resource capital aspect. This means that an individual manager is expected to have network competence, in terms of qualification and knowledge, necessary for managing interaction with external business partners. It also includes capacity to handle financial and physical resources for example, money for transport with other necessary expenses and physical resources such as information communication technology, machine, office equipment and structural facilities (Ritter, 1999). Network usage provides value to partners in collaboration by giving them, right to use social resources as entrenched within the networks. For instance network can provide a link through which interdependent SMEs can benefit from resources of one another or the resources which is needed from external partner enterprises. This form of relationship building encourages and facilitates the achievement of economies of scale that is large scale production with consequent price reduction. These suggest that network competence usage can lower the risk of SMEs failure and increase the chances of growth (Walter, Auer, & Ritter, 2006; Watson, 2007). It then, implies that the integration of network competence in the SMEs is a pointer to efficient utilization of the available resources, such as human, physical and financial resources to achieve entrepreneurship growth in the SMEs. Furthermore, the knowledge and skill applied to secure access to resources that is not within the realm of enterprise, power at a lower cost means that practice of network competence can be cost efficient in terms of resources management and task performance, in the SMEs (Ritter, 1999; Watson, 2007). In this respect, the developed human capital aspect represents available resources. To this end therefore it is reasoned that the combination of resources such as human experts, finance and physical resources can improve performance in the SMEs. Thus, we propose:

P 1 There is a positive relationship between availability of resources and entrepreneurship growth in the SMEs.

6.2 Network Orientation of Human Resource Management

According to Swanson and Holton (2001), network orientation of HRM is, one of the predictor variables that is linked to the three critical application areas of HRD. Selection, development and assessment shall be discussed. Based on the need to access a qualified network competent manager, the selection criteria shall be linked to the job announcement, describing the quality and skill needed to perform network task. Development on the other hand is linked to enhancing managers skill to handle, relationship building. To, focus towards ensuring a healthy collaborative network that assist group members initiate and manage change, (Mclagan, 1989). Employees can be developed to possess the right qualification through human resources development activities such as technical training, communication seminars and workshops. Furthermore training on conflict management must be carried out to further strengthen the network competence of the manager to handle dispute related matters, (Ritter, 1999). Thus, network orientation of human resource management is vital to accessing and developing qualified network competence individuals, needed to perform the task of network management efficiently, This edge is imperative for growth in the SMEs, (Bager et al., 2015; Chen, 2015; Walter et al., 2006). Thus, we propose:

P 2 There is a relationship between network orientation of human resource management and entrepreneurship growth

6.3 Communication Structure

A strong information exchange structure put's the entrepreneurial firm in a baseline for relationship building. Network competence is linked with, the use of strong communication structure to initiate interaction and relationship with interdependent allied SMEs. Research has shown that, departments within the entrepreneurial organization does experience improvement in their performance through the use of

communication, (Hashim, 2007). Entrepreneurs with network competence, make use of information communication technology to build stronger relationships amid implicit opportunity. Moreover uncertainties, such as risk, and high cost arising from new venture creation has been reduced through the use of ICT, (Ratinho, Harms, & Walsh, 2015).

Hence, efforts must be made by the HRD, department to develop managers on how to use information communication technology as a tool, to network. In addition, HRD must also advice resource persons handling networking issues to accept network competence task execution as a career. Career development intervenes to influence self awareness and on a process that affects persons and organizations strength to create the finest match of people and work .This means aligning the right crop of persons with ICT knowledge and skill can encourage, entrepreneurship growth (Mclagan, 1989). We therefore propose that:

P 3 There is a positive relationship between communication structure and entrepreneurship growth in the SMEs

6.4 *Openness to Corporate Culture*

Openness to corporate culture is unique to entrepreneurship growth, reason been that openness, stresses on, spontaneity, flexibility and personality trait as distinctive feature of adhocracy culture. In contrast however, control, regulation, and stability is associated with hierarchy, (Ritter, 1999). Openness is seen as emphasizing competition and product differentiation instead of bureaucratic system corporate culture is known for (Deshpande; Farley & Webster, 1993). Entrepreneurs and managers must be developed to practice open culture in their respective SMEs, because, open culture encourages entrepreneurial spirit which can motivate the employee to be committed in handling their task. Employees, in open culture firms have a sense of belonging that motivate them to take decision that is friendly to the growth of their SMEs, (Ritter, 1999). In this case, HRD managers must develop the needful. The purpose is to expose them to the knowledge of open culture and enterprise network competence. This is unique to improve the manager's networking skill in SMEs, yet suggest that training and development can assume culture status, unique to entrepreneurship growth (Bager et al., 2015; Chell, 2013a; Leitch, 2006).

Thus, SMEs with adhocracy culture would be more innovative driven, with qualified persons matched to perform the task of network. We therefore propose that:

P 4 There is a positive, relationship between openness to corporate culture and entrepreneurship growth in the SMEs.

The HRD Managers' operational context for this study is in the SMEs. The research recognizes two dimensions of skills; qualified skill and skill to perform task. Qualified skills include specialist and social skills. Network management is about relation-specific and cross- relational tasks which are differentiated to develop and describe SMEs capacity to manage its network efficiently. Based on the foregoing discussion, our theoretical discussion proposes that the four predictors show a positive relationship on the entrepreneurship growth in the SMEs.

In line with the above discussion, a conceptual frame work to show the correlations between the variables has been developed. Thus, the following in Figure1 below illustrates the conceptual frame work showing the predictors of entrepreneurship growth on HRD perspective.

The conceptual framework

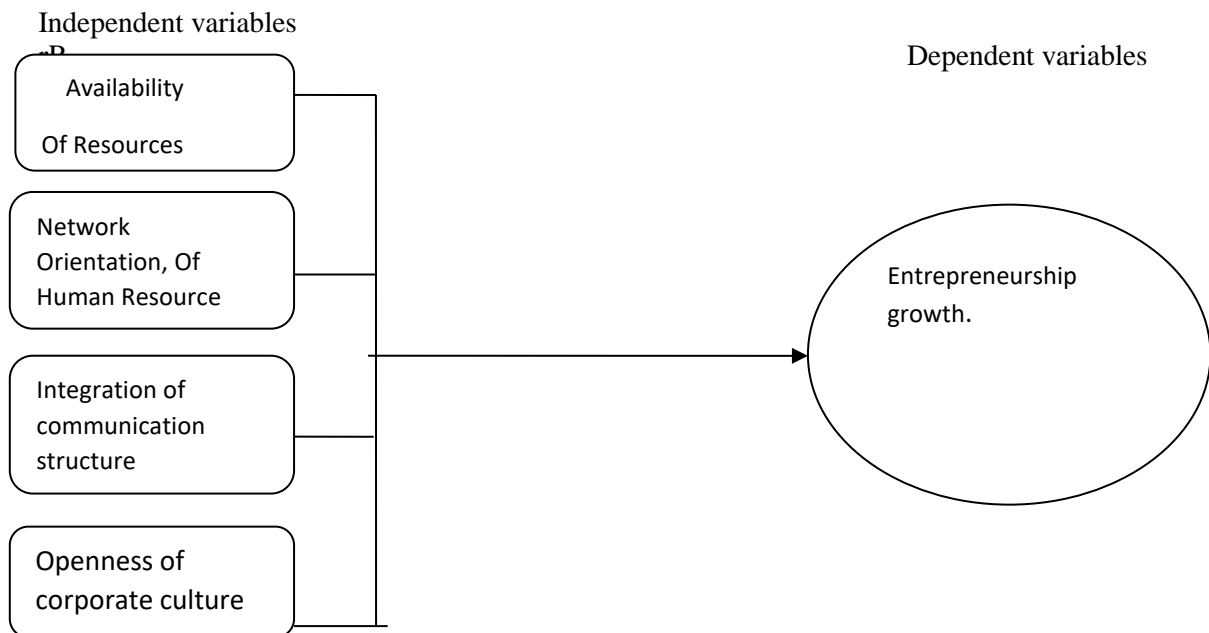


Figure 1: The conceptual frame work showing, the predictors of Entrepreneurship growth on HRD perspective.

7.0 CONCLUSION AND HRD IMPLICATIONS

This study addresses the role of network competence on entrepreneurship growth. It includes predictors that can predict firm growth. These influencing factors must be used as a baseline for SMEs, planning and structuring their growth strategy, along the integration of HRD tools. The present model proposes the use of availability of resources, network orientation of human resource management, integration of communication structure and corporate openness to predict entrepreneurship growth in the mid sized manufacturing SMEs. The independent variable on individual level is discussed while linking it to entrepreneurship growth. The author also proposes link to entrepreneurship growth in order to develop adequate network competence. Thereafter, predictor variables are highlighted on individual bases to generate entrepreneurship growth. Thus, it is proposed that SMEs firms that are supported with the use of above mentioned predictors can embark on growth drive. This paper provides a theoretical support for network

competence, factors, such as availability of resources, network orientation of human resource management, integration of communication structure and corporate openness as predictors of entrepreneurship growth. Future research is proposed to empirically test and validate the propositions and the links between network competence, factors, such as availability of resources, network orientation of human resource management, integration of communication structure and corporate openness and entrepreneurship growth. Consequently, empirical evidence that could be obtained based on this model may contribute to the emerging literature on the role of network competence on entrepreneurship development in manufacturing midsized SMEs. Moreover future research is suggested to explore variables, such as managerial skill, leadership skill, technology usage, knowledge creativity, including a mediator variable, which could influence entrepreneurship growth, in the manufacturing midsized SMEs.

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INFLUENCE OF CLASSROOM INDOOR ENVIRONMENTAL QUALITY ON STUDENT SATISFACTION

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ABSTRACT

The purpose of this study is to investigate the relationship between classroom environmental quality of Polytechnic and student satisfaction. This study also investigates which indoor environmental factors which comprises lighting, acoustics, temperature, and air quality influence student satisfaction of the learning environment the most. This study is relevant because previous research has shown that when students feel satisfied with their classroom indoor environmental quality, better outcomes can be achieved. This is in line with Malaysian education objective which is to maximise student outcomes. It also allows the institution to make improvement on the quality of classrooms indoor environment and enhance its sustainability. The expected result is that classroom indoor environmental quality does influence student satisfaction and temperature affects students the most.

KEYWORDS: Indoor environmental quality, Student learning satisfaction, Classroom, Polytechnic, Technical and vocational education.

1.0 INTRODUCTION

Education as stated in the Malaysia Education Blueprint 2013-2025, plays a central role in any country's pursuit of economic growth and national development. Improving student achievement is vital for our nation's goal in raising Malaysia education towards international education standards. However, according to the blueprint, international assessments stated that the performance of Malaysian student is declining in absolute terms. Thus, it is one of Malaysian objective to maximise student outcomes within the current budget levels to achieve efficiency.

For technical and vocational education, the Ministry is refining the physical infrastructure and utilities requirements to deliver the curriculum. This shows that indoor environmental quality of education institution is important in developing the nation's education. Student satisfaction is positively related to student achievement. It also can act as a guide to assess students' learning achievement (Chang & Chang, 2012; Ko & Chung, 2014 and Sánchez-Franco, Ramos, and Peral, 2011). Therefore, this study is in line with the nation's education objective.

1.1 Statement of the Problem

Well comprehension on student satisfaction can help in improving and creating better learning institutions (Wu, Hsia, Liao & Tennyson, 2008; Bolliger & Martindale, 2004). However, there was limited research has been done in relation with indoor environmental quality and student satisfaction for technical and vocational education in Malaysia. Although there were studies that have been conducted for schools or other education institutions, with reference to the researcher's extensive readings, there is unlikely that a study has been done in Polytechnic. Therefore, it is justifiable that this study needs to be executed to make the gap closer.

1.2 Significance of the Study

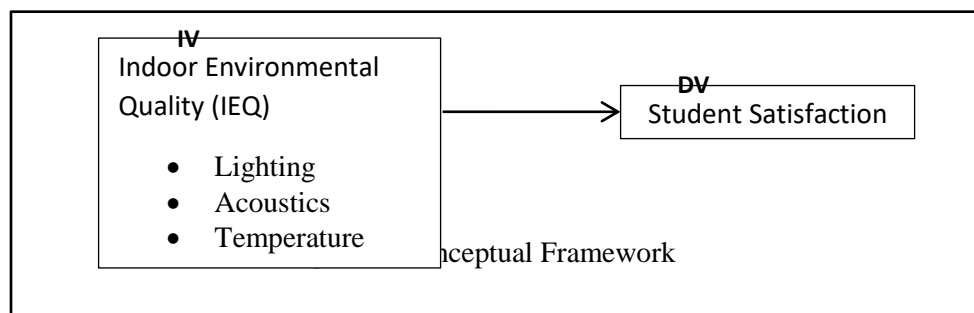
The result obtained from the case study will be useful for technical education institutions in the future in providing a better learning environment for students because indoor environmental quality may influence their satisfaction. Student satisfaction will affect their learning outcome such as student result and achievement. Supported by Chang (2011), it is less likely for students to do well in their learning if they are feeling dissatisfied, which leads to deprived performance.

1.3 Delimitations of the Study

Study made towards all Polytechnic students in Malaysia will involve wider scope and will be time consuming. Therefore, due to time and cost limitations, this research will be carried out only towards smaller group of respondents. The main subjects of the study are the students of Polytechnic Shah Alam only.

1.4 Conceptual Framework

The conceptual framework consists of two parts which are independent variables and dependent variable. For the independent variables, the researcher used indoor environmental quality as variables that was derived and adapted from Freihoefer (2012). On the other hand, the dependent variable is on student satisfaction. Thus, this study proposed the following framework:



2.0 REVIEW OF THE LITERATURE

Understanding the fundamentals of what determines student satisfaction can provide great management insights into developing effective strategies that will allow universities to create new opportunities and values for their students (Wu, Hsia, Liao & Tennyson, 2008). Student satisfaction, based on previous research, has shown its importance to learning motivation, performance, and attitudes of students toward their university (Bolliger & Martindale, 2004). Hence, better understanding of student satisfaction can help in improving and creating better learning institutions.

2.1 Student satisfaction

Satisfaction as defined by Flammger (1991) is the realization of needs, the pleasure of fulfilment, and the feeling of sufficiency. Martin (1988) indicated that satisfaction is the level of consistency between individuals' expectation and the actual experience. When the real experience is the same to or better than a person's expectation, he or she feels satisfied and on the other hand, when the actual experience is worse than expectation, he or she feels dissatisfied. Tough (1982), pointed out that satisfaction is the perception or attitudes of students towards learning activities. Happy feelings or positive attitude indicate satisfaction,

cited by Huang (2014). In this study, student satisfaction is the sum of student feelings or perception that results from the satisfaction of the indoor environmental quality of their classroom at Polytechnic.

2.2 Indoor Environmental Quality

Indoor environmental quality includes lighting, acoustics and temperature. As a classroom physical environment or classroom indoor environment, it can also be known as the classroom's facilities (Cheryan, Ziegler, Plaut & Meltzoff, 2014). Indoor environmental quality includes all elements within a place such as lighting, temperature, and so on. These elements are some of environmental features that should be considered. They also have effect on users' feeling and outcomes (Higgins, Hall, Wall, Woolner, & McCaughey, 2005). The schools' facilities are important and must be correctly addressed to create the most suitable spaces for student learning because indoor environmental quality can have influence on student achievement (Cheryan, Ziegler, Plaut & Meltzoff, 2014). Indoor environmental quality based on Mendell and Heath (2005), is the quality of a building's environment in relation to the lighting, temperature, lighting, air quality and acoustics comfort. In this study, indoor environmental quality is defined as the quality of lighting, acoustics, temperature and air quality in classrooms.

2.2.1 Lighting

Samani & Samani (2012) stated that enough and appropriate lighting is needed by people for reading and other visual tasks. To meet the requirement of the users' vision from physical and psychological, the purpose of lighting is to supply appropriate illuminance. In order to have better lighting quality for students in classrooms, the integration of two types of lighting which are the daylighting and artificial lighting is better. Even though the eye can adapt to variations in brightness of lighting, too much brightness will result to visual stress. Thus, by supplying large quantities of light does not necessarily makes a good lighting environment. Other than for performing certain visual tasks, lighting that forms a good lighting environment is essential for satisfying aesthetic and biological needs (Lechner, 2014). According to Lechner (2014), biological needs are the need for time orientation, the need to focus on activities and many more. In the need for time orientation for example, is when the internal clocks of the human body expect darkness and synchronize it with what the eyes see as the time for sleep. When the eyes see what the internal clocks expect, least stress occurs. The need to focus on activities is when the brain needs to focus its attention on the most important aspects of its environment and ignore the rest to prevent overload of information. In this case, lighting can help by creating order by highlighting the areas and activities that are most significant. Most lighting that satisfies these biological needs also satisfy of the visual tasks (Lechner, 2014).

2.2.2 Acoustics

Acoustics according to Shell (2015) is the environment that is "related to sound pressure waves by the sensitivity of human hearing" (p.15). According to Zannin, Zwirter and Passero (2012), the noise levels inside and outside of the classroom and sound insulation can characterize the quality of acoustic. Based on the study by Zannin and Zwirter (2009) schools built in 1977-2005 are compared according to recommended standard designs for school buildings. It is found that noise interference causes many classrooms to be uncomfortable places for learning and focusing. This is supported by Klatter, Bergstrom and Lachmann (2013), learning can be hindered by excessive external noise. Noise is also well known to have an impact on human performance. Chiang and Lai (2008) studied and identified some of the negative effects of working in a noisy room, focuses on young children. It is stated that noise influences learning outcomes as well as health of the occupants.

2.2.3 Temperature

Air temperature according to Lechner (2014), will determine the rate at which heat is lost to the air. When the temperature is above 37°C, the heat flow reverses and the body will gain heat from the air. Moreover, the increase of temperature presents challenges in occupants' satisfaction. This is because the comfort range for most people is around 25°C and high temperatures are normally considered not satisfying and results in poor air quality (Lechner, 2014; Kabanshi, Wigo, Ljung & Sorqvist, 2016). In this study, the temperature is the degree of hotness or coldness students feel in their classroom environment.

2.2.4 Air Quality

According to Awang et. al. (2015), indoor air quality refers to the quality of air inside a building. Indoor air quality refers to the pollutants that were produced and take place inside a building or in the context of this study, as an example the furniture, paints, and etc. inside of classrooms. For this study, the air quality is determined generally based on the students' sense to detect the factor that caused their discomfort on matter that relates to air movement and presence of unpleasant smell.

2.3 Indoor Environmental Quality and Student Satisfaction

Durodola and Ajayi (2015) have conducted a study to evaluate student satisfaction with classroom facilities which includes lighting, temperature and acoustic in private universities. It is stated that there is a close relationship between indoor environmental quality and student performance. To be specific, a research done by Tanner (2009) found out that lighting and acoustics does influence student performance.

Even though these studies are not directly focused on the relationship between indoor environmental quality and student satisfaction, these studies done on the relationship between the indoor environment and student performance are still relevant to the current study. It is because according to Ko and Chung (2014) and Sánchez-Franco, Ramos, and Peral (2011), there were positive relationship between satisfaction of students and student performance. If students are satisfied, then they will have good academic performance.

There are few studies that are related the current study. According to Hanssen and Solvoll (2015), student perception on temperature, acoustic and lighting positively associated with their overall satisfaction with the university. Another study also proven that quality of indoor environment contributes to student satisfaction (Vidalakis, Sun & Papa, 2013). Further study by Choi et. al. (2014), proves that there is significant evidence that indoor environmental quality of temperature, acoustic and lighting is associated with positive outcomes of students which includes overall satisfaction with learning and classroom environment.

In addition, Lopez del Puerto (2009) conducted a study at a graduate school on student satisfaction of their graduate school program examined that there is a relationship between indoor environment and student satisfaction. Furthermore, according to Chang (2011), if students do not feel satisfied when they come across problems it will also affect overall satisfaction. A slightly different study which was conducted by Chokor (2015), thermal comfort and acoustic quality, and similar performance in lighting level, indoor air quality does affect the overall satisfaction on the facilities. The average levels of satisfaction in the campus that have better facilities and achieve an adequate overall environment is higher compared to another campus building that were not designed to meet the requirements of a good indoor environment quality.

2.3.1 Lighting and Student Satisfaction

There was a study done by Samani and Samani (2012) which is similar to the current study that has been conducted which shows that lighting has significance affect over student performance. Since there is relationship between student performance and student satisfaction (Ko & Chung, 2014; Sánchez-Franco, Ramos, & Peral, 2011), it can be concluded that lighting can also affect student satisfaction. According to

Samani and Samani (2012), even though the setting is different, lighting can influence people. For example lighting will increase job satisfaction of workers in workplaces and on the other hand, encourage students to perform better learning in classrooms. A good and appropriate quality of lighting help students to focus on their learning easily by making them feel more relax and does not make them sleepy. Thus, good quality lighting will lead students to have better learning performance. Supported by Tanner (2009) stated that student performance is influenced by lighting. Lighting according Choi et. al (2014), is related with students overall satisfaction with learning as well as classroom environment.

2.3.2 Acoustics and Student Satisfaction

Based on a study conducted by Yang, Becerik-Gerber and Mino (2013), it was stated by students that acoustics gives significant impact on their performance. Since student performance and student satisfaction have a positive relationship, acoustic can also have impact on student learning satisfaction (Ko & Chung, 2014; Sánchez-Franco, Ramos, & Peral, 2011). According to Awang, Mahyuddin and Kamaruzzaman (2015), among other physical environments in their study, acoustics is the most contributing factor to the level of student dissatisfaction. Acoustic also affects students learning that could give an impact on their learning performance. This is supported by Lewinski (2015) from his study, acoustic significantly affect student learning the most. This is because when there is noise, students are prevented from focusing on their task due to the distracting environment it created. Thus, it will influence student performance. Tanner (2009) in his study also stated that acoustics does influence student performance. Furthermore, Hanssen and Solvoll (2015) agreed that student perception on acoustic of physical environment positively related with their overall satisfaction.

2.3.3 Temperature and Student Satisfaction

A similar study with the present study which has been conducted by Lewinski (2015) indicates that when temperature is not maintained at a comfortable level, it gives impact to student performance. This is also supported by Durodola and Ajayi (2015). Their study suggests that, there is close relationship between temperature and student performance. Because student performance has a positive relationship with satisfaction, it can be assumed that temperature can also affect student satisfaction. According to Hanssen and Solvoll (2015) students' perception on temperature has a positive relationship with their overall satisfaction.

2.3.4 Air Quality and Student Satisfaction

The performance of building occupants is dependent on indoor environment factors including air quality (Gu, 2011). Based on previous studies that stated student performance has a positive relationship with satisfaction, it can be assumed that air quality can also affect student satisfaction. According to Schneider (2002) several studies that show higher ventilation rates increase learning. Poor air quality reduces occupant health, leading to greater absenteeism and, lower student achievement as cited by Shell (2015).

3.0 METHODOLOGY

This study aims to investigate the relationship between indoor environmental quality and student satisfaction at Polytechnic Shah Alam. Therefore, this research design is chosen because it uses a numerical index that is called correlation coefficient as a measure of the strength of the relationship between variables, (Salkind, 2013). In this study, the relationship between indoor environmental quality which consist of lighting, acoustics, temperature and air quality with student satisfaction will be investigated.

3.1 Population and Sampling

The population of this study consists of students at Polytechnic Shah Alam. The sampling technique that is used in this study is the nonprobability sampling which is convenience sampling and will be used because this sampling technique collects the information from members of the population who are conveniently available to provide it. According to Sekaran and Bougie (2013), this sampling technique is often used because it is the best way of getting information quickly and efficiently. This is due to the time constraint that researcher may be facing. This sampling method is the most appropriate method to utilize for the completion of this research.

3.2 Instrumentation

A set of questionnaire will be used as the instrument to gather all the data. The questionnaire will be structured based on the research questions that were set previously. The questionnaire is comprised of a number of items that are characterised into both independent variable and dependent variable. The items for Indoor environmental quality which are lighting, acoustics, temperature and air quality will be adapted from Freihoefer (2012) to adopt and adapt the questionnaire. The items for student satisfaction will be adapted from Choi (2013).

3.3 Pilot Study

A pilot test study will be conducted to certify that the questionnaire is relevant to the respondents before distribute them for the actual feedback (Salkind, 2013). Salkind (2013) further stated that the pilot test is deliberately conducted to find out any ambiguity or unnecessary questions in the questionnaire. It is also to know the time required from the respondent to answer the questionnaire. A total of 30 questionnaires will be distributed to the respondents who are not part of the population in the actual research for the pilot test.

3.4 Data Collection

Krejcie and Morgan (1970) significantly simplified the size decision by providing a table that ensures a good decision model. The table by Krejcie and Morgan (1970) provides that generalized scientific guideline for sample size decisions. At least the minimum sample size according to the table is 306. Therefore, the researcher intends to distribute 400 questionnaires to the students of business department at Polytechnic Shah Alam to secure the minimum number of sample size.

3.5 Data Analysis

The collected data will be recorded, sorted, tabulated, and finally analysed using Statistical Package for Social Science (SPSS) version 24. Depending on the research objectives, the descriptive statistics such as the mean and standard deviation will be determined and analysed. Descriptive Statistic such as frequency, percentage, means and standard deviation will be been used to analyse the respondents' demographic profile. While for the inferential statistics, the relationship among variables will be determined using Pearson Product-Moment Correlation Coefficient and Multiple Linear Regression techniques. The approaches that will be used in analysing the data collected are of equal importance as the other methodology of data collection. This section explains the manner in which the data from the different sources will be analysed according to the research instruments used in the study. The result expected to be is that classroom indoor environmental quality does have a positive relationship with student satisfaction.

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PERBANDINGAN KAEDAH TERADUN DAN TRADISIONAL DALAM PEMBELAJARAN ELEKTRONIK

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ABSTRAK

Kajian ini dijalankan bertujuan membuat analisis persepsi dan pencapaian pelajar terhadap keberkesanan pembelajaran teradun dalam pembelajaran elektronik. Kumpulan satu diletakkan di dalam kelas pembelajaran tradisional, dan kumpulan kedua diletakkan dalam kumpulan kelas pembelajaran teradun di mana kaedah penyampaian termasuk menggunakan atas talian sebanyak lima puluh peratus (50%) dan selebihnya pertemuan didalam kelas. Setiap reka bentuk unik disesuaikan untuk menangani kandungan kursus dan objektif pembelajaran elektronik. Persepsi dalam konteks kajian ini ialah sikap dan kelakuan mereka terhadap pembelajaran teradun. Manakala prestasi pelajar akan di ukur sebelum kaedah dijalankan sebagai pre-test dan selepas pembelajaran dilakukan sebagai post-test. Kajian ini akan menyediakan pelajar dengan memahami kekuatan dan kelemahan setiap kaedah penyampaian dalam pengajaran dan pembelajaran untuk mereka bentuk arahan pelengkap untuk memaksimumkan pembelajaran.

KEYWORDS: Elektronik, pembelajaran tradisional, pembelajaran teradun, kolej vokasional

1.0 PENGENALAN

Sistem pendidikan memperlihatkan pelbagai perubahan dan paradigma proses penstrukturan semula dalam sistem Pendidikan Teknik dan Vokasional (PTV). Menurut Jamaliah (2014), sistem pendidikan di Malaysia telah banyak mengalami perubahan dan reformasi mengikut peradaran masa. Bagi memperkasakan PTV, pelbagai strategi dilakukan didalam sistem. Sistem pendidikan digubal selaras dengan Program Tranformasi Pendidikan Vokasional (TPV) yang bertujuan memantapkan lagi sistem pendidikan vokasional Negara (Wan Zahid, 1993). Ahmad Tajuddin Jab, Pengarah Bahagian Pendidikan Teknik dan Vokasional (BPTV) Kemeterian Pelajaran 2014, menyatakan, perubahan dalam bidang vokasional berlaku memandangkan penglibatan pelajar yang mengambil aliran vokasional di Malaysia masih jauh kebelakang berbanding dengan negara asia lain. Laporan Awal Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 menyatakan:

“...dengan menyediakan guru yang mencukupi serta terlatih, berkemahiran, berpengetahuan dan berketerampilan dapat melahirkan pelajar yang berdaya saing untuk menagani cabaran abad ke-21”

(Laporan Awal, halaman 4)

Dasar Pendidikan Kebangsaan menekankan:

“Penguasaan kemahiran abad ke-21 termasuk mengaplikasikan TMK”

(Strategi Pelaksanaan, halaman 9)

Saranan ini memerlukan setiap guru mengoptimumkan penggunaan makmal komputer, bengkel, dan bilik khas pembelajaran disekolah. Buku Dasar Pendidikan Kebangsaan juga menyatakan:

“Memastikan penyediaan lebih ramai tenaga kerja yang berkelayakan, fleksibel, berfikiran kreatif, mahir dan terlatih serta mempunyai nilai murni bagi memenuhi keperluan perindustrian dan pemodenan negara”

(Pernyataan Dasar, halaman 20)

Malahan ia bertujuan untuk memastikan supaya sistem PTV sentiasa diperkukuh agar ia relevan dengan pembangunan semasa. Kementerian Pelajaran Malaysia (KPM) menyatakan hasrat memberi peluang kepada pelajar PTV untuk memenuhi tenaga kerja dalam bidang industri negara yang mana negara pada masa kini mempunyai kecenderungan dalam pendidikan sains dan teknologi. Malahan ia sejajar dengan objektif KPM ialah penyelarasan dasar pengoperasian, pembangunan prasarana fizikal dan penyediaan fasiliti yang sewajarnya untuk memberikan pendidikan terbaik kepada pelajar PTV. Malahan ianya selaras juga dengan misi KPM :

“Melahirkan Potensi Individu melalui Pendidikan Berkualiti”

(Buku Dasar, halaman iii)

1.1 Latar Belakang Kajian

Pelan Pembangunan Pendidikan Malaysia (2015- 2025), kementerian berhasrat menjadikan Kolej Komuniti, Kolej Vokasional dan Politeknik menyediakan pendidikan tinggi iaitu *Technical Vocational Education Training* (TVET) yang utama bagi memenuhi permintaan industri dan menambah peluang untuk kemajuan kerjaya. Perkara ini perlu dengan mempergiatkan kerjasama dan penglibatan industri, menambah baik penyelarasan dengan pelbagai agensi penyedia TVET dan meningkatkan penjenamaan. Undang-undang pendidikan baru digubal untuk melibatkan sektor swasta dalam pendidikan dan memastikan akreditasi dan penyeliaan yang sempurna (Sieh Lee & Mei Ling 2006).

Pendidikan Vokasional pula bertujuan melahirkan pelajar yang cenderung kepada bidang vokasional di peringkat menengah atas. Kursus yang diadakan ialah untuk membolehkan pelajar mendapatkan pengetahuan asas vokasional dan kemahiran bagi membantu mereka mendapatkan pekerjaan sebagai tenaga mahir dan separuh mahir dalam sektor perindustrian, perdagangan dan pertanian. Ini dapat dicapai dengan memberikan pengetahuan dan kemahiran asas yang kukuh bagi pendidikan dan latihan berkaitan dalam bidang vokasional. Adalah penting pengajaran yang disampaikan oleh guru dapat dicapai dan diterima oleh pelajar untuk mengasah kemahiran mereka.

Sejajar dengan kehendak PPPM dan keperluan melahirkan pelajar PTV yang berdaya saing, pengajar perlu mevariasikan pengajaran untuk memberi pemahaman yang optimum kepada pelajar. Maka dengan mempelbagaikan kaedah pengajaran dan pembelajaran, ia dapat memupuk minat dan sikap berhemah terhadap subjek, meningkatkan kefahaman, mengembangkan bakat, dan memperkasakan bidang elektronik seiring dengan bidang vokasional lain. Sejajar dengan Dasar Pendidikan Kebangsaan:

“.....Memastikan murid yang berminat dalam bidang teknik dan vokasional terus berada dalam sistem persekolahan.”

(Pernyataan Dasar, halaman 20)

1.2 Pernyataan Masalah

Penyampaian dalam proses pengajaran dan pembelajaran dalam bidang vokasional perlu dipandang serius oleh semua pihak yang terlibat termasuklah guru yang mengajar matapelajaran vokasional. Hal ini adalah berhubung dengan kandungan pelajaran yang mengandungi elemen yang sukar disampaikan di dalam bilik darjah melalui pendekatan tradisional terutama sekali bagi topik berbentuk pendidikan kemahiran terutama pada sesi amali elektronik. Pengajaran berbentuk amali di bengkel, aktiviti pemasangan dan kerja baik pulih amat sukar dilakukan tanpa bantuan Alat Bahan Bantu Mengajar (ABBM)

berbentuk multimedia. Konsep kemahiran teknikal bagi matapelajaran vokasional tidak memerlukan teks yang panjang untuk memberi kesan yang mendalam bagi pelajar.

Pendekatan kaedah pengajaran yang digunakan menjadi isu utama yang sering dibangkitkan oleh penyelidik. Kaedah pengajaran berkait rapat dengan ilmu pedagogi, iaitu sama ada ia relevan dan seiring dengan perubahan dan perkembangan semasa yang berlaku. Menyediakan guru yang terlatih dan mempunyai pengetahuan serta kemahiran yang baik dalam bidang teknologi maklumat dan multimedia adalah satu cabaran utama dalam bidang pendidikan.

Perkembangan teknologi maklumat dan komunikasi (TMK) yang turut memberi impak dalam bidang pendidikan harus dihadapi melalui amalan penggunaannya. Apabila kejayaan dicapai setelah halangan dari permasalahan yang timbul dapat diatasi dengan jayanya, maka keseimbangan akan dapat dikecapi dalam proses penyempurnaan seperti yang terkandung dalam Falsafah Pendidikan Negara (FPN). Kepelbagaian kaedah penyampaian maklumat kepada pelajar membantu ke arah keberkesanan proses pengajaran. Muhyiddin (2009) menyatakan perubahan demi perubahan dalam proses pengajaran adalah dituntut untuk berlaku terutama sekali daripada pihak guru bagi memastikan sistem pendidikan di Malaysia setanding dengan negara lain.

Pengetahuan dan kemahiran perlu ada dalam diri setiap guru untuk mengamalkan kaedah pengajaran yang terbaik sebagai usaha dalam menyelesaikan permasalahan yang dihadapi dalam proses pengajaran dan pembelajaran. Proses pengajaran yang berkesan melalui kaedah yang terbaik dapat dilaksanakan sekiranya guru mempelbagaikan teknik dan kaedah dalam pengajaran dan pembelajaran di samping penggunaan teknologi. Menurut Lee dan Winzenreid (2009) kenyataan yang paling besar dalam menangani masalah berkenaan keberkesanan kaedah pengajaran adalah dengan memastikan guru-guru mempelbagaikan kaedah serta menggunakan teknologi pengajaran dalam pengajaran harian.

Yusuf, Paul dan L.K (2009) menyatakan pengajaran tradisional seperti syarahan, hafalan, soal jawab dan perbincangan masih diamalkan oleh kebanyakan guru disifatkan sebagai pengajaran berpusatkan guru semata-mata. Begitu juga situasi pengajaran didalam bengkel sebilangan besar guru masih lagi terikat dengan cara pengajaran tradisional semasa mengendalikan proses pengajaran dan pembelajaran. Kebanyakan guru lebih selesa dengan kaedah pengajaran yang sedia ada, sukar untuk menerima perubahan dan mempelajari kemahiran penyampaian pengetahuan dalam bentuk yang baru. Oleh hal yang demikian, maka kaedah terbaik perlu dipraktikkan sebagai amalan dalam pengajaran dan pembelajaran supaya pengajaran dan pembelajaran menjadi lebih berkesan dan bermakna kepada pelajar. Sejar dengan itu, hasrat KPM untuk melahirkan tenaga kerja mahir dapat direalisasikan.

1.3 Tujuan Kajian

Tujuan kajian ini dijalankan adalah untuk mengaplikasikan penggunaan Teknologi Informasi dan Komunikasi (TIK) sebagai kaedah pembelajaran teradun, *Blended Learning* dalam proses pengajaran dan pembelajaran elektronik sejajar dengan hasrat kerajaan untuk memperluaskan bidang vokasional supaya berdaya saing di peringkat global (Sin Woon, 2016). Alvin T. Toffler (1998) menyatakan bahawa manusia kini memasuki satu zaman baru yang berorientasikan perindustrian dan maklumat. Oleh itu pengetahuan tentang teknologi baru atau terkini perlu diterapkan dan latihan amali yang berkaitan perlu diberikan kepada pelajar-pelajar yang mengikuti kursus elektronik aliran vokasional yang sesuai dengan kepesatan perkembangan teknologi terkini. Justeru itu perubahan dalam kaedah pengajaran dan pembelajaran perlulah sejajar dengan perubahan yang terkini (Hussin, 2003).

Persepsi dan prestasi akan dicatat, dan perbandingan akan dibuat diantara kumpulan kawalan menggunakan pembelajaran Tradisional dan kumpulan rawatan yang menggunakan kaedah teradun. Pembelajaran Tradisional merujuk kepada berorientasikan bilik darjah, pembelajaran *face-to-face* dan beberapa peralatan yang tidak menggunakan internet sebagai media pembelajaran. Pembelajaran Teradun merangkumi keduanya di antara pembelajaran tradisional dan pembelajaran menggunakan internet. Oleh itu, teretusnya idea oleh pengkaji untuk menjalankan kajian terhadap pelajar elektronik mengenai persepsi dan prestasi pelajar dalam bidang elektronik dengan menggunakan kaedah pembelajaran teradun dalam

pengajaran dan pembelajaran. Memandangkan tiada lagi kajian-kajian lepas berkenaan kesan pembelajaran teradun terhadap analisis perbandingan persepsi dan prestasi pelajar bagi subjek elektronik.

1.4 Objektif Kajian

Terdapat dua kumpulan responden iaitu kumpulan kawalan (kumpulan satu) dan kumpulan eksperimen (kumpulan kedua). Secara khususnya objektif kajian ini adalah untuk :

- i. Mengenalpasti kelakuan pelajar mengenai pembelajaran teradun dalam pembelajaran elektronik.
- ii. Mengenalpasti sikap pelajar mengenai pembelajaran teradun dalam pembelajaran elektronik.
- iii. Mengenalpasti perbezaan skor diantara kumpulan kawalan dan kumpulan rawatan dalam ujian-pra elektronik
- iv. Mengenalpasti perbezaan skor diantara kumpulan kawalan dan kumpulan rawatan dalam ujian-pasca elektronik

1.5 Kaedah Pembelajaran Teradun

Pembelajaran teradun adalah satu program pendidikan formal di mana pelajar belajar sekurang-kurangnya sebahagiannya melalui media digital dan dalam talian dengan beberapa elemen kawalan pelajar tanpa mengira masa dan tempat. Kaedah pembelajaran teradun ini mengabungkan diantara pembelajaran atas talian dan pembelajaran secara bersemuka. Kaedah ini akan membenarkan pelajar untuk menggunakan teknologi digital terkini dalam memberi peluang dan kebebasan kepada pelajar untuk mendapatkan maklumat berkaitan pembelajaran. Di samping guru menyediakan bahan pengajaran juga boleh didapati dalam talian. Kepentingan pembelajaran teradun ini adalah untuk memastikan kesan seluas mungkin terhadap pembelajaran dan dengan mengoptimumkan produktiviti dan menyampaikan nilai kepada pelanggan (Julian & Boone, 2001).

Graham, Allen, dan Ure (2003) menyatakan ramai orang memilih untuk melaksanakan pembelajarn teradun diatas tiga faktor iaitu pertama ianya dapat memperbaiki kaedah pengajaran, keduanya ia dapat meningkatkan akses dan fleksibiliti dan yang ketiga ia dapat meningkatkan keberkesanaan-kos. Memandangkan pembelajaran amali atau praktikal yang menjadi tunggak utama institusi TVET, maka ia masih dikekalkan pembelajaran secara bersemuka namun teori akan dijalankan secara atas talian. Reka bentuk pengajaran boleh menjadi topik yang tidak menentu, sering dicirikan dengan pelbagai teori dan falsafah yang berbeza. Tetapi dengan pembelajaran teradun, nilai boleh diambil daripada banyak teori pengajaran, malahan teori-teori yang berbeza dikenakan untuk situasi yang berbeza. Malah, pembelajaran terbaik yang direka memanfaatkan gabungan teori pembelajaran dan falsafah yang pelbagai.

Kaedah pembelajaran teradun yang dicadangkan dalam kajian ini ialah dengan membahagikan kajian kepada dua kumpulan. Kumpulan satu diletakkan di dalam kelas pembelajaran tradisional, dan kumpulan kedua diletakkan dalam kumpulan kelas pembelajaran teradun di mana kaedah penyampaian termasuk menggunakan atas talian sebanyak lima puluh peratus (50%) dan lima puluh peratus lagi adalah pertemuan didalam kelas. Setiap reka bentuk unik disesuaikan untuk menangani kandungan kursus dan objektif dalam pembelajaran elektronik.

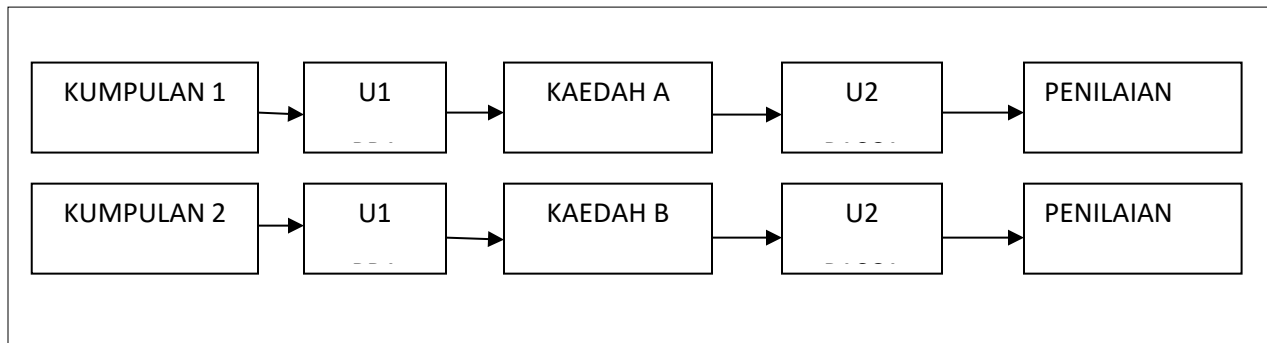
1.6 Kaedah Pembelajaran Tradisional

Menurut Becker dan Watts dalam Mok (2010), kaedah tradisional iaitu *chalk and talk* merupakan cara pengajaran utama yang digunakan oleh guru-guru kerana kaedah ini dapat mengatasi masalah bilangan pelajar yang ramai dalam satu kelas dan masalah menghabiskan sukatan pelajaran. Strategi dan pengajaran ini lebih berorientasikan peperiksaan iaitu guru memberi penekanan kepada persediaan menghadapi peperiksaan. Fokus pengajaran hanyalah terhadap pencapaian akademik, kumpulan pelajar yang selalunya besar, dan pelajar kurang berinteraksi dalam melakukan tugas yang diberikan.

Dalam sistem pendidikan konvensional, kecerdasan akal, kepakaran dan kreativiti pelajar biasanya diabaikan. Hal ini menyebabkan pembelajaran atau pemikiran pelajar terbatas dan sukar berkembang.

Kaedah pengajaran tradisional biasanya adalah berpusatkan guru iaitu guru terlibat secara aktif di mana hanya guru sahaja yang menguasai sesi pengajaran dan pembelajaran dan sebaliknya bagi pelajar iaitu pelajar akan menjadi pasif. Menurut penyelidikan yang dijalankan oleh Nandi et al. (2000), mendapati kelemahan yang terdapat pada pengajaran tradisional ialah tiada kemahiran yang diterapkan, para pelajar kurang dipantau oleh guru dan para pelajar juga kurang memberi maklum balas kepada guru.

1.7 Kerangka Konsep Kajian



Rajah 1. Kerangka Konsep Kajian

Pencapaian pelajar daripada kumpulan satu yang menggunakan kaedah traditional dibandingkan dengan pencapaian pelajar daripada kumpulan kedua yang menggunakan kaedah teradun. Kaedah pengajaran dan pembelajaran guru mendorong minat dan usaha pelajar bagi mencapai kecemerlangan atau pencapaian lebih baik dalam subjek Elektronik manakala prestasi seseorang pelajar adalah bergantung kepada sikap dan kelakuan dalam diri mereka.

Kajian-kajian yang lalu menunjukkan bahawa dengan memberi ganjaran pengukuhan secara positif, aspek pembelajaran dan lain-lain tabiat juga turut berubah secara positif (Mohd, 2003). Di dalam kelas, pelajar yang diberi motivasi secara ganjaran pengukuhan positif ini akan memberikan tumpuan sepenuhnya terhadap pengajaran dan pembelajaran yang berlansung. Guru-guru digalakkan memberi ganjaran sosial dalam bentuk pujian disertai oleh air muka manis dan sentuhan. Dasarnya, apabila guru tidak memuji tetapi dengan memberi senyuman, memberi sentuhan dan mengangguk-angguk, ia dapat mengubah tabiat pelajar secara positif. Pengukuran ini akan dibuat melalui persepsi pelajar terhadap pembelajaran ini.

2.0 REKABENTUK KAJIAN

Reka bentuk kajian ini merupakan penyelidikan kuasi-eksperimen. Penyelidikan ini adalah bertujuan untuk mengkaji prestasi pelajar dengan menggunakan kaedah pembelajaran teradun dalam subjek Elektronik. Penyelidikan kuasi-eksperimen ini dipilih untuk menilai keberkesanan kaedah yang dipilih apabila responden tidak dapat dipilih secara rawak. Responden yang dipilih dalam kajian ini tidak memiliki ciri yang sama dan tidak seimbang. Chua (2006) menyatakan bahawa apabila responden tidak dapat diilih secara rawak, rekabentuk kuasi-eksperimen perlu digunakan untuk menggantikan rekabentuk eksperimen tulen. Di sini tahap pencapaian pelajar diukur melalui ujian pra dan ujian pasca. Pelajar dibahagikan kepada dua kumpulan iaitu kumpulan satu sebagai kumpulan kawalan dan kumpulan kedua sebagai kumpulan eksperimen. Kaedah rawatan berbeza iaitu kumpulan satu menggunakan kaedah tradisional manakala kumpulan kedua menggunakan kaedah pembelajaran teradun.

2.1 Populasi dan Sampel Kajian

Lokasi kajian telah dikenalpasti iaitu Kolej Vokasional Klang Selangor. Rasional memilih Kolej Vokasional kerana menyahut seruan kerajaan yang ingin menyediakan kesamarataan akses kepada

pendidikan berkualiti bertaraf antarabangsa bidang teknik dan vokasional. Bagi kajian ini, responden merupakan pelajar pra diploma tahun satu (1). Rasionalnya memilih pelajar ini kerana mereka telah mempelajari asas elektronik dalam pembelajaran kenahiran hidup semasa di tingkatan tiga.

2.2 Instrumentasi

Menurut Mohd Majid Konting (1990) penggunaan soal selidik bagi mendapatkan maklumat daripada bilangan subjek yang ramai serta kedudukan subjek yang berjauhan antara satu sama lain. Dalam kajian ini soal selidik diganti dengan soalan ujian membandingkan subjek yang dipilih tidak ramai. Data dikumpul secara primer kuantitatif melalui soal selidik, kualitatif melalui pemerhatian, rekod data berdasarkan objektif yang telah dirancang.

Data yang dikumpulkan akan dianalisis dengan menggunakan *SPSS Statistic* versi 22. Terdapat beberapa alat statistik yang digunakan untuk mengukur setiap pemboleh ubah. Latar belakang responden dinilai dengan menggunakan statistik deskriptif seperti nilai min dan sisihan piawai. Bagi mengukur hubungan di antara ujian pre-test dan post-test bagi kumpulan satu dan kumpulan kedua ujian-t akan dilakukan.

3.0 RUMUSAN

Penyelidik akan menjalankan kajian deskriptif yang menunjukkan analisis perbezaan terhadap kaedah pembelajaran teradun terhadap kaedah pembelajaran tradisional dalam mengkaji pencapaian terhadap subjek Elektronik. Manakala persepsi pelajar dibahagikan kepada sikap dan kelakuan terhadap penerimaan pembelajaran teradun. Huraian analisa yang akan dibuat adalah berdasarkan kepada setiap soalan dan juga secara keseluruhan bagi setiap aspek atau faktor yang hendak dikaji. Semua keputusan dan kesimpulan yang diperolehi dari analisis data akan dinyatakan dalam bab seterusnya.

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PEMILIHAN MEDIA PENGAJARAN DALAM REKA BENTUK PENGAJARAN

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ABSTRAK

Media pengajaran merupakan saluran komunikasi yang mengandungi mesej pendidikan dan digunakan oleh pendidik dalam sesi pengajaran bagi menyampaikan isi pelajaran di samping memudahkan proses pemahaman pelajar. Media pengajaran telah melalui proses perkembangan yang pesat seiring dengan era digital dan pascaglobalisasi ini. Kepelbagaian jenis media telah meningkatkan impak dan keberkesanan proses pengajaran dan pembelajaran. Pemilihan media pengajaran yang sesuai berdasarkan tahap pelajar, objektif, dan isi kandungan adalah langkah wajib dalam reka bentuk pengajaran. Kertas konsep ini menjelaskan peranan media pengajaran dalam proses pengajaran dan pembelajaran di samping membincangkan faktor-faktor penting yang perlu dipertimbangkan oleh seseorang pendidik dalam usaha pemilihan media pengajaran yang sesuai. Pemilihan media pengajaran yang diperincikan hanya fokus pada konteks bilik darjah supaya dapat dijadikan panduan kepada pendidik di institusi pendidikan.

KATA KUNCI: Media Pengajaran, Kaedah Pemilihan Media, Proses Pengajaran dan Pembelajaran

1.0 PENGENALAN

Ditinjau dari segi sejarah, media dan teknologi dalam pengajaran dan pembelajaran telah mempengaruhi duni pendidikan. Smaldino, Lowther, Russell and Mims (2014) telah menyatakan bahawa media pengajaran telah mengalami pertumbuhan yang besar dari 1900-an sehingga kini. Mereka menjelaskan pertumbuhan media pengajaran dapat dilihat sejak penubuhan muzium sekolah, perkembangan penggunaan audio dan visual dalam pengajaran, penggunaan filem dalam latihan tentera semasa Perang Dunia II, televisyen pendidikan, pengajaran berpandukan komputer, pembelajaran berasaskan Internet, pembelajaran elektronik, aplikasi web 2.0, pembelajaran mobil (*mobile learning*), sehinggalah pendidikan maya. Menurut mereka lagi, peranan pendidik dan pelajar telah berubah atas pengaruh media dan teknologi di dalam bilik darjah. Segala sumber ilmu tidak lagi daripada guru dan buku teks. Pendidik menjadi pengarah proses mengakses ilmu dan fasilitator dalam pembelajaran berpusatkan pelajar.

Kecanggihan media pengajaran telah mendatangkan banyak perubahan dalam sistem pendidikan seluruh dunia. Kaedah pengajaran dan pembelajaran konvensional telah digantikan dengan kaedah berasaskan media dan teknologi. Kepelbagaian media pengajaran telah menambah pilihan kepada seseorang pendidik untuk digunakan dalam proses pengajaran dan pembelajaran di dalam kelas. Proses pemilihan media merupakan salah satu langkah penting dalam merangka strategi pengajaran. Menurut Smaldino et. al (2014) serta Dick, Carey, dan Carey (2009), kesesuaian media pengajaran yang dipilih pendidik dapat mempengaruhi keberkesanan proses pengajaran dan pembelajaran.

2.0 JENIS-JENIS MEDIA PENGAJARAN

Media pengajaran ditakrifkan sebagai saluran komunikasi membawa maklumat berunsur pendidikan antara sumber dengan penerima (Smaldino, et al., 2014). Tujuan media adalah untuk memudahkan komunikasi dan melancarkan proses pengajaran dan pembelajaran. Media pengajaran telah melalui proses inovasi akibat perkembangan teknologi dari semasa ke semasa. Jenis-jenis media pengajaran telah dipelbagaikan dan diperkaya dari segi fungsi, penggunaan, dan reka bentuknya. Media pengajaran

telah dikembangkan dari hanya dimensi kepada empat dimensi yang lebih nyata seperti *agumented reality* dan *hologram*.

Naz dan Akbar (2008) mengklasifikasikan media pengajaran kepada tujuh jenis berdasarkan penyelidikan media pengajaran yang berbeza. Tujuh jenis media pengajaran yang dinyatakan adalah media cetak (seperti akhbar, majalah, jurnal, poster, teks), media grafik (seperti carta, model, diorama, peta), media audio (seperti pita audio, kaset, rakaman, radio telekomunikasi), televisyen atau video (seperti siaran televisyen, *cabel* televisyen, DVD, teleteks), komputer (seperti minicomputer, mikrokomputer, i-pad), dan simulasi serta permainan (seperti papan, manusia, interaksi, mesin).

Florida State University (2014) pula mengklasifikasikan media pengajaran kepada 12 jenis iaitu bahan maujud atau model, bahan cetak (buku, edaran, lembaran kerja), bahan visual (gambar, lukisan, carta, graf), bahan pameran (buletin, papan kenyataan), papan putih interaktif, overhead transparencies, slaid dan filmstrips, audio (pita, cakera padat, rakaman), video dan filem, televisyen (siaran langsung), pengisian komputer, dan laman sesawang. Setiap jenis media pengajaran akan membawa impak pengalaman yang berbeza ke atas pelajar.

Smaldino, et al. (2014) menyatakan bahawa media pengajaran secara amnya boleh terbahagi kepada enam jenis iaitu teks (sebarang aksara dan angka yang dipaparkan dalam sebarang format seperti buku, poster, papan hitam, skrin komputer, dan sebagainya), audio (apa-apa yang boleh didengar seperti suara, muzik, bunyi mekanikal seperti bunyi pergerakan kereta dan bunyi bising yang dirakam secara langsung), visual (digunakan untuk menggalakkan pembelajaran seperti gambar rajah dalam poster, lukisan di papan hitam, gambar-gambar, grafik dalam buku, kartun, dan sebagainya), video animasi (menunjukkan animasi atau pergerakan seperti pita video dan filem), model manipulatif atau objek (tiga dimensi dan boleh disentuh serta dikendalikan oleh pelajar), dan orang (guru, pelajar, dan orang berkaitan). Pendidik boleh mengintegrasikan pelbagai media dalam sesi pengajaran bagi mencapai objektif pembelajaran yang ditentukan kerana ia dapat meningkatkan pemahaman pelajar terhadap isi kandungan yang disampaikan.

Gardinier (2002) telah mengkategorikan media pengajaran kepada lima generasi berdasarkan ciri, sifat, dan impak yang berlainan. Generasi pertama merujuk kepada memori dan ucapan yang hanya dilakukan oleh manusia. Generasi kedua merujuk kepada bahan cetak dan filem, manakala generasi ketiga merujuk kepada telefon dan televisyen yang merupakan hasil asimilasi media generasi lepas. Generasi keempat pula merujuk kepada multimedia dan penggunaan internet sebagai media pengajaran dalam proses pembelajaran. Generasi kelima mengintegrasikan kesemua media generasi lepas dan kemudahan internet ialah telefon pintar yang pelbagai fungsi dan sistem web yang tanpa sempadan.

Daripada kenyataan yang dibincangkan, dapatlah dirumuskan bahawa pembangunan media pengajaran sangat pesat dan mesra pengguna. Media pengajaran telah ditingkatkan kualiti dan fungsinya dari semasa ke semasa mengikut perkembangan teknologi semasa dan permintaan pengguna. Namun begitu, fungsi utama media pengajaran masih tidak pernah berubah iaitu untuk meningkatkan keberkesanan dan kelancaran proses pengajaran atau penyampaian maklumat yang berunsur pendidikan daripada pereka kepada penerima.

3.0 PERANAN MEDIA PENGAJARAN DALAM PROSES PEMBELAJARAN DAN PENGAJARAN

Media berperanan signifikan dalam proses pengajaran dan pembelajaran. Perkembangan dalam bidang media pengajaran telah meningkatkan fungsi dan kepentingan media dalam pengajaran dan pembelajaran. Smaldino, et al. (2014) menyatakan bahawa media pengajaran yang asalnya dirujuk sebagai 'alat bantu audio-visual' berfungsi sebagai alat bantu mengajar untuk guru sahaja. Media secara amnya hanya digunakan sebagai sokongan tambahan kepada seseorang pendidik di dalam bilik darjah untuk meningkatkan keberkesanan pembelajaran. Penggunaan media pengajaran membolehkan guru untuk menghabiskan lebih banyak masa untuk mengenal pasti serta menyelesaikan masalah pelajar, membimbing pelajar secara individu, dan menjalankan pengajaran dalam kumpulan fokus yang lebih kecil (Smaldino, et al., 2014).

Media sangat berguna dan penting untuk bidang pendidikan. Newby, et al. (2011) menyatakan bahawa peranan utama media pengajaran adalah untuk memudahkan pembelajaran pelajar dengan menyediakan persekitaran yang kaya dengan rangsangan. Bukan itu sahaja, media pengajaran juga berperanan penting dalam proses penilaian yang dapat menilai tahap pemahaman dan persepsi pelajar melalui pelbagai media.

Media boleh banyak atau sepenuhnya digunakan oleh guru dalam proses pengajaran. Proses pengajaran dan pembelajaran juga mungkin dijalankan tanpa guru kerana boleh dipandu melalui media yang direka khas. Smaldino, et al. (2014) menjelaskan bahawa media pengajaran mempunyai enam peranan yang utama. Peranan yang pertama ialah media sangat penting dalam '*Instructor-Director Instruction*' sebagai sokongan tambahan bagi pendidik yang sedang mengajad di dalam bilik darjah (menggunakan media untuk pembentangan dan demonstrasi). Peranan kedua ialah media berperanan penting dalam '*Learner-Directed Learning*' sebagai bahan bantu belajar dalam situasi pendidikan formal semasa guru tidak berada di dalam kelas atau sedang berurusan dengan pelajar lain. Media membantu guru menjadi pereka atau pengurus yang lebih kreatif dalam mewujudkan pengalaman pembelajaran bukan hanya sekadar pemberi maklumat. Peranan ketiga ialah media sangat berfungsi dalam pendidikan jarak jauh sebagai medium antara pengajar dengan pelajar yang dipisahkan dengan jarak yang jauh dalam proses pembelajaran. Peranan keempat ialah media sangat penting untuk pendidikan khas bagi kanak-kanak yang cacat pendengaran, buta, penglihatan, dan otak. Media digunakan untuk menyampaikan mesej pendidikan yang lebih sesuai dan juga mengelakkan pengabaian guru dalam kelas biasa. Peranan kelima adalah sebagai portfolio yang digunakan untuk mengumpul karya pelajar seperti video, projek multimedia, folio, dan latihan bertulis bagi menilai pencapaian serta pertumbuhan pelajar. Peranan keenam ialah media boleh digunakan untuk pengajaran bertema. Media digunakan guru untuk menarik perhatian pelajar, pembelajaran berasaskan masalah, dan menyokong pelbagai aktiviti pelbagai disiplin berdasarkan topik dan tema yang berkaitan.

Terdapat sembilan fungsi utama penggunaan dan pengintegrasian media pengajaran dalam sesi pengajaran dan pembelajaran (Florida State University, 2014). Antara sembilan fungsi yang dimaksudkan ialah menarik perhatian, mengimbas kembali pengetahuan sedia ada, menunjukkan objektif pembelajaran, membentangkan kandungan baharu, menyokong pembelajaran melalui bukti serta bahan visual, menggalakkan penglibatan pelajar, memberikan maklum balas, meningkatkan pengingatan serta pemindahan ilmu, dan menguji pencapaian. Media pengajaran telah mewujudkan pengalaman belajar yang lebih konkrit kepada pelajar di samping memudahkan proses penjelasan guru terhadap pelajar.

Naz dan Akbar (2008) menyatakan bahawa media pengajaran dapat memastikan penglibatan pelajar secara aktif dan interaktif dalam proses pembelajaran. Media pengajaran juga amat membantu dalam proses komunikasi. Media pengajaran telah mendatangkan impak yang besar terhadap proses pengajaran dan pembelajaran kerana ia menjimat masa, meningkatkan minat pelajar, menjelaskan idea, memperkaya konsep, mempelbagaikan cara, dan memperkuat ingatan. Penggunaan media pengajaran dalam sesi pembelajaran dan pengajaran sebagai perantara ilmu pengetahuan dan pelajar dapat mewujudkan pengalaman pembelajaran yang berbeza yang mempengaruhi memori pelajar

Gambar rajah di bawah menunjukkan cara Kon Pengalaman yang diasaskan oleh Dale pada 1969 untuk menjelaskan pengalaman pembelajaran dari konkrit ke abstrak. Bahagian bawah kon menunjukkan pengalaman yang paling bermakna dan konkrit dengan memberikan 90% pengalaman kepada pelajar. Pengalaman konkrit bermula untuk menurun dan memindahkan peranan pelajar kepada pemerhati perkara sebenar, pemerhati perkara pengantara (mesej disampaikan melalui beberapa media), dan akhirnya pemerhati simbol (teks) yang mewakili sesuatu perkara. Dale (1969) menegaskan bahawa pelajar akan mencapai hasil pembelajaran yang lebih efektif dan utuh dengan memperoleh banyak pengalaman konkrit. Berdasarkan kon pengalaman tersebut, pengalaman sebenar mampu menarik perhatian pelajar yang lebih lama dan melibatkan penyertaan yang lebih aktif. Media di bahagian atas kon adalah lebih pasif tetapi sesuai untuk menghantar sejumlah besar maklumat dengan kadar yang lebih cepat. Florida State University (2014) menjelaskan bahawa penggunaan media pengajaran yang sesuai dapat membantu dalam meningkatkan penguasaan dan pemahaman pelajar terhadap konsep-konsep baharu khususnya konsep yang abstrak.



**Gambar rajah 1: Kon Pengalaman Dale
(Ubah Suai Sumber: Edgar Dale, 1969)**

Jelaslah bahawa pengalaman pembelajaran yang melibatkan pelajar secara fizikal, penyertaan, dan pengalaman konkrit dapat dikekalkan dalam tempoh yang lebih lama berbanding dengan pengalaman abstrak yang disampaikan melalui simbol atau teks. Penggunaan media pengajaran dalam bilik darjah sebagai alat bantu belajar dan alat bantu mengajar boleh meningkatkan daya ingatan dan pemahaman pelajar terhadap sesuatu maklumat yang disampaikan. Smaldino, et al. (2014) dan Newby, et al. (2011) juga menyatakan bahawa pengintegrasian media dan teknologi pengajaran adalah lebih berkesan berbanding kaedah mengajar tradisional di samping mendatangkan banyak kebaikan terhadap proses pembelajaran dan pengajaran.

4.0 PEMILIHAN MEDIA DALAM REKA BENTUK PENGAJARAN

Reka bentuk pengajaran merupakan satu proses sistematik yang diaplikasikan untuk membangunkan program pendidikan dengan cara yang konsisten dan boleh dipercayai (Reiser & Dempsey, 2007). Menurut Siemens (2002) pula, reka bentuk pengajaran merupakan satu proses pembangunan sistematik yang mengintegrasikan teori pembelajaran dan pengajaran untuk memastikan kualiti pengajaran. Terdapat banyak model reka bentuk pengajaran yang dapat menjadi panduan dalam membangunkan sesuatu pengajaran yang sesuai dijalankan dalam konteks bilik darjah. Antaranya termasuklah ASSURE, Dick & Carey Model, Gerlach dan Ely, dan *Gagné's Nine Steps of Instruction*. Pemilihan media pengajaran telah dijadikan sebagai langkah sistematik serta wajib dalam model-model reka bentuk pengajaran bagi memastikan prosedur penyampaian mesej lebih efektif dan lancar.

Dalam model reka bentuk pengajaran *Dick and Carey* yang diasaskan pada tahun 1978 pula, ia melibatkan komponen pelajar, pendidik, bahan pengajaran, dan persekitaran pengajaran. Model ini mengandungi sembilan langkah yang terperinci daripada mengenal pasti sehingga penilaian. Menurut Dick, Carey dan Carey (2009), peringkat ketujuh iaitu membangunkan dan memilih media pengajaran merupakan satu kaedah di mana pereka pengajaran perlu menggunakan *blueprint* yang ditentukan dalam peringkat sebelumnya bagi membangunkan kandungan serta aktiviti pengajaran dengan menyeluruh. Bagi menjimat masa, pereka disarankan untuk menggunakan media pengajaran yang sedia ada daripada membangunkan atau mereka sendiri.

Reka bentuk pengajaran lain yang membincangkan pemilihan media ialah Model Gerlach dan Ely yang diasaskan pada tahun 1971. Menurut Gerlach dan Ely (1980), model ini mengandungi empat langkah utama iaitu penentuan objektif serta isi kandungan yang khusus; pengukuran tahap dan sifat asal pelajar; penentuan strategi, penubuhan organisasi, penentuan lokasi serta masa, pemilihan sumber; penilaian serta maklum balas. Dalam langkah ketiga, pemilihan sumber merujuk kepada segala media pengajaran yang dapat menyumbang kepada penyampaian isi kandungan. Model ini percaya bahawa kepelbagaian media dapat meningkatkan keberkesanan pengajaran dan pembelajaran.

Selain itu, reka bentuk pengajaran lain yang melibatkan pemilihan media ialah *Gagne's Nine Levels of Learning*. Menurut Gagne (1985), model ini menyusun sembilan perkara sebagai senarai semak sebelum bermula proses pengajaran. Setiap perkara menggariskan kepentingan dan pengintegrasian komunikasi yang dapat memudahkan penglibatan pelajar dalam proses pengajaran. Dalam langkah keempat iaitu membentangkan rangsangan, pereka pengajaran perlu menyusun maklumat dalam bentuk teratur dan mudah difahami. Pelbagai media pengajaran haruslah digunakan dalam langkah ini supaya dapat memastikan penyampaian isi kandungan yang efektif di samping menyesuaikan dengan pelajar yang berlainan tahap serta gaya pembelajaran.

Bukan itu sahaja, model reka bentuk pengajaran yang lain ialah Model ASSURE yang diasaskan oleh Heinich, Molenda, Russell, dan Smaldino pada tahun 1982. Menurut Smaldino et al. (2014), model ASSURE yang berorientasikan situasi bilik darjah merupakan satu panduan untuk perancangan dan pelaksanaan pengajaran melalui pengintegrasian media berdasarkan keperluan pelajar. Dalam langkah ketiga iaitu memilih strategi, media dan bahan (*select strategy, media, materials*), pemilihan media pengajaran bukan sahaja perlu sesuai dengan objektif pengajaran malahan perlu berdasarkan kaedah atau teori pembelajaran yang ditetapkan oleh pereka pengajaran. Media pengajaran perlu diintegrasikan dalam proses pengajaran bagi menjamin keberkesanan serta kualiti pengajaran.

Daripada model-model reka bentuk pengajaran yang dibincangkan, jelaslah di sini pemilihan media merupakan satu elemen penting dan wajib dalam merancang sesuatu pengajaran. Media pengajaran yang dipilih adalah berdasarkan latar belakang pelajar, isi kandungan pelajaran, serta objektif pengajaran yang perlu dicapai dalam sesi pengajaran. Pemilihan media perlu dilaksanakan dengan teliti supaya dapat memudahkan proses pengajaran dalam sesi sebenar di samping dapat meningkatkan pemahaman pelajar terhadap isi pelajaran yang disampaikan.

5.0 FAKTOR PEMILIHAN MEDIA PENGAJARAN YANG SESUAI

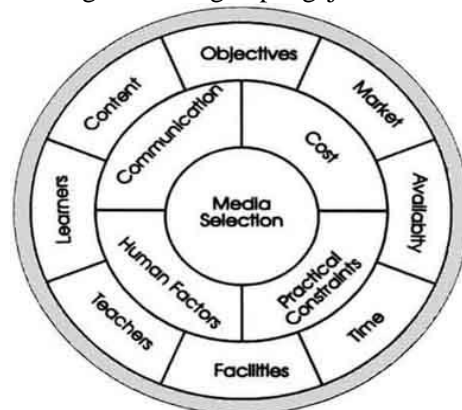
Pemilihan media merupakan satu proses sistematik dari umum ke berdasarkan faktor atau kriteria tertentu (Romiszowski, 1988). Proses pengajaran dan pembelajaran akan menjadi lebih efektif sekiranya pemilihan media pengajaran yang sesuai dan tepat. Untuk memilih media pengajaran, beberapa kaedah dan faktor perlu dipertimbangkan pereka pengajaran. Terdapat banyak model pemilihan media yang membincangkan langkah serta faktor pemilihan media pernah dibincangkan oleh pengkaji-pengkaji dalam bidang teknologi pendidikan.

Menurut Kemp, Morrison dan Ross (1994), terdapat tiga kriteria untuk memilih media pengajaran iaitu pemilihan berdasarkan apa-apa yang sedia ada, pemilihan atas keselesaan mengguna atau mesra pengguna, dan pemilihan berorientasikan objektive berserta garis panduan. Menurut Abimbade (1997), media pengajaran boleh dipilih berdasarkan enam pertimbangan. Antaranya termasuklah tugas yang perlu dilengkapkan, sifat objektif yang perlu dicapai, tahap praktikal media, gaya pembelajaran pelajar (latar belakang, tahap, dan pengetahuan sedia ada pelajar), ketersediaan media (media yang sedia ada atau reka sendiri), kebolehan pendidik. Ajelabi (2006) dan Olusando (2012) telah menyatakan lapan faktor yang mempengaruhi pemilihan media iaitu kenyataan objektif, kesesuaian, ketepatan kandungan, kebolehadaptasian, saiz kelas, ketersediaan media, kos, dan pengendalian fasiliti. Faktor yang perlu dipertimbangkan semasa pemilihan media pengajaran ialah pelajar (perwatakan pelajar), isi kandungan, dan ciri-ciri media (Smith dan Ragan, 1999).

Strauss dan Frost (1999) pula telah mengenal pasti sembilan faktor utama yang mempengaruhi dan menentukan pemilihan media. Faktor pertama ialah syarat sumber institut yang merujuk kepada kemudahan

fasiliti, internet, dan bahan pengajaran yang sedia ada. Faktor seterusnya ialah kandungan isi pelajaran yang merujuk kepada tahap kesusahan, sesi pembelajaran individu, dan tahap kesukaran. Faktor ketiga ialah perwatakan pelajar yang dapat dikenal pasti melalui tahap kebolehan kognitif, motivasi, saiz kelas, sifat pembelajaran pelajar, dan tahap kesedaran. Faktor keempat pula merujuk kepada sikap dan kemahiran pendidik yang merangkumi tahap penguasaan falsafah pendidikan, ilmu pedagogi, kreativiti, dan psikologi pendidikan. Faktor kelima ialah objektif pembelajaran yang merujuk kepada tiga jenis aspek yang berlainan iaitu kognitif (pengetahuan, aplikasi, analisis, sintesis, penilaian), kemahiran (lisan, menulis, komunikasi, penyelesaian masalah, kreativiti, kepimpinan, pengurusan), dan sikap (motivasi untuk belajar dan minat akan topik). Faktor keenam ialah hubungan pembelajaran antara pendidik dengan pelajar, pelajar dengan pelajar, dan pelajar dengan pihak luar. Faktor seterusnya ialah lokasi pembelajaran pelajar yang merujuk kepada pelajar belajar bersama ataupun di berlainan tempat. Faktor kelapan ialah masa pembelajaran sama ada pada masa yang sama (*synchronous*) ataupun berlainan waktu (*asynchronous*). Faktor kesembilan ialah kekayaan media yang bergantung pada usaha dan kreativiti pendidik untuk menterjemahkan mesej atau tulisan dalam bentuk media yang pelbagai.

Reiser dan Dick (1996) telah merumuskan sembilan faktor tersebut yang disenaraikan oleh Strauss dan Frost kepada tiga kriteria sahaja iaitu kepraktikalan, kesesuaian untuk pelajar, dan kesesuaian untuk pengajaran. Dari segi kepraktikalan, faktor kesediaan, kos, masa, dan cara penggunaan akan dikenal pasti dan dinilai. Kriteria kesesuaian untuk pelajar pula merujuk kepada kesesuaian media untuk pengalaman, tahap kematangan, dan pemahaman pelajar. Kesesuaian untuk pengajaran tidak dinafikan akan menilai dari aspek strategi pengajaran, keberkesanan, cara penggunaan, kemudahan, kesesuaian dengan objektif pengajaran, dan kesesuaian dengan rancangan pengajaran.



**Gambar rajah 2: Roda faktor yang mempengaruhi pemilihan media pengajaran
(Sumber : Romiszowski, 1988)**

Romiszwski (1988) telah mengasaskan model pemilihan media yang mengandungi enam elemen penting iaitu mendefinisikan objektif khusus untuk setiap topik, menentukan aktiviti pengajaran bagi setiap objektif, mengenal pasti sifat utama media pengajaran, mengumpulkan senarai media yang sesuai, rancangan akhir bagi mempelbagaikan jenis media, dan mereka sistem implementasi serta penilaian. Menurut beliau lagi, proses pemilihan media boleh terbahagi kepada tiga tahap. Dalam tahap satu, pereka pengajaran perlu menentukan kategori media yang perlu digunakan dalam pengajaran dengan mempertimbangkan tiga faktor iaitu faktor saiz serta latar belakang pelajar bagi menentukan sama ada media besar (seperti televisyen, video bergerak) atau kecil (bahan cetak, rakaman), faktor isi kandungan bagi menentukan media sehalau atau dua hala, dan faktor objektif sama ada anjal atau tidak anjal. Dalam tahap dua pula, pereka pengajaran perlu mengenal pasti jenis media secara terperinci berdasarkan objektif pengajaran dan menjelaskan persoalan 'bagaimana' untuk diajar kepada pelajar. Terdapat empat faktor utama dan lapan faktor sampingan yang akan turut mempengaruhi keputusan pereka pengajaran dalam pemilihan media. Faktor utama yang dimaksudkan ialah keberkesanan komunikasi, kesesuaian kos, kepraktikalan, dan faktor manusia (pelajar dan guru). Faktor sampingan ialah objektif, isi kandungan,

pelajar, guru, fasiliti, masa, keberadaan, pasaran (penggunaan oleh semua pelajar atau sebahagian; penggunaan berulang atau hanya sekali). Dalam tahap ketiga, pereka pengajaran perlu membuat keputusan jenis media pengajaran secara khusus dan mengintegrasikan dalam rancangan pengajaran dari set induksi sehinggalah penilaian. Sekiranya media pengajaran yang dipilih tidak sedia ada pasaran atau sekolah, pereka pengajaran perlu ke tahap keempat dengan mereka serta membangunkan media pengajaran sendiri

Daripada kriteria, faktor, serta model pemilihan yang dibincangkan, dapatlah dirumuskan bahawa setiap model telah mengambil kira faktor latar belakang pelajar, kos, kemudahan, objektif pembelajaran, kemahiran guru serta sokongan lain. Elemen-elemen inilah yang akan menentukan jenis media pengajaran yang dipilih guru di samping menentukan keberkesanan serta kelancaran pengintegrasian media pengajaran dalam sesi pengajaran dan pembelajaran.

6.0 KESIMPULAN

Media pengajaran berperanan penting sebagai medium menyampaikan maklumat bagi pendidik dan sebagai medium memahami sesuatu konsep atau pengetahuan baharu bagi pelajar. Media pengajaran telah dipelbagaikan dari segi jenis, fungsi, dan reka bentuknya akibat perkembangan teknologi. Namun begitu, pendidik juga harus mempertimbangkan faktor-faktor pemilihan media supaya dapat membuat keputusan yang tepat berdasarkan objektif, latar belakang pelajar, serta isi pelajaran. Pemilihan media pengajaran yang sesuai sudah pasti dapat melancarkan proses pengajaran dan pembelajaran di dalam kelas di samping mampu meningkatkan motivasi pelajar terhadap pembelajaran.

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PENERAPAN TEORI KAUNSELING SEMASA INTERNSHIP DALAM KALANGAN PELAJAR MASTER BIMBINGAN DAN KAUNSELING

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ABSTRAK

Perkhidmatan kaunseling yang berkesan ialah perkhidmatan yang bersandarkan kepada teori. Kefahaman dan amalan yang berlandaskan teori dapat memberi keyakinan dan hala tuju kepada kaunselor dalam menjalankan tugas dan peranannya. Kaunselor juga dapat memberikan fokus kepada bantuan yang diberikan kepada klien melalui aplikasi teori yang tepat. Penggunaan teori dalam amalan kaunseling akan dapat membantu kaunselor dalam memberi sepenuh perhatian dan usaha terhadap apa yang menjadi punca kepada permasalahan klien. Teori kaunseling adalah aspek paling asas yang perlu difahami oleh setiap kaunselor. Tanpa pemahaman yang mendalam tentang teori kaunseling, proses menolong tidak mungkin dapat dijalankan dengan berkesan. Penggunaan teknik-teknik tersendiri yang terdapat di dalam setiap teori kaunseling dapat membantu proses penerokaan dan penyelesaian masalah bagi sebarang isu dengan lebih sistematik dan teraputik. Teori merupakan asas yang membolehkan kaunselor berupaya memberikan sesuatu pengalaman perkhidmatan kaunseling dengan lebih terperinci. Pemahaman serta amalan teori yang tepat akan dapat membantu mengawal pemikiran dan tindakan kaunselor agar dapat membuat penerokaan dan penilaian proses kaunseling dengan lebih berkesan. Internship kaunseling merupakan medium yang sangat baik untuk mengukur tahap pengetahuan, pemahaman, pengaplikasian dan penerapan teori kaunseling semasa sesi kaunseling sedang berlangsung. Semasa mengendalikan sesi kaunseling, pelajar Master Bimbingan dan Kaunseling akan menggunakan pelbagai kemahiran asas dan lanjutan dalam kaunseling. Oleh itu, kertas cadangan ini ditulis bertujuan untuk mencadangkan satu kajian kes interpretatif untuk meneliti sejauh manakah pengetahuan, pemahaman, pengaplikasian dan penerapan teori kaunseling oleh para pelajar Master Bimbingan dan Kaunseling semasa menjalani internship kaunseling di seting seperti sekolah, institusi pengajian tinggi awam serta jabatan-jabatan kerajaan. Tempoh internship merupakan platform terbaik untuk mengukur sejauh manakah peserta kajian menerap teori kaunseling dalam tempoh latihan sekaligus memberikan gambaran terkini tentang kemampuan mereka memilih, memahami, mengaplikasi dan menerap teori kaunseling dalam perkhidmatan kaunseling.

PENDAHULUAN

Pengetahuan tentang teori kaunseling sangat signifikan kepada kaunselor dalam mengkonsepsualisasikan permasalahan klien (Sharf, 2000). Sekiranya kaunselor memberikan perkhidmatan tanpa berlandaskan teori, kaunselor berkenaan sedang beroperasi tanpa turutan peristiwa dan tidak bersandarkan kepada kerangka kerja yang logik. Keadaan ini akan menghasilkan intervensi kerja yang tidak teratur dan terlalu subjektif. Oleh itu, kaunselor memerlukan teori sebagai kerangka rujukan yang akan memandu arah sepanjang proses kaunseling. Teori dapat menjelaskan kemungkinan penyebab kepada mengapa klien bertingkah laku, berperasaan dan berfikiran sebagaimana yang diserlahkan. Sesuatu intervensi dapat dibuat dengan menggunakan teknik- teknik yang tepat sekiranya kaunselor mempunyai pengetahuan tentang teori kaunseling yang mencukupi.

Pendekatan teori merupakan elemen paling integral dan penting di dalam sesebuah proses kaunseling yang terapeutik. Menurut Burwell-Pender, (2009) pengaplikasian teori dalam proses kaunseling merupakan langkah yang sangat penting yang merupakan prasyarat kepada sesi kaunseling yang terapeutik. Pendekatan yang digunakan oleh kaunselor akan menjamin tahap teraputik sesuatu sesi yang dijalankan. Teori psikoterapi menyediakan satu rangka kerja yang akan memandu pemikiran, tingkah laku, dan emosi untuk membantu kaunselor untuk menganalisa perjalanan hidup klien daripada mendiagnosis dan mengenal pasti masalah klien sehinggalah ke proses intervensi dan susulan.

Seseorang kaunselor perlu menguasai pengetahuan yang mendalam terhadap teori- teori kaunseling kerana teori merupakan landasan dan asas pemikiran semasa mengendalikan sesebuah sesi kaunseling. Kefahaman terhadap teori akan membantu kaunselor untuk memahami masalah manusia dengan lebih analitis. Seterusnya kaunselor akan menyediakan pelan intervensi, sekaligus memudahkan kaunselor memilih pendekatan yang paling sesuai dengan masalah yang dihadapi klien. Namun begitu, terdapat sebahagian kaunselor lebih suka memilih jalan yang selamat dengan memilih pendekatan eklektik sebagai jalan keluar kerana kurangnya pengetahuan tentang teori- teori kaunseling. Realitinya, setiap orientasi teori kaunseling mempunyai keunikannya yang tersendiri. Walau bagaimanapun, proses untuk menjelmakan dan merealisasikan inti pati dan konsep teori itu sendiri dalam sesi kaunseling menjadi satu cabaran yang sentiasa dihadapi oleh seseorang kaunselor.

Perkhidmatan kaunseling telah diiktiraf sebagai perkhidmatan profesional dengan termaktubnya Akta Kaunselor 1998 (Akta 580). Oleh itu, amalan kaunseling perlu dikawal selia bagi menentukan perkhidmatan yang diberikan memenuhi standard profesional yang ditentukan dan mencapai piawaian yang tinggi. Menurut Piawaian dan Kelayakan Latihan Kaunselor (2012), terdapat beberapa garis panduan yang harus dipatuhi dan diberikan perhatian bagi mencapai piawaian internship. Internship ialah pengalaman klinikal pasca praktikum yang diselia dengan tujuan untuk membolehkan pelajar menghalusi, meningkat dan memantapkan pengaplikasian pengetahuan dan kemahiran kaunseling di tempat latihan professional. Latihan internship hendaklah dilaksanakan di dalam premis di mana perkhidmatan kaunseling profesional dijalankan.

Pelajar internship ialah pelatih yang telah menyempurnakan kesemua kursus dan praktikum yang ditetapkan dalam program ijazahnya. Pelajar juga harus mendaftar dalam kursus internship. Tempat dan lokasi bagi internship hendaklah dijalankan di organisasi, institut atau klinik yang menyediakan khidmat kaunseling profesional seperti pusat perkhidmatan kaunseling di institut pengajian tinggi, hospital, sekolah, pusat komuniti, pusat pemulihan, penjara, jabatan kebajikan masyarakat, pusat diagnostik, jabatan sumber manusia, jabatan agama, badan korporat dan institusi/organisasi lain.

Menurut Othman Mohamed (2008), praktikum kaunseling memberi ruang kepada kaunselor pelatih untuk mengaplikasi serta menerapkan pendekatan kaunseling yang selesa diguna pakai oleh dirinya. Semasa praktikum juga, kaunselor pelatih berpeluang untuk mempraktikkan segala konseptualisasi abstrak dan pengalaman refleksi yang dilalui semasa pembelajaran kursus teori kaunseling untuk digunakan dan direalisasikan menjadi satu kenyataan dalam bentuk tindakan dan pengalaman yang konkrit semasa sesi kaunseling yang dijalankan. Othman Mohamed (2008) juga menyatakan bahawa bagi memastikan jaminan kualiti seseorang kaunselor pelatih, maka terdapat lapan fokus yang diperlukan dalam sesuatu proses penyeliaan. Semasa proses penyeliaan, seseorang penyelia harus peka untuk mengukur kompetensi kaunselor pelatih yang membabitkan hubungan terapeutik di antara kaunselor pelatih dan kliennya. Antara elemen yang perlu dikesan adalah penerapan teori kaunseling, kecekapan kemahiran asas kaunseling, konseptualisasi kes kaunseling, diagnosis kaunseling, perancangan rawatan kaunseling, kecekapan penggunaan teknik kaunseling, laporan rekod kaunseling serta kemantapan proses sejadi. Ini menunjukkan bahawa penerapan teori kaunseling merupakan salah satu faktor yang sangat penting bagi menjamin kualiti kepada seseorang kaunselor pelatih yang perlu diukur tahap kompetensinya. Ini menunjukkan penerapan teori kaunseling sebagai kayu pengukur kepada kompetensi dan kelayakan seorang kaunselor pelatih.

Sebagai seorang kaunselor ataupun kaunselor pelatih, tersedia peluang untuknya untuk menerapkan penggunaan teori dan teknik kaunseling untuk membantu klien. Namun, usahanya untuk menerapkan teori kaunseling dan memilih teknik kaunseling haruslah disertakan dengan kefahaman yang mendalam tentang teori dan teknik kerana sekiranya kaunselor atau kaunselor pelatih mengaplikasi teori dan teknik yang boleh memudaratkan klien (nonmaleficent), maka kaunselor atau kaunselor pelatih tidak menjalankan sesi kaunseling dengan beretika. Oleh itu adalah menjadi satu kepentingan untuk mengkaji sejauh manakah kaunselor pelatih memahami, mengaplikasi dan menerapkan teori kaunseling semasa mereka menjalani internship yang menyediakan ruang untuk mereka melaksanakan amalan terbaik dalam perkhidmatan kaunseling.

TINJAUAN LITERATUR

Pemilihan, kefahaman, pengaplikasian dan penerapan teori oleh kaunselor dalam suatu proses kaunseling amat signifikan dalam memastikan keberkesanan perkhidmatan kaunseling yang diberikan. Penerapan teori kaunseling oleh kaunselor dalam hubungan membantu ini sangat mempengaruhi tahap teraputik proses kaunseling yang berlangsung (Bruwell-Pender, 2009). Terdapat beberapa kajian lepas yang telah memfokuskan permasalahan kaunselor yang kurang menekankan aspek teori dalam pengamalan kaunseling mereka. Kajian yang telah dijalankan oleh Zakaria Mohamad, Asyraf Abd Rahman dan Wan Ibrahim Wan Ahmad (2011) menyentuh pengamalan kaunseling di Malaysia yang kurang menekankan aspek teori kaunseling.

Pemilihan teori kaunseling merupakan langkah pertama dalam membuat keputusan membantu klien bagi seseorang kaunselor. Kajian yang dijalankan oleh Zakaria Mohamad (2010) menunjukkan bahawa terdapat hubungan yang lemah di antara pengetahuan dan kefahaman teori kaunseling dalam kalangan kaunselor di Malaysia. Malahan, terdapat juga kaunselor yang beroperasi memberikan perkhidmatan kaunseling tanpa berlandaskan teori. Selain itu, kajian ini juga menyerlahkan bahawa terdapat pelajar kaunseling yang menjalani internship kaunseling memilih dan mengaplikasikan teori kaunseling secara kaedah cuba jaya tanpa merujuk kepada model serta teknik tertentu.

Kajian pendidikan dan latihan kaunselor di Institut Pengajian Tinggi Awam Malaysia oleh Lembaga Kaunselor (Malaysia) pada tahun 2000 melaporkan bahawa latihan kaunseling di Malaysia kurang menekankan aspek teori. Kesannya, perkhidmatan kaunseling di negara ini telah menerima graduan kaunseling yang lemah pengetahuan dan pengamalan teori kaunseling.

Kajian oleh Powell dan Newgent (2011) telah membuktikan bahawa terdapat beberapa kriteria yang menjadi penyebab kepada kaunselor untuk memilih teori kaunseling yang terbaik untuk mereka. Pengkaji juga mencadangkan agar kajian berterusan dilakukan bagi menilai faktor trait dan personaliti kaunselor yang sepadan, yang mungkin boleh menjadi indikator bagi pemilihan orientasi teori kaunseling.

Satu kajian yang lebih terkini juga telah dijalankan oleh Aina Razlin Mohammad Roose, Siti Norazilah Mohd Said dan Edris Aden (2013). Pengkaji ini telah membincangkan tentang faktor-faktor yang mempengaruhi pelajar dalam proses pembuatan keputusan pemilihan teori. Kajian ini telah menghasilkan beberapa faktor yang menjadi penyebab kepada pemilihan teori dalam kalangan pelajar kaunseling di universiti awam tempatan. Model Pemilihan Teori Kaunseling yang dihasilkan melalui kajian dapat menjadi panduan kepada pemilihan teori untuk diaplikasikan dalam sesi kaunseling.

OBJEKTIF KAJIAN

Terdapat empat objektif bagi kajian ini:

4. Mengetahui secara lebih mendalam proses pemilihan teori kaunseling oleh para pelajar Master Bimbingan dan Kaunseling semasa menjalani internship kaunseling,
5. Mengetahui secara lebih mendalam tahap kefahaman teori kaunseling oleh para pelajar Master Bimbingan dan Kaunseling semasa menjalani internship kaunseling,
6. Mengetahui secara lebih mendalam kebolehan mengaplikasi teori kaunseling oleh para pelajar Master Bimbingan dan Kaunseling semasa menjalani internship kaunseling, dan
7. Mengetahui secara lebih mendalam kebolehan menerap teori kaunseling oleh para pelajar Master Bimbingan dan Kaunseling semasa menjalani internship kaunseling.

PERSOALAN KAJIAN

Kajian Zakaria Mohamad, Asyraf Abd Rahman dan Wan Ibrahim Wan Ahmad (2011) yang menyentuh tentang pengamalan kaunseling di Malaysia yang kurang menekankan aspek teori kaunseling membuktikan bahawa satu kajian perlu dijalankan bagi mengukur bagaimanakah para pelajar Master Bimbingan dan Kaunseling memilih, memahami, mengaplikasi dan menerap teori kaunseling semasa menjalani internship kaunseling? Kajian kes interpretatif akan dijalankan bagi mengukur dengan lebih

mendalam pengalaman sejauh manakah peserta kajian memilih, memahami, mengaplikasi seterusnya menerap teori kaunseling semasa menjalani internship.

KEPENTINGAN KAJIAN

Kajian ini diharapkan akan dapat memberikan cadangan penambahbaikan kepada para pensyarah kaunseling untuk mengenal pasti dan mengatur teknik dan strategi peningkatan pedagogi pengajaran dan pembelajaran bagi kursus Teori Kaunseling. Dapatan kajian ini juga diharapkan akan dapat membantu para pelajar Master Bimbingan dan Kaunseling untuk mengetahui dan mempelajari teknik dan strategi yang lebih berkesan untuk meningkatkan kemampuan memilih, memahami, mengaplikasi dan menerapkan teori kaunseling semasa menjalani praktikum kaunseling. Seterusnya dapatan kajian ini diharapkan akan mampu memberikan gambaran terkini kepada Lembaga Kaunselor (Malaysia) dan Kementerian Pengajian Tinggi Malaysia tentang pemilihan, pemahaman, pengaplikasian dan penerapan teori kaunseling oleh para pelajar Master semasa menjalani internship kaunseling. Melalui kajian ini juga suatu gambaran sebenar akan dapat dilihat berkaitan trend pemilihan teori kaunseling dalam kalangan pelajar Master Bimbingan dan Kaunseling semasa mereka menjalani internship kaunseling

METODOLOGI KAJIAN

Kajian kualitatif ini menggunakan kajian kes interpretasi bagi meneroka, memahami, menerang dan mentafsir bagaimana proses pemilihan, pemahaman, pengaplikasian dan penerapan teori kaunseling oleh para pelajar Master Bimbingan dan Kaunseling semasa menjalani internship kaunseling. Kajian kualitatif merupakan suatu bentuk pertanyaan sosial yang memfokuskan kepada cara interpretasi manusia dan logikal terhadap pengalaman serta persekitaran di mana mereka tinggal. Kaedah kualitatif ini juga membantu responden menjelaskan sesuatu perkara atau situasi dari sudut pandangan mereka sendiri. Selain itu, ianya bertujuan untuk mendapatkan maklumat yang lebih tepat dan menyeluruh tentang sesuatu fenomena (Kumar, 2005). Selain itu, kajian kualitatif juga digunakan kerana di dalam alam dunia sebenar, banyak perkara tidak dapat diperjelas hanya dengan merujuk kepada data numerika dalam penyelidikan kuantitatif sahaja. Terdapat kes khas yang memerlukan pemerhatian yang lebih teliti dan memerlukan data kualitatif dipungut melalui kaedah temubual atau pemerhatian secara lebih mendalam. Banyak unsur seperti emosi, motivasi dan empati yang berkaitan dengan keadaan semulajadi individu atau kumpulan tertentu adalah lebih sesuai diselidik melalui kajian kualitatif kerana unsur- unsur ini tidak dapat dihuraikan berdasarkan angka- angka dalam data kuantitatif (Chua, 2006).

Untuk memahami fenomena yang dikaji, penyelidik akan mengkaji konteks dan pelbagai sumber data termasuk nota yang dicatat semasa pemerhatian di lapangan, dokumentasi peserta kajian terpilih, dan hasil temu bual dengan peserta kajian terpilih. Penyelidik akan memberikan tumpuan kepada satu persoalan kajian: Bagaimanakah para pelajar Master Bimbingan dan Kaunseling memilih, memahami, mengaplikasi dan menerap teori kaunseling semasa menjalani internship kaunseling?

Dalam kajian ini pengkaji akan menggunakan temu bual separa berstruktur iaitu soalan yang dikemukakan semasa temubual disusun dan dijadualkan tetapi peserta kajian diberikan kelonggaran semasa memberikan jawapan. Pengkaji akan membuat temubual selama dua jam bersama peserta kajian dan akan merujuk kepada peserta kajian semula untuk menyemak ketepatan maklumat kajian yang telah diproses oleh pengkaji. Pengkaji juga akan membuat pemerhatiannya secara terus dengan melihat kepada sesi kaunseling yang dijalankan oleh peserta kajian. Pengkaji akan membuat pemerhatian terhadap sesi kaunseling yang dijalankan oleh peserta kajian dengan kliennya. Semasa proses pemerhatian dilakukan pengkaji akan melihat dengan teliti sejauh manakah peserta kajian menerap teori kaunseling semasa sesi kaunseling . Pengkaji juga akan membuat analisa dokumen untuk memastikan keesahan data yang diperolehi. Setiap kali sesi kaunseling dijalankan oleh seseorang kaunselor, mereka haruslah membuat laporan terhadap sesi kaunseling yang telah dijalankan. Oleh itu, dokumen yang akan dianalisa oleh pengkaji adalah laporan sesi kaunseling yang dihasilkan oleh peserta kajian setelah menjalankan sesi

kaunseling. Nama klien serta butir-butir demografik diri klien akan dikaburkan demi menjaga etika kerahsiaan di antara peserta kajian dan kliennya.

Peserta Kajian

Peserta kajian merupakan lapan orang kaunselor pelatih yang terpilih iaitu para pelajar Master Bimbingan dan Kaunseling yang mengikuti kursus CPE5802 Kaunseling Internship semasa semester keempat dan kelima pengajian mereka. Dalam kajian ini, lokasi kajian yang pengkaji pilih adalah di sekolah, institusi pengajian tinggi awam dan jabatan kerajaan. Kajian ini akan dijalankan di sekolah, institusi pengajian tinggi awam dan jabatan kerajaan yang berada di sekitar Lembah Kelang di mana para pelajar Master Bimbingan dan Kaunseling menjalani internship semasa semester keempat dan kelima. Pengkaji juga akan memastikan lokasi dan tempat kajian yang dipilih dapat menjawab objektif dan persoalan kajian.

Instrumentasi

(1) Borang Maklumat Demografi: Peserta kajian akan diminta untuk menyatakan maklumat demografi berkaitan umur, jantina dan kaum bagi memudahkan proses pengumpulan data peserta kajian agar maklumat peserta kajian dapat dianalisa dengan lebih teliti.

(2) Penyelidik: Dalam kajian kualitatif, penyelidik merupakan instrumentasi utama untuk pengumpulan data dan analisis data. Objektif utama penyelidikan kualitatif adalah untuk menjana pemahaman dan menghasilkan penerangan yang mendalam kepada fenomena yang dikaji. Maka, penyelidik dijangka akan: (a) mengutip data melalui komunikasi secara lisan dan bukan lisan bersama peserta kajian, (b) memproses maklumat yang diperoleh daripada peserta kajian dengan segera bagi menjelaskan dan merumuskan dokumentasi yang dikumpul, (c) memeriksa maklumat bersama peserta kajian berkaitan ketepatan tafsiran dan (d) meneroka jawapan yang luar biasa atau tidak normal hasil daripada dapatan kajian sepanjang kajian ini berlangsung.

ANALISIS DATA

Data daripada kajian ini akan dianalisis dengan menggunakan perisian NVivo 10 untuk mengimport dan menganalisis data media sosial, fail audio, gambar digital, dokumen, data bibliografi, dan dokumen teks biasa. Perisian ini dibina bagi memudahkan kajian berbentuk kualitatif untuk: (a) menguruskan maklumat yang tidak berstruktur; (b) mengkodkan teks bagi memanipulasi, mencari, dan melaporkan tentang teks yang berkod; (c) menjalankan analisis sebenar data dengan menyediakan peralatan untuk membantu penyelidik memeriksa hubungan dalam data; dan (d) membangunkan teori dan menguji hipotesis. Pengkaji akan menggunakan kaedah Analisis Tema. Analisis Tema adalah cara mengidentifikasi menganalisa dan membina paten daripada tema-tema terpolo dalam suatu fenomena. Tema-tema ini dapat diidentifikasi dan dikodkan secara induktif daripada data mentah seperti transkrip temubual, rakaman video dan sebagainya, serta diidentifikasi secara deduktif ataupun daripada kajian terdahulu. proses ini akan melibatkan beberapa langkah seperti transkripsi data lisan, membuat koding, membina tema, analisa tema dan menghasilkan laporan akhir.

KESIMPULAN

Teori Kaunseling merupakan panduan yang memandu seseorang kaunselor untuk mengenal pasti masalah klien sehinggalah membina pelan intervensi yang dapat mengurus masalah klien berpandukan teknik-teknik kaunseling yang terkandung di dalam teori kaunseling tersebut. Adalah menjadi satu keperluan untuk mengukur tahap kefahaman teori kaunseling dalam kalangan kaunselor pelatih serta sejauh manakah kaunselor pelatih mengaplikasi sekaligus menerap penggunaan teori semasa sesi kaunseling

dijalankan agar satu gambaran yang mendalam dapat dihasilkan melalui kajian kes ini. Diharapkan hasil kajian ini juga akan memberikan input kepada usaha untuk menambah nilai amalan terbaik perkhidmatan bimbingan kaunseling di Malaysia.

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TEKANAN KERJA DALAM KALANGAN GURU PENDIDIKAN JASMANI DI MALAYSIA: SATU TINJAUAN

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ABSTRAK

Kajian ini bertujuan untuk menilai tahap tekanan kerja, dalam kalangan guru Pendidikan Jasmani di Sekolah Menengah di Malaysia dan seterusnya melihat perbezaan tahap tekanan kerja berdasarkan jantina Pendidikan Jasmani di Sekolah Menengah di Malaysia. Seramai 46 guru PJ sekolah menengah telah dipilih secara rawak daripada peserta kursus Kurikulum Standard Sekolah Menengah (KSSM) di Universiti Putra Malaysia. Responden kajian telah diberikan soal selidik tekanan kerja guru Pendidikan Jasmani (Occupational Stress Questionnaire-OSQ). Instrumen (OSQ) soal selidik telah dibina khas untuk mengukur tahap stress oleh Awadhesh KS (2015). Kajian ini memilih reka bentuk kuantitatif dengan menggunakan kaedah tinjauan deskriptif. Data yang diperolehi dari soal selidik dianalisis menggunakan perisian Statistical Package for Social Science (SPSS). Dapatan kajian lelaki pada ($M=171.0000$, $SP=16.74023$), manakala perempuan ($M=168.7857$, $SP=24.11601$) menunjukkan bahawa tiada terdapat perbezaan yang signifikan tahap tekanan kerja dalam kalangan guru Pendidikan Jasmani lelaki dan perempuan di sekolah menengah di Malaysia. Dapatan daripada responden kajian menyatakan bahawa tahap tekanan kerja guru Pendidikan Jasmani secara keseluruhannya berada pada tahap yang tinggi.

KATA KUNCI : *Guru Pendidikan Jasmani, Tekanan Kerja, Jantina.*

1.0 PENGENALAN

Tekanan kerja merupakan isu yang sering menjadi topik perbincangan dari semenjak lama dahulu hingga kini. Isu tekanan kerja sering terpampang menjadi tajuk utama akhbar perdana di Malaysia. Profesion keguruan menjadi salah satu profesion yang dikaitkan dengan isu tekanan kerja. Peredaran zaman, dan perubahan daripada waktu menuju era kemajuan dalam kehidupan, tugas tanggungjawab tugas guru semakin meningkat. Hasil kajian isu beban tugas guru di Ranau, menunjukkan beban tugas meningkat tinggi dan menambah tekanan kerja kepada guru, (Norashid Bin Othman & Hamzah Bin Md.Omar, 2014) Ini di sokong oleh beberapa kajian seumpamanya oleh (Rahman, 1998), (Al-balushi, 2000) menunjukkan beban tugas guru telah meningkat dari tahun ke setahun.

Laporan Kesatuan Perkhidmatan Perguruan Kebangsaan (NUTP) menggesa Kementerian Pendidikan menempatkan di setiap daerah seorang kaunselor secepat mungkin. Setiap kaunselor berperanan mengenalpasti masalah yang sering dihadapi oleh guru-guru terutama berkaitan dengan

tekanan kerja. Laporan tersebut juga menggambarkan kebimbangan NUTP (2006) tentang guru-guru yang sering menghadapi tekanan kerja akan berhadapan dengan tekanan yang lebih tinggi seperti masalah mental dan sebagainya yang berkaitan. Pihak NUTP menjelaskan, guru-guru sering mengadu tidak mampu menghadapi tahap tekanan kerja yang tinggi, persekitaran kerja, masalah kewangan dan keluarga.

Program transformasi dan proses penstrukturan dalam sistem pendidikan memperlihatkan pelbagai perubahan dalam pelaksanaan dan struktur konten kurikulum terutamanya sistem Pendidikan di Malaysia. Cabaran ini boleh mengakibatkan guru berhadapan dengan peranan dan tanggungjawab yang semakin kompleks, sukar serta lebih mencabar. Dapatan kajian lepas menunjukkan bahawa profesion perguruan adalah antara salah satu pekerjaan yang paling berisiko untuk mengalami tekanan. Kajian oleh (Boyle, G.; Borg, M.; Falzon, J.; Baglioni, 1995) (Brewer & McMaha-Landers, 2003) serta (Senthil Kumar, Mohan, & Velmurugan, 2013) telah membuktikan bahawa kerjaya perguruan merupakan antara bidang kerjaya yang bertekanan tinggi. Moriarty, Edmonds, Blatchford dan Martin (2001) menyatakan sistem dalam pendidikan yang mengalami perubahan dan transformasi kurikulum semasa, menyebabkan tekanan kerja guru kerana guru merasakan perubahan tersebut bertentangan dengan pemahaman pedagogi mereka serta nilai profesionalisme. Punca berlakunya keadaan ini, adalah disebabkan kemahiran serta keupayaan yang dimiliki oleh setiap orang guru berbeza-beza. Punca berlaku tekanan, disebabkan pelbagai faktor antaranya faktor pihak sekolah, rakan sekerja, murid-murid, dan harapan masyarakat yang terlalu tinggi daripada guru. Masyarakat, murid dan kementerian sentiasa menganggap guru mampu memberikan apa sahaja bentuk perkhidmatan tanpa memikirkan kemampuan dan masalah yang dihadapi oleh guru.

2.0 LATAR BELAKANG MASALAH

Transformasi yang dijalankan oleh Kementerian Pelajaran Malaysia (KPM) sejajar dengan tuntutan menyediakan pendidik yang berwibawa dan kompeten dalam tugasnya. Ini kerana pendekatan berasaskan kompetensi yang digunakan dalam pelaksanaan kurikulum telah mengubah peranan guru (KPM, 2011). Tuntutan ini jelas menunjukkan guru perlu menyesuaikan diri dengan sebarang bentuk perubahan dan pembaharuan yang berlaku dari masa ke semasa dan situasi ini mungkin menimbulkan tekanan kepada guru. Tekanan kerja dalam kalangan guru telah mula dikaji seawal tahun 1970-an seperti kajian oleh (Kyriacou & Sutcliffe, 1978), (Brewer & McMaha-Landers, 2003) dan (Abbas, Farah, & Apkinar-Sposito, 2013).

Di Malaysia, isu tekanan kerja dalam kalangan guru semakin mengancam tahap profesionalisme keguruan (Azizi Haji Yahaya, Shahrin Hashim, 1989). Namun kajian yang berkaitan masih tidak mencukupi terutamanya terhadap guru Pendidikan Jasmani. Kebanyakan kajian lepas juga lebih fokus kepada punca tekanan kerja guru atau stressor seperti kajian oleh (Torres, Lawver, & Lambert, 2009), (Yahaya & Ramli, 2010) dan (Buvanewari, 2014). Tetapi kajian ini tidak melihat kesan sebenar tekanan kerja ke atas kesejahteraan guru, dimana ia telah terbukti bahawa kerjaya guru adalah bidang pekerjaan yang paling berisiko untuk mengalami tekanan hingga menyebabkan kemurungan. (Senthil Kumar et al., 2013).

Merujuk kepada teori Person-Environment Fit (P-E Fit) individu dan ciri-ciri kerja adalah saling berkaitan. Tekanan wujud apabila berlaku ketidaksepadanan antara individu dan persekitaran kerja menurut (Edwards, Caplan, & Harrison, 1998). Teori ini mengandaikan setiap individu tidak sama dari segi keperluan. Justeru itu, tekanan boleh terhasil daripada ketidaksepadanan di antara kemampuan untuk memenuhi setiap keperluan tersebut. Jika individu itu tidak berjaya menangani masalah tersebut, maka guru akan mengalami satu simptom tekanan seperti simptom fisiologi, psikologi atau tingkah laku. Berdasarkan teori Person-Environmental Fit, terdapat dua faktor utama yang menyebabkan individu tidak dapat menyesuaikan diri dengan suasana dan kerja. Faktor pertama ialah guru tidak berupaya untuk mengendalikan atau memenuhi tuntutan tanggungjawab yang dikenakan terhadapnya dan faktor kedua adalah permintaan atau beban tugas yang dikenakan ke atas guru lebih tinggi daripada keperluannya yang sepatutnya.

Dapatan kajian oleh Eres dan Atanasoska(2011) terhadap tekanan kerja di kalangan guru juga menunjukkan faktor personaliti guru itu sendiri mempengaruhi tekanan kerja di kalangan guru. Dalam usaha melahirkan modal insan yang berkualiti, kesedaran guru adalah salah satu ciri yang mempengaruhi kejayaan atau kegagalan guru. Sekiranya guru mempunyai tahap personaliti sendiri yang rendah, ini akan menyebabkan agenda transformasi kerajaan ini tidak mencapai matlamat yang sepatutnya sedangkan kerajaan menaruh harapan tinggi terhadap kecemerlangan pendidikan.

Ambotang dan Hashim (2010) menyatakan terdapat perbezaan yang signifikan di antara jantina pada faktor sokongan kawan tekanan kerja di kalangan guru-guru sekolah menengah di Sarawak. Manakala, pengkaji lain (seperti Abdul Said Ambotang & Muhamad Hisyam Mohd Hashim, 2011); (Jumahat & Noor, 2013); (Achchuthan & Umanakenan, 2014) dalam kajian untuk mengenal pasti faktor penyebab tekanan dalam kalangan guru, mendapati tiada terdapat perbezaan yang signifikan terhadap tahap stres di kalangan responden dari segi jantina.

Walau bagaimanapun, kajian yang terperinci mengenai tekanan kerja dalam kalangan guru Pendidikan Jasmani(PJ) masih belum diterokai sepenuhnya oleh pengkaji lepas. Tambahan pula, kajian lepas lebih berfokus kepada tekanan kerja guru secara keseluruhan tanpa menjurus kepada guru Pendidikan Jasmani. Dalam hal ini, kaedah pengajaran yang berbeza di antara mata pelajaran berbeza berkemungkinan akan menghasilkan tekanan kerja yang berbeza, kajian tentang tekanan kerja guru PJ perlu dilakukan. Ini kerana guru PJ dilihat berkemungkinan akan menghadapi satu perubahan tahap tekanan kerja kesan daripada perubahan pelaksanaan dasar baru ini. Justeru, adalah menjadi keperluan bagi pihak yang berkepentingan untuk melihat keperluan bagi meningkatkan kemampuan guru menghadapi tekanan kerja melalui memahami faktor penyebab tekanan kerja guru dalam menghadapi perubahan dalam sistem pendidikan. Oleh yang demikian, pengkaji ingin juga mengenalpasti adakah terdapat perbezaan yang signifikan tahap tekanan kerja guru PJ berdasarkan jantina.

3.0 METODOLOGI

3.1 Reka bentuk kajian

Kajian ini menggunakan rekabentuk kajian rentasan (cross-sectional). Untuk mengendalikan kajian tinjauan secara rentasan, penyelidik hanya perlu memilih sampel daripada populasi untuk menjawab soal selidik bagi mengumpul data pemboleh ubah yang diperolehi secara rentasan. (Noraini, 2010; Punch, 2009; Cohen, Manion, & Morrison, 2007; McMillan & Schumacher, 2006; Airasian & Gay, 2003; Sidek, 2002; Dooley,2001; Neuman, 2000)

Responden yang digunakan di dalam kajian ini meliputi guru opsyen Pendidikan Jasmani dan opsyen Sains Sukan yang mengajar subjek PJ, maka adalah sesuai untuk kajian ini menggunakan kaedah tinjauan secara keratan-rentas yang berbentuk kuantitatif di mana data yang diperolehi secara rentasan dari soal selidik sangat bersesuaian untuk menjawab persoalan-persoalan kajian.

3.2 Populasi dan Sampel Kajian

Kajian ini menggunakan kaedah persampelan rawak mudah. Prosedur ini sesuai apabila tumpuan utama kajian adalah untuk mengkaji perbezaan dalam kumpulan yang berbeza. Populasi kajian terdiri daripada guru opsyen Pendidikan Jasmani dan opsyen Sains Sukan yang mengajar Pendidikan Jasmani. Populasi ini dipilih kerana tumpuan kajian adalah terhadap guru Pendidikan Jasmani yang menghadiri seminar pendedahan sukatan pelajaran (KSSM) Pendidikan Jasmani dan Pendidikan Kesihatan di Universiti Putra Malaysia. Sampel kajian adalah seramai 46 orang guru opsyen PJ dan Opsyen Sains Sukan. Responden yang dipilih adalah terdiri dari guru lelaki dan guru wanita yang terpilih secara rawak. Bilangan sampel bagi kajian ini terdiri daripada 46 orang (N=46) Guru opsyen Pendidikan Jasmani dan opsyen Sains Sukan peserta seminar. Jadual 2 di bawah menunjukkan peratusan sampel mengikut jantina. Berdasarkan jadual 2 bilangan sampel yang terlibat dalam kajian ini terdiri daripada majoritinya perempuan iaitu 60.9% atau 28 orang daripada jumlah keseluruhan sampel. Walau

bagaimanapun, terdapat 39.1% atau 18 orang merupakan sampel lelaki. Perbezaan bilangan sampel perempuan dan lelaki adalah sebanyak 21.7% iaitu seramai 10 orang.

3.3 Instrumen Kajian

Soal selidik yang digunakan di dalam kajian ini bagi pengumpulan data adalah yang diadaptasi dan diubahsuai mengikut objektif dan kesesuaian kajian ini iaitu; Soal selidik Occupational Stress Questionnaire (OSQ) yang dibina oleh (Shirotriya & Quraishi, 2015) bagi mengukur kebolehpercayaan, kesahan dan menentukan tahap tekanan pekerjaan untuk guru Pendidikan Jasmani.

Soal selidik terdiri daripada dua bahagian iaitu Bahagian A, dan Bahagian B. Bahagian A meliputi demografi responden meliputi jantina, umur, pengalaman mengajar dan bidang pengajaran. Bahagian B pula mengandungi soalan-soalan berkaitan tekanan kerja guru. Soal selidik ini mengandungi 53 item yang bertujuan untuk mengukur tahap tekanan kerja guru berdasarkan enam konstruk utama iaitu aspek dilema kerja, perkembangan kerjaya, salah konsep kerjaya, suasana persekitaran kerja, hubungan dalam perkerjaan, dan status personal. Pengkaji menggunakan instrument yang dibina oleh (Shirotriya & Quraishi, 2015) dalam kajian membina instrumen. Pengkaji telah memohon dan mendapat kebenaran daripada pembina asal untuk menggunakan instrumen melalui email.

Jadual 1, di bawah menjelaskan norma skor, peratusan dan kategori tahap tekanan kerja guru Pendidikan Jasmani menggunakan soal selidik tekanan kerja yang pengkaji gunakan.

Jadual 1 : Skor, peratusan dan tahap tekanan kerja

Skor	Peratus	Tahap tekanan kerja
0 - 53	P10 (P1 - P10)	Sangat rendah
54 - 106	P25 (P11 - P25)	Rendah
107 - 159	P50 (P26 - P50)	Sederhana
160 - 212	P75 (P51 - P75)	Tinggi
213 - 265	P100 (P76 - P100)	Sangat tinggi

4.0 DAPATAN KAJIAN

4.1 Taburan responden secara deskriptif frekuensi

Dapatan kajian tahap tekanan kerja dalam kalangan guru Pendidikan Jasmani(PJ) yang melibatkan responden dari kalangan peserta seminar Kurikulum Standard Sekolah Menengah (KSSM) mata pelajaran Pendidikan Jasmani di UPM. Seramai 18 orang (39.1%) guru PJ lelaki dan 28 orang (60.9%) guru PJ perempuan. Jumlah keseluruhan guru Pendidikan Jasmani ialah seramai 46 orang. Taburan responden mengikut jantina lelaki dan perempuan ditunjukkan dalam jadual 2 di bawah.

Jadual 2 : Taburan bilangan responden mengikut jantina

Jantina	(n =46)	Peratus %
Lelaki	18	39.1
Perempuan	28	60.9
Jumlah responden	46	100

3.1 Deskriptif tahap tekanan kerja guru PJ

Dapatan analisa jadua 3 di bawah menunjukkan min dan sisihan piawai tahap tekanan kerja dalam kalangan guru Pendidikan Jasmani (PJ) secara keseluruhannya menunjukkan tahap tekanan pada

nilai ($M = 169.6522$, $SP = 21.35438$). Majoriti responden (63.0%) dilaporkan mengalami tekanan kerja pada tahap tinggi, (32.6%) pada tahap sederhana dan (4.3%) pada tahap sangat tinggi. Manakala tiada didapati responden yang mengalami tekanan kerja pada tahap rendah dan sangat rendah. Ini menunjukkan bahawa majoriti guru-guru PJ mempunyai tahap tekanan kerja yang tinggi.

Peningkatan tahap tekanan ini dilaporkan berlaku jika dibandingkan dengan dapatan kajian lalu yang telah dijalankan oleh Mohamad Abdillah Royo dan Woo Sew Fun (2008) dan Muhammad Hanapi (2004) yang menunjukkan bahawa tahap tekanan kerja yang dialami oleh guru-guru pada masa itu adalah pada tahap sederhana. Peningkatan tahap tekanan ini berkemungkinan berlaku disebabkan faktor semasa yang berkaitan dengan transformasi sistem pendidikan di Malaysia. Menurut Gold dan Roth (1993), salah satu punca tekanan (stress) bagi guru adalah disebabkan perubahan semasa. Dalam hal ini, bila wujud sesuatu perubahan dalam pengurusan organisasi atau perubahan gaya kerja, ianya pasti akan menyebabkan tekanan kerja berlaku dalam melaksanakan sistem kerja yang berubah.

Jadual 3 : Taburan Responden, Min, Sisihan Piawai Mengikut Tahap Tekanan Kerja Guru

Perkara	Responden (n)	Peratus %	Min (M)	Sisihan piawai (SP)
Tekanan Kerja	46	-	169.6522	21.35438
Tahap Sangat Tinggi	2	4.3		
Tahap Tinggi	29	63.0		
Tahap Sederhana	16	32.6		
Tahap Rendah	-	-		
Tahap Sangat Rendah	-	-		

4.3 Analisa ujian t tahap perbezaan tekanan kerja

Perbezaan dalam tahap tekanan kerja guru Pendidikan Jasmani (PJ) berdasarkan jantina, Ujian-t bebas (independent sample T test) digunakan untuk menganalisis perbezaan tahap tekanan kerja antara guru PJ lelaki dan perempuan. Dapatan kajian menunjukkan tidak terdapat perbezaan signifikan di antara guru PJ lelaki dan perempuan pada tahap tekanan kerja, Ujian menunjukkan nilai $t(44) = .340$, $p = .736$, $p > .05$ adalah tidak signifikan. Ini bermaksud tahap tekanan yang dihadapi oleh guru lelaki dan perempuan adalah pada tahap hampir sama.

Keputusan ujian menunjukkan bahawa tidak terdapat perbezaan tahap tekanan kerja PJ pada skor min dan sisihan piawai di antara guru PJ lelaki ($M = 171.000$, $SP = 16.74023$), dengan guru PJ perempuan ($M = 168.7857$, $SP = 24.11601$). Ini bermakna tahap tekanan kerja guru PJ lelaki dan perempuan adalah sama.

Keputusan ini sejajar dengan kajian Abdul Said Ambotang dan Muhamad Hisyam Mohd Hashim (2011) dan Achchuthan dan Umanakenan (2014) yang mendapati tiada perbezaan yang signifikan di antara jantina terhadap tahap tekanan kerja guru. Oleh kerana keputusan ujian-t menunjukkan terdapat perbezaan min yang signifikan maka dengan ini dirumuskan bahawa tidak terdapat perbezaan yang signifikan tahap tekanan kerja di antara guru PJ lelaki dan guru PJ perempuan di sekolah menengah. Faktor pengasingan murid lelaki yang di ajar oleh guru lelaki, murid perempuan di ajar oleh guru perempuan serta konten subjek PJ yang lebih santai menghasilkan proses PdP yang menyeronokkan serta mengurangkan tekanan kerja guru.

Jadual 4 : Taburan Responden, Min, Sisihan Piawai Mengikut Tahap Tekanan Kerja Guru Berdasarkan Jantina

Jantina	Tahap	Responden (n)	Peratus %	Min (M)	Sisihan piawai (SP)
Lelaki	Sangat Tinggi	-	-	171.0000	16.74023
	Tinggi	13	72.2		
	Sederhana	5	27.8		
	Rendah	-	-		
	Sangat Rendah	-	-		
Perempuan	Sangat Tinggi	2	7.1	168.7857	24.11601
	Tinggi	16	57.1		
	Sederhana	10	35.7		
	Rendah	-	-		
	Sangat Rendah	-	-		
		28			

Jadual 5 : Dapatan Analisa Ujian T Tahap Tekanan Kerja Guru PJ Lelaki Dan Perempuan

	Jantina Responden	N	Min	Sisihan Piawai
Tahap tekanan	Lelaki	18	171.0000	16.74023
	Perempuan	28	168.7857	24.11601

Jadual 6 : Ujian T Sampel Bebas Antara Jantina dan Tahap Tekanan Kerja

Jantina	Min	Sisihan piawai	Perbezaan Min	t	Df	P
Lelaki	171.0000*	16.74023	2.21429	.340	44	0.736
Perempuan	168.7857*	24.11601				

Berdasarkan skala (0 – 53 = Sangat rendah, 54 – 106 = Rendah, 107 – 159 = Sederhana, 160 – 212 = Tinggi, 213 – 265 = Sangat tinggi)

5.0 PERBINCANGAN DAN KESIMPULAN

Secara keseluruhannya, tahap tekanan kerja dalam kalangan guru opsyen Pendidikan Jasmani(PJ) yang mengajar PJ adalah pada tahap yang tinggi. Dapatan nilai (M=169.6522, SP=21.35438) merujuk kepada norm skor jadual satu di atas. Ini menunjukkan guru PJ menghadapi tekanan kerja pada tahap tinggi diukur berdasarkan enam konstruk iaitu dilema kerja, perkembangan kerjaya, salah konsep kerjaya, suasana persekitaran kerja, hubungan dalam perkerjaan, dan status personal.

Dapatan kajian lalu mengenai tahap tekanan kerja guru secara umum, tiada mengikut pengkhususan opsyen mendapati ia berada pada tahap tekanan sederhana (Azizi bin Hj Yahaya, 2010, Choo, 2008). Sepatutnya setiap pihak yang bertanggungjawab samaada individu guru PJ, pentadbir, kementerian perlu merasa bimbang. Tahap tekanan kerja yang tinggi akan menyebabkan prestasi kerja guru menurun kerana guru yang mempunyai tekanan kerja tinggi adalah lebih cenderung untuk kurang berkesan dalam menjalankan aktiviti pengajaran dan pembelajaran. Apabila tekanan kerja semakin tinggi boleh menyebabkan guru mengalami satu simptom tekanan seperti simptom fisiologi, tekanan darah tinggi, psikologi kemurungan atau tingkahlaku luar kawal menjadi pemarah dan panas baran hingga boleh membunuh diri atau orang lain (Senthil Kumar et al., 2013).

Selari dengan kajian-kajian lalu yang mendapati tahap stress kerja yang tinggi dalam kalangan guru-guru telah mengakibatkan berlaku permasalahan-permasalahan yang lebih serius seperti

perubahan dalam tingkah laku, gangguan emosi dan 'burn out' yang menghalang mereka daripada melaksanakan tugas dan tanggungjawab dengan lebih berkesan (Rabayah et al., 2012). Ini disokong oleh dapatan kajian oleh Grau, Salanova, dan Peiro (2001) menyatakan stressor menghasilkan kesan yang kurang negatif kepada individu sekiranya individu itu mempunyai persepsi yang positif. Sebaliknya, berkemungkinan akan mengalami tekanan kerja yang tinggi apabila individu tertentu tidak dapat menpositifkan persepsi stressor yang dihadapi.

Tahap tekanan kerja guru PJ berdasarkan jantina lelaki menunjukkan nilai ($M=171.0000$, $SP=16.74023$), manakala perempuan pada nilai ($M=168.7857$, $SP=24.11601$). Ini menunjukkan dapatan bahawa tiada terdapat perbezaan tahap tekanan kerja guru PJ berdasarkan jantina di mana guru lelaki dan guru perempuan PJ menghadapi tekanan kerja pada tahap yang sama iaitu tahap tinggi. Ini bertentangan dengan dapatan kajian terhadap faktor demografi (gender), dalam kalangan guru pendidikan khas, dapatan menunjukkan bahawa faktor gender, telah menyumbang kepada tekanan kerja guru, ini bermaksud terdapat perbezaan tahap tekanan kerja di antara guru lelaki dengan guru perempuan. Dapatan kajian ini adalah bertentangan dengan dapatan kajian yang dilakukan terhadap guru-guru pendidikan khas. Dapatan melaporkan bahawa faktor gender mempengaruhi tahap tekanan kerja guru. Ini menunjukkan terdapat perbezaan tahap tekanan kerja di antara guru lelaki dengan guru perempuan aliran Pendidikan Khas (Rabayah et al., 2012). Namun begitu terdapat juga banyak dapatan kajian terdahulu antaranya adalah kajian oleh Tee Sook Kim, (2007) dan kajian Achchuthan dan Umanakenan (2014) yang merumuskan bahawa tiada terdapat perbezaan tahap tekanan yang dialami oleh guru lelaki dengan guru perempuan.

Sebaliknya, dapatan kajian Nasir (2002) membuktikan bahawa guru lelaki didapati mengalami tahap tekanan yang lebih tinggi berbanding guru perempuan. Manakala dapatan yang bertentangan dilaporkan dapatan kajian, Chaplain (1995) yang menyatakan bahawa tahap tekanan kerja guru perempuan adalah lebih tinggi jika dibandingkan dengan guru lelaki. Keputusan yang sama juga dilaporkan dalam kajian Klassen dan Chiu (2010) yang mendapati bahawa tahap tekanan guru perempuan adalah lebih tinggi berbanding dengan guru lelaki bagi faktor bebanan kerja dan kerenah pelajar. Perbezaan dapatan kajian ini berkemungkinan disebabkan oleh tahap tekanan kerja di kalangan guru berdasarkan jantina dipengaruhi oleh faktor lain seperti lokasi tempat bertugas, pengalaman mengajar dan suasana persekitaran pekerjaan yang menyebabkan tahap tekanan kerja guru lelaki dengan guru perempuan berbeza.

Kajian mendapati tahap tekanan kerja guru PJ berapa pada tahap yang tinggi, berbanding dengan kajian terhadap tekanan kerja guru opsyen lain yang dapatan kajian menunjukkan tekanan kerja pada tahap sederhana. Ini menunjukkan bahawa tekanan kerja wujud akibat daripada ketidaksepadanan antara individu dan persekitaran yang berbeza (Edwards et al., 1998). Dapatan kajian ini juga turut selari dengan teori Person-Environmental Fit yang mengandaikan bahawa setiap individu berbeza dari segi keperluan. Menurut (Edwards et al., 1998) dan (Edwards & Cooper 1990, 1990) sekiranya interaksi antara individu dengan persekitaran menemui cabaran, situasi tersebut akan menjadi ancaman kepada individu kerana tidak wujud keserasian dan seterusnya mengakibatkan tekanan fizikal dan psikologi.

Kesimpulan, tekanan kerja pada tahap tinggi yang dialami oleh guru PJ dalam dapatan kajian ini, dilihat mampu mendatangkan impak terhadap tahap prestasi kerja yang dihadapi oleh guru PJ. Oleh yang demikian, pihak kementerian dan pentadbir sekolah perlu memberikan perhatian terhadap kaedah pencegahan atau menangani tekanan yang berkesan kepada guru-guru. Ini penting apabila situasi tekanan dalam sesebuah organisasi sukar untuk dikawal terutamanya di Sekolah Menengah yang sering mengalami transformasi perubahan struktur pelaksanaan kurikulum. Strategi pencegahan yang boleh diambil termasuklah melalui peningkatan kemudahan dan kebajikan guru sebagai contoh program latihan yang direka untuk meningkatkan profesionalisme seorang pendidik.

Ini penting untuk menghalang dan mengawal tekanan dari terus membarah dalam organisasi terutamanya pada masa kini yang mana berlakunya transformasi perubahan dalam kementerian pendidikan Malaysia. Usaha pengawalan dan pencegahan boleh dilakukan lebih awal terutamanya dalam membina skop bidang tugas guru mengikut bidang, terutamanya dalam tugas-tugas remeh yang tidak berkaitan dengan tugas pembelajaran dan pengajaran.

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STUDENTS' PERSPECTIVES ON TEACHER EXPECTATIONS AND MATHEMATICS ACHIEVEMENT

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ABSTRACT

Educators are not just responsible for delivering academic knowledge but they also should be concerned about the students' inner psychological state. Teacher transmits different kinds of expectation towards their students that it will differ in their behaviors. It is better for educators to pay attention to students' views on teacher expectation as well as care about students' mathematics achievement. Since both teacher' expectation and behaviors are exterior factors for students, they have to be perceived before performing the functions on students. Students' perception is the bridge that connects teachers' expectation and students' performance. Previous research demonstrates that students are sensitive to teachers of speech, attitude and body behaviors and could perceive teachers' expectation implied by them (cooper & good, 1983). This paper gives an overview of the teacher expectation theory and its related model, teacher expectation effect, the extent of teacher expectation and teacher expectation and academic achievement. A wide range of literature are discussed and described in this research.

KEYWORDS: Teacher expectation, mathematics achievement

1.0 INTRODUCTION

Students' views of teachers or teachers' empathy with students have become a topic of interest. In the education system in most developed countries, students, by and large, spend most of their time with teachers than other members of the academic human resources as they are obligated to attend school. Therefore, there is a legitimate reason why some researchers are concerned about the students' perspectives on their teachers' expectations. Students' perception of teachers' behaviours is a major variable between teachers' expectation and students' academic achievement. Babad (1993) studies on the teachers' perception of their own behaviours and the relationship between students perception and teachers' expectation, found that students and teachers have different interpretations of teachers' behaviours. Besides that, numerous researches have investigated the effect of student perceptions of receiving support from teacher and classmate on declining attendance (Koomen, 2010). In other studies, Chen, Thompson, Kromrey, and Chang (2011) investigated the association of teachers' expectations and students' perspective on teachers' oral feedback in relation to the students.

2.0 TEACHER EXPECTATION

Rosenthal (1968) firstly brought the concept Pygmalion in the Classroom into the educational field and aroused the interest of many researchers abroad. Rosenthal and Jacobson found that students for whom the teacher held high expectations would show greater progress in the intellectual development. Even though the information about the students given to the teacher was false, it really affected teacher's judgment to the students and altered his expectation on them. Many researchers have found that teachers' different expectations on students could have powerful effects on students' achievement (Good, 1987). In addition, McMullen (2007) did the research about the influence of teacher's expectation on student's learned helplessness, which concluded that teacher's accurate and clear expectation can help students overcome the difficulties in their learning process. Liu & Meng (2009) also revealed that teachers'

expectation as an important factor students academic achievement. They noticed that teacher's behaviour varies greatly based on the information given by the researchers about different students. Teacher's different behaviour symbolized diverse expectations on students so that students' self-image was changed. Like Blote' model (1995), which displayed the relationship between teacher's expectation and student's self-concept, he thought that teacher's expectation on students would affect teacher's individual behaviour to them, and then gradually students may perceive such different behaviour which was mediated by the teacher, before the students' self-concept was influenced.

Expectation effects occur because of the actions which teachers take in response to their own expectations, according to Good (1987), expectation refers to the belief about the future or the state of expecting an event that is about to happen. The expectation influences the teacher's speech, emotions and helping behaviours towards the students. Teachers, whose duty is to foster confidence in students' learning, also have expectations but mainly towards their students, and their diverse expectations would have great influence on students' development. According to Good(1987), " teacher expectations are inferences that teachers make of the future behaviour or academic achievement of their students, based on what they know about these students now".

Teachers' expectations are described as inferences that teachers make about the future or potential behaviour or academic achievement of their students, based on what they know or believe about them(Good & Brophy, 1997).These expectations are sometimes communicated to students indirectly – through classroom behaviours and the administration of class assignments. (e.g.: their warm social-emotional relationships, feedbacks, providing materials, giving opportunities to respond, etc) According to Liu & Meng (2009), teachers' expectation serves to be an important factor that makes one a good teacher from the students' perspective.

The realization of teachers' expectation is a process. The students perceive teachers' behaviours, then it has an effect on the students' inner psychological state, at last, it tend to affects the students' academic achievements. This study intends to explore the relationship between the various dimensions of students perspective on teachers' expectation and mathematics academic achievements. Through evaluating student' perspective on teacher expectation link to mathematics academic achievement, educators can recognize which dimension of the expectation they should be improved. Previous research studies and literatures will be discussed and examined in order to provide further understanding of the topic.

3.0 MODEL OF TEACHER EXPECTATION

This section introduce various models of teacher expectations from different researchers. Brophy and Good's model(1987) emphasized the process of expectations include six steps in the model. Besides, Rosenthal (1973) proposed four model revealed the importance of four factors which is climates, feedback, input and output .At last. Braun's teacher expectation cycle model(1995) addressed the promotion of students self evaluation in the cycle process. These models provide different perspective to analysis teacher's expectation which gives deeper thinking of teacher expectations relates to the study.

3.1 Brophy and Good's Model of Expectation

Teacher expectation indicates the fact that teachers offer different treatments to every student, then it affects the student's behaviour and academic achievement or other aspects. Brophy's model of teachers' expectations is guided by a series of natural situations, where it does not only pay attention to the teachers, but also to the students.

Expectations \longrightarrow Behaviour \longrightarrow self-fulfilling

The process of expectations according to Brophy and Good(1987) is as follows:

- i. Teacher forms various expectations towards their students at the beginning.

- ii. Teacher behaves differently toward different students, consistent with their expectations.
 - iii. The way the teacher treats the students indirectly tells them how they should behave in the classroom and perform their academic tasks.
 - i. If the teachers' treatment is consistent over time, and students conform to the treatment and do not actively resist or change it, it will likely affect their self-concepts, achievement motivation, levels of aspiration, classroom behaviour, and interaction with the teacher.
 - ii. These effects will generally complement and reinforce the teacher's expectations, so that students will come to conform to these expectations more than they might have otherwise.
 - iii. Ultimately, this will affect students' achievement and other outcome measures. Students with high-expectation will obtain high achievement or potential, but those with low-expectation will not gain as much as they could have gained if they are being treated differently
- The importance of this model is that the expectation of the teacher must first be translated into behaviour that is consistent with it, which may change the student's performance. However, because the model is too simple and general, it is more as a general model of expected delivery exists.

3.2 Rosenthal's Four Factor Model

In 1973, Rosenthal proposed a four factor model: climate, feedback, input, and output. These four elements work together to form a teacher's disposition towards his or her students. The climate refers to the creation of a warm social emotional relationship between teachers and students in the basic premise of a relaxed atmosphere, whereby a warm learning atmosphere can make students better appreciate their teachers for their positive expectations. Feedback relates to the teachers' behaviour on students' emotional and cognitive aspects. The input is that teacher provides some materials to students so that students will feel motivated; the output refers to the teacher providing students with more opportunities to ask and answer questions.

The model emphasizes the initiative of teacher, if teachers can provide the aforementioned four factors, the students will be aware of the teacher's positive expectations and they will improve. Rosenthal found that the climate and input have the strongest effect, followed by the output, but only a weak feedback effect. Then, the model was modified by Rosenthal, and the feedback factor was removed, while the model was changed into a two-factor model. The main emphasis is on emotion, effort two factors, here is similar to the emotional factors in the four factors model of the atmosphere, and efforts to the input and output of the two factors are combined. Rosenthal asserted that teachers and students are two independent bodies, so there is a unilateral emphasis on the active role of teachers, ignoring the interaction between students and teachers.

The four factor model is focused on the research of positive expectations, that if the teacher can do the above points, it will improve the academic achievement of students. This model is built on the basis of experimental research, and cannot induce negative expectations, the model is also worth discussing in the future.

3.3 Braun's Teacher Expectation Cycle Model

Braun (1995) used the information processing theory to construct the teacher expectation model, which is not a one-way process, but in fact, the feedback process of interaction. This model emphasizes the promotion of students' self-evaluation in the cycle process. First of all, students' physical characteristics, gender, family background, academic performance and other factors constitute the output of information, through a certain integration mechanism to integrate information in all directions, the formation of different teacher expectations. As the influence to different expectations of teachers, students are divided into different groups, different incentives and suggestions, which altogether affect the students' self-evaluation, by integrating all kinds of information, and ultimately the formation of self expectation have different

coping styles. The model is constructed by the view of information processing theory, so there are two information inputs and outputs in the whole process.

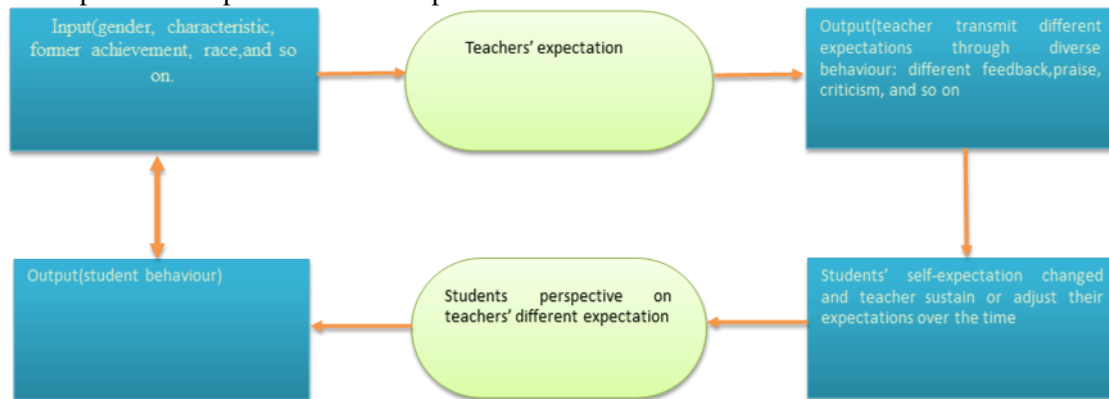


Figure 1. Braun teacher expectation model(1995)

This model reflects the behaviour of the students will lead to changes in information about students; teachers according to the performance of students have different expectations and behaviour, then affect the student's self-evaluation, so as to promote students to modify their behaviour. The key is to emphasize that the expectation of teachers' communication is the result of interaction between teachers and students, which is achieved by the actions of both teacher and students. In summary, this section introduces three expectations models that analyse the factors that influence teacher expectations and the process by which teachers expect and shape them. Model is not complete, only gives the expected operating mode of education theory, the expectations of how to produce practical effect is not involved.

4.0 TEACHER EXPECTATION EFFECT

Teacher expectation effect is “the process by which one person's expectations about another becomes a reality by eliciting behaviours that confirm the expectations.”(Smith,1995) This can also be termed as the “Rosenthal Effect” or “Pygmalion Effect”. Pygmalion, the king of Cyprus, was highly skilled in sculpture and he fell in love with his sculpture of a beauty. At last, God was moved by him, so He turned the sculpture into a beautiful woman and they got married. The moral of it was called Pygmalion Effect. This form of teacher expectation was first documented in Rosenthal and Jacobson’s study, *Pygmalion in the Classroom* (1968), where the concept of Pygmalion Effect was brought into the educational field, which then changed into “Teacher expectation effect”. Teacher expectation effect not only had a great impact on teaching but also on student’s learning. In fact, many researchers have found that teacher’s expectation could influence student's performance in the academic setting (Dusek & Joseph, 1983; Jussim, 1996; Zhang, 2007).

Smith and Mackie (1995) stated that teacher expectation effect describes the course during which teachers’ expectation about the students comes true by guiding students to act in the ways that are channelled towards the expectation. Students’ learning outcomes that occur denote the result of the actions that teachers take in response to their expectations. Teacher’s expectations are likely to be internalized by students, which then influence their beliefs and behaviour, which may in turn influence teachers’ expectations (Brophy, 1997).

Teachers hold different expectations to their students and behave differently to them, and such expectations are sometimes easily perceived by students and this will automatically change their self-concept and motivation. If teacher’s treatment is consistent with time and the student also does not object to it in any way, the student’s performance would eventually correspond to teacher’s expectation.

5.0 MECHANISM OF TEACHER EXPECTATION EFFECT

Teacher expectation effect is naturally a complicated theory and it is also concerned with the interaction between the teacher and students. Teachers usually have higher expectations for students they view as higher achievers and will normally treat these students with more respect (Bound, 2014). For example, studies have found that when students are split into ability-based groups, the students in the higher-ability groups are more likely to demonstrate positive learning behaviour and higher achievement.

Teachers' expectations may also be gender-specific, which explains some of the gender achievement gap. Gender stereotyping within classrooms can also lead to the differences in academic achievement and representation for female and male students. Zhang(2007) discussed that different gender would have different response to teacher's expectation. In addition, in China, maybe because of different cultural background, He(2010) found that teachers held higher expectations to boys than girls. Also teacher's evaluation was affected significantly by students' race, social status and so on.

Many researchers have discussed the mechanism of teacher expectation effect which mainly consists of six steps. In this section, the procedure includes the formation of teacher's expectation, conveyance of teacher's expectation, perception of students to teacher's expectation and adjustment and sustainment of teacher's expectation. The teacher expectation effect model is as follows:

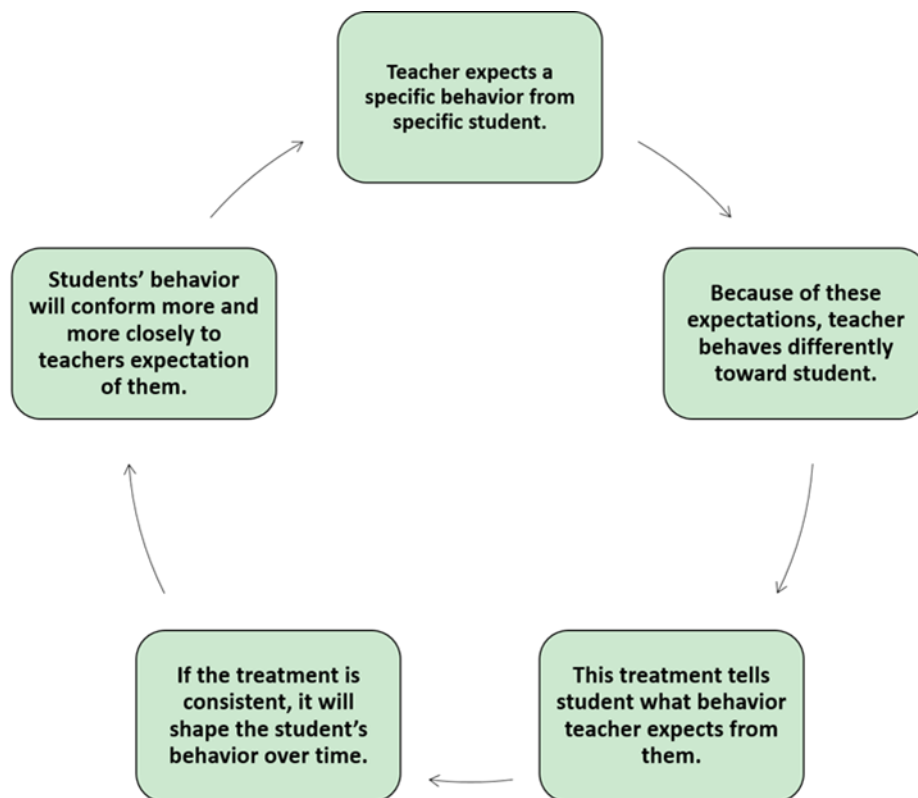


Figure 2. Teacher expectation effect model(1997)

5.1 Conveyance of teacher's expectation

The expectation we hold towards other people will affect the way we behave towards them. As for teachers, once they form diverse expectations, they will respond differently to their students to convey their expectations. As Rosenthal's four factors model suggests, teachers may create different psychological climates, give different opportunities for their students to participate in classroom activities and show different attitude towards high and low-expecting students through praises and criticisms (1985).

Different treatments do not refer to the sensitive recognition of students' diverse interests, learning styles and so on, but rather they refer to regular differences in educational opportunities, teacher-student interaction patterns and the emotional climate that favors high-expecting students over low ones (Babad,1993; Brophy & Good,1974; Harries & Rosenthal,1985).

An example of this is teachers always asked referential questions to students on whom they have higher expectations, whereas they will ask displaying questions to those whom they have lower expectations. When the students are not able to give the answer, teachers would frequently give hints or some clues to high achievers and the waiting time would be much longer than the counterparts. Even though they give wrong answers, teachers would also give them more chances to try rather than criticize. However, for low-expecting students, who are less fortunate than high ones, they seldom receive attention from the teacher. They are seated far from the teacher and would hardly have the opportunities to interact with the teacher. Even when they got the right answer, they receive no feedback or little response from the teacher. Teachers' different treatments to students not only conveyed their expectations clearly but also they widened the difference between students.

6.0 CONCLUSION

On Pygmalion in the classroom, Rosenthal and Jacobson (1968) had illustrated the conclusion that teacher's expectation had greatly affected student's achievement, because the teacher was the good predictor of student's academic achievement. The teacher treated "capable ones" differently from those "less capable", so in time, students' learning and performance tended to change and eventually the outcome of their academic achievement was altered, along with the teacher's expectations. The factors that affect the academic performance of the study has generated a heated debate and many factors are found to affect the performance of students. As stated by Hattie (2009), students' perspectives on teachers' expectations related to learning in the class have left a significant impact on students' academic behavior and achievement.

Teachers and educators need to consider the importance of cognitive and affective variables. One of the most prominent emotional problems is the influence of teachers' expectation on students' learning attitude, because the evidence shows that there is a relationship between teacher expectation and student academic achievement (Dusek& Joseph, 1983).

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APPLICATION OF BLUE OCEAN STRATEGY (BOS) TOWARDS EFFECTIVE LEADERS IN PUBLIC SECTOR

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ABSTRACT

Blue Ocean Strategy (BOS) is an analytical tool for business strategy to remain competitive based on three principles namely high impact, low cost and fast execution. In making BOS produces desired result, these three principles are well supported by two core values in the form of creativity and innovation. In fact, BOS has been increasingly become popular after its introduction in 2005 by Prof Chan Kim and Prof Renee Mauborgne. Meaning to say, BOS is a new concept for business industry to remain relevant by delivering high value of products while lowering the cost. It encourages business leaders to think out of the box by creating a new Blue Ocean for their business to thrive. It also provides systematic approach and effective analytical framework for companies to swim in the new creation of Blue Ocean instead of competing in bloody 'Red Ocean'. The idea is to make competition irrelevant as companies are expected to perform well in their own Blue Ocean. The result is tremendously great as companies are able to come up with 'value innovation' that create powerful leap to the firms besides unleashing new demand. The idea of creating new 'Blue Ocean' of opportunities has attracted the attention of government of Malaysia to apply BOS principles in public service in 2009. In that year, Malaysia has new Prime Minister and he is much attached to the three principles in BOS. These three principles are driven by creativity and innovation which has been identified as a nucleus for nation development. As Malaysia is pursuing towards an advanced nation by 2020, Prime Minister realized government need a quantum leap as the conventional way of implementing government programs were not effective anymore. The current stigma of looking for increased budget to implement government initiatives must be halted among public sector leaders. They need to be transformed towards becoming effective leaders as this will contribute for greater productivity and better performance. The good aspect of BOS is not just focus on strategies but more importantly about people. It injects creativity and innovation in leaders thinking that make the way for greater collaboration across government agencies. The issues of limited budget, time constraint and manpower resources can be overcome once public sector leaders embrace BOS principles. In fact, BOS has result in a quiet internal revolution on how government of Malaysia do 'businesses' for the benefit of people on the ground. As such, BOS has been placed as the main driving force in the current 11th Malaysian Plan (2016 – 2020) with the theme 'anchoring growth on people'. Since undertaking BOS, more than 90 government project initiatives have taken place that recorded resounding success which are high impact, fast executed and at lower cost. This concept paper will highlight how BOS has successfully transform leaders in public sector to reinvent themselves by becoming more innovative, creative, motivated, portray strong teamwork and breaking down silo mentality. It also demonstrate how leaders in public service collaborate and work together by applying BOS concept in gunning for the same goal that is to make Malaysia a fully developed nation in 2020.

KEYWORDS: Blue Ocean Strategy (BOS), Effective Leader, Public Service, Creativity and Innovation

1.0 INTRODUCTION

Leadership is the ultimate key to determine the success or failure of any organizations. Leaders are the main players that organizations depend on to get the desired result. In public service, the scenario is

even more challenging as the focus and job scopes of government leaders are totally different from their counterparts in private sector. Leaders in the public service have to deal with complicated national goals such as security matter, foreign direct investment (FDI), inflation, human capital development, income equity, and food security. On top of that, there is high expectation from the public and stakeholders regarding efficient service delivery when government launched the tagline of ‘People First, Performance Now’.

Malaysia is striving hard to achieve the status of fully developed nation by 2020. The journey towards achieving this high income nation is full of challenges as Malaysia is a trading nation. Drop of crude oil prices, bleak global economic downturn, wealth inequalities, high cost of living and inability to attract high quality FDI, to name a few pose stiff challenges for government to make this noble dream becomes reality. As such, leaders in public sector play prominent roles as they are the primary facilitators in achieving Vision 2020 as stated in Government Transformation Programme (GTP). In fact, leaders in public service at all levels play dominant roles in ensuring this vision can be achieved after being introduced in 1990 (Ghazali, 2011). Therefore, effective leaders in the public service are highly sought as they will play pivotal roles in making Vision 2020 can be attained.

In this increasingly challenging global environment, leaders in public service have to change the way of doing things. They are required to do things differently, challenged the status quo and deliver services in the most effective manner. This can be achieved through creativity, innovation and collaboration as these three values are the pillars of getting great result within targeted time frame. Thus, leaders in government agencies have embraced Blue Ocean Strategy (BOS) which is a strategy on working together in utilizing the available resources since 2009 as an approach to revolutionize the way government doing ‘businesses’ with people. BOS is chosen as it leads to a creation of new opportunities, and thus crucial for the greater success of many ongoing government projects and initiatives. Moreover, it is based on three principles namely high impact, low cost and rapid execution which is suited very well with the current global economic turbulence.

2.0 DEFINITION OF LEADERSHIP

The definition of leadership is diverse. Scholars and researchers keep renewing this term for more than 100 years based on their understanding and other factors that are relating to traits, behaviours, situation and experiences. In simple definition, leadership is defined as the ability of an individual to influence a group of people towards achieving certain objectives. Abu Daud Silong (2009) defines leadership as the ability to influence followers in some context towards achieving organizational goals. Kouzes and Posner (2007) defined leadership as the relationship between those who want to lead and who choose to follow. House and Mitchell (1974) stated that leadership is associated with terms like influence, motivate, effectiveness and success of organization. Other scholars defined leadership as influencing towards some kind of goals (Northouse, 2004; Hersey and Blanchard, 1988) and interaction of leaders and followers (Bass, 1990).

In short, leaders are those people that have capabilities towards influencing and motivate their followers towards achieving organizational goals. They are able to communicate effectively both vision and mission that everyone in that particular organization realize about this task and perform to their best ability to attain it. In short, leaders are able to provide the right direction and inspire their followers towards recording great performance for the mutual benefit of organization and personal development.

2.1 Concept of Effective Leadership

Every leader in any organization wants to be an effective leader. They believe by becoming effective leader, it will lead to excellent organizational performance. Hence, it is vital for leaders to communicate their vision and mission effectively. This lead to another question which is “what are the key attributes that can be associated with effective leader term?” For Ismail and Malek Shah (2007), effective leader are those that are responsible towards mobilise their employees to tackle all challenges in order to

register high performance. They are able to find the most effective way to bring the best out of their workforce. In addition, effective leaders always look out for continuous improvement for the betterment of their organizations.

Academic scholars came up with many definitions regarding the concept of effective leader. Some relate the concept of leadership effectiveness cover many aspect such as role of culture, attributes of the followers and followers perception (Avolio and Bass, 1990). According to Bass (1995), effective leader is focusing on how an individual in the leadership position is influencing, motivating and enabling other towards achieving group and organizational success. For Angelo et al. (2014), effective leaders must build trust, demonstrating caring and expertise, share with the employee and act ethnically. Druskat and Wheeler (2003) elaborate effective leaders are perceived as actively monitoring the external environment for opportunities and threats. For Abu Daud et al. (2008), leadership style in public service should be changed from the traditional 'strong and command' style towards a more collaborative and participative style in order to remain effective in this modern age.

3.0 AN OUTLOOK OF BLUE OCEAN STRATEGY (BOS)

Blue Ocean Strategy (BOS) was introduced by Professor W. Chan Kim and Professor Renee Mauborgne in 2005 based on their international bestseller book entitled 'Blue Ocean Strategy: How to create Uncontested Market Space and Make Competition Irrelevant'. The original concept is for business industry to remain competitive by delivering high value of products while lowering the cost. Hence, both of them came up with the idea of creating a new Blue Ocean for companies to make competition irrelevant and thus avoiding each other in competing in the archaic Red Ocean. Here, BOS is developing uncontested market space that is beneficial for companies to grow demand and break away from stiff competition in the same business line. They also highlighted that company can sustain and stimulate growth for long term if opt for powerful leap known as 'value innovation'.

In 2009, government of Malaysia embraced BOS as the concept, framework and tool is worthwhile to be applied in public sector. As mentioned by Honourable Prime Minister of Malaysia during Leaders Summit 'Transforming Nations through Creativity and Innovation' at International Conference of Blue Ocean Strategy (ICBOS) on 16 August 2016, BOS revolutionises the way government does business. He also elaborated that government agencies becoming more open to work together in creating a win-win situation for the public and the government. The most important aspect for government is the ability of public service machineries to deliver high value services to the people at faster rate and at lower cost.

BOS is based on three principles namely high impact, low cost and rapid execution. In making these three principles a great success, BOS is underpinned by two core values namely creativity and innovation. Implementing BOS provide government the opportunity of doing things differently. BOS provide the direction of looking beyond conventional boundaries within and across public and private sectors by adopting creative and innovative approach. All the principles in BOS require leaders in public service to inject creativity and innovation in their mindsets and the good manners of getting jobs done for the benefit of the people.

In short, the main approach of BOS is to deliver high impact program to the people at low cost and rapid execution. The core concept of BOS is based on creativity and innovation that form the pillar in national development. Due to the intention of government to transform the way things are done differently, government agreed to place BOS as the main driving force behind 11th Malaysia Plan (2016 – 2020). This is an important step as 11th Malaysia Plan is the last phase for Malaysia to move forward in becoming an advanced nation by the year 2020.

3.1 BOS in Promoting Creativity and Innovation

Creativity can be defined as the ability to use your insights and come up with new solutions to old problem. It requires people to get things done in different way. Meaning to say, we have to apply totally different approach for conventional things to work. However, creativity alone is simply not enough to create

high impact program. It needs innovation as both of them go hand in hand. In simple term, innovation is about creating a new or differentiated product and services that able to meet customer need. It also refers to the improve process of current product or services that have positive impact towards end user. Therefore, there is no innovation without creativity (Dr Moonyati, 2016).

For government, creativity and innovation are vital for nation building. These two terms are key drivers for economic growth as it raises productivity that is extremely important for Malaysia which is going for high value and knowledge based economy. Honourable Deputy Prime Minister during closing remark of ICBOs on 17 August 2016 clearly mentioned that no one should downplay the key role of innovation in nation building. He said government decided to place BOS as the main driving force in 11th Malaysia Plan as it placed creativity and innovation as the core values for national development. He cautioned that any country that failed to innovate would be left behind (NST, August 18, 2016). According to Dr Moonyati, senior analyst at Institute of Strategic and International Studies (ISIS) Malaysia, creativity and innovation not only bringing beneficial change to a person but also create commercial value, that turning innovative technology into economic success (NST, September 27, 2016).

Leading innovation is the answer for nation progress. Simply put, we need to innovate or die. It becomes critical skills in unleashing novel ideas. This is well explained by Secretary General of Treasury of Malaysia, Tan Sri Dr Mohd Irwan Siregar at Plenary Session– Leading Innovation during Commonwealth Association of Public Administration and Management (CAPAM) Biennial Conference on 18 August 2016 at Putrajaya. He said there are many reasons for any nation to opt for innovation such as to survive, remain sustainable, becoming competitive, lead the pack (pioneer), to simplify process and provide solutions. For him, innovation was the way forward to remain relevant that pave the way for effective and efficient public service delivery (NST, August 19, 2016). In return, it will lead to higher rate of productivity among government ministries. Thus, government has full confidence in public sector leaders to inspire creativity and instilled a culture of innovation at their respective ministries. This is crucial to raise overall operation efficiency and productivity for the mutual benefit of the entire nation.

3.2 Implementation of BOS: A Success Story

For the past seven years since the Malaysian government undertake BOS, it is really heartening to know that it has successfully changed the way government ministries work to improve overall performance that really benefitted people at all level. As mentioned by Chief Secretary to the government, Tan Sri Ali Hamsa, in welcoming remark during ICBOs 2016 on 18 August 2016, BOS has build the way for greater collaboration between 80 government agencies that have changed the way how the nation works. He further explained there are 90 projects under BOS initiatives that touch the life of many Malaysians. For instance, the establishment of Urban Transformation Centre (UTC) has saved government RM1.5 billion by using existing under-utilised buildings. This is based on the budget allocation of RM100 million needed for constructing a new building block. Presently, there are 15 UTC across the country. What make it more special, the renovation work of these old buildings took less than 6 weeks. These UTC's get overwhelming response from public that recorded 35.3 million visitors from June 2012 till July 2016 (NST, August 18, 2016)

Another interesting example is the collaboration of manpower between armed forces and police department that have never been think off previously. Here, government decided to move 7,400 police officers from their desk duties and placed them with army officers to patrol airport, shopping complexes, tourist sites and many other hot spots. By applying this approach, government manage to save RM1.3 billion in terms of maximizing manpower resources. The police-military collaboration also being extended to the using of sharing training facilities which resulted in savings of another RM700 million as government do not have to build new police training centres (NST, August 17, 2016). These two examples clearly showed how BOS principles put into actions that are high impact, low cost and rapid execution.

Another example that has produced great result by using BOS approach is Community Rehabilitation Programme (CRP). This programme is a joint initiative between armed forces, prison department and Ministry of Agriculture and Agro-Based. The objective is to rehabilitate petty criminals by training them

in the field of vocational and agriculture training on military premises. The impact is simply amazing where out of 1,000 criminals that participate in this program, only 4 of them (0.4%) return to crime after completing CRP. The percentage is among the lowest in the world. The remaining inmates are able to continue their normal routine life by applying skills and competencies learned during CRP. On government side, it also reduces the operating cost for prison department by 58%. What an amazing result! This demonstrates how leaders in public sector break down the silo mentality and work together for the mutual benefit of the nation.

Other notable successful programmes under BOS are Malaysia Global Innovation and Creative Centre (MaGIC), Komuniti Perkumpulan Wanita (Perwani) and My Beautiful Neighbourhood. These three programmes contribute strong social impact especially for entrepreneur and women group. MaGIC was jointly launched by Prime Minister and President Barack Obama in April 2014. The objective is to make Malaysia as the start-up capital of Asia by bringing together abundant resources from partners and communities. The mission is to develop entrepreneurs of high growth start-up that are able to make positive impact at the regional and global level. On the other hand, Perwani is an initiative for women to have access to greater economic opportunities and thus empower this group towards having influential voice in community decision making. So far, there are 12,881 Perwani groups which saw 169,105 women participation. On different note, My Beautiful Neighbourhood brings together volunteers from various ministries to renovate and upgrade low cost housing and rebuild homes that have lost to fire. It has benefitted 39,000 homes and benefitting more than 165,000 people (ICBOS 2016).

4.0 ISSUES AND CHALLENGES FACING LEADERS IN PUBLIC SERVICE

Every organization needs to change in order to remain relevant. Government agencies are not an exception. However, it is easier to talk about change than implement it. This is not surprisingly at all as it is easier to maintain the status quo rather than to change. However, refusing to change will make us irrelevant and obsolete. Therefore, public service needs to make necessary effort to change for the better. They need to transform the way of delivering normal services towards efficient service delivery. Reason for public sector transformation is to ensure steady progress for the betterment of people across the nation.

In this era of uncertainty and constant change, there are urgent needs for leaders in public sector to have analytical thinking, seeking new ideas and stay ahead of innovative ideas to remain competitive in both local and global scenario. For instance, government identify five economic challenges in 11th Malaysian Plan which are uncertainties in global economy, lagging productivity growth, inadequate fiscal space, low compensation to employees and disparity in household income (Eleventh Malaysian Plan, 2015). On top of that, every ministry and government agency has their own Key Performance Index (KPI) as one of the evaluation mechanism tool in ensuring government projects can be completed within stipulated time frame and service deliveries are provided in the most effective way. Government also have high expectation on leaders in public sector to perform beyond normal activities by introducing many high impact programs such as six (6) areas of National Key Result Area (NKRA), Government Transformation Program (GTP), twelve (12) sectors under National Key Economic Area (NKEA) and Economic Transformation Program (ETP).

In addition, the greatest challenge for leaders in public sector now is to make Vision 2020 visible. Prime Minister said developed nation status is not just trying to achieve high income threshold set by the World Bank but more importantly, create 'Happy Malaysians'. This term can be associated with many meaningful prospects such as job security, affordable cost of living, reduction in crime rates, good quality of education, reasonable healthcare system, low level of poverty, equitable wealth distribution, progressive society and empowerment of women and youth, to list a few. This is indeed an arduous task for public sector leaders to ponder.

All the stated challenges above need public sector leaders to think critically in coming up with best practices that are going to boost productivity for national gain. As this is the final development phase (11th Malaysian Plan) before Malaysia going to be a high income in 2020, public sector leaders have to play their roles in the most creative and innovative way. They cannot do it alone. As such, they need to motivate and

transform their staff in becoming high reliability workforce that able to play their roles effectively. They also need to communicate effectively and build close rapport with other ministries to get jobs done in the most effective way. This is to ensure Malaysia remain competitive and able to join the other elite nations in producing progressive society and happy nation as wish by many.

5.0 BOS REINVENTS EFFECTIVE LEADERS IN PUBLIC SERVICE

The main drivers of any country in terms of national development, sound economy and progressive society lies in the capacity of effective leaders. In football, they are the playmakers and in army battalion, they are the generals that lead their team to successful outings. As this is an era of fiercely competitive world, Malaysia needs charismatic and dynamic public service leaders that are knowledgeable, innovative and creative. This is vital to ensure Malaysia remains resilient and able to deliver high quality services to community and thus accomplishing all objectives and agendas set by government.

This is not an era of government know everything. As such, public sector has to be relevant to meet all sorts of challenges. This 21st century requires leaders in the public service to think out-of-the-box and get the result speak for themselves. In getting the desired result, leaders in the public service must uphold the mentality to serve rather than be served. Meaning to say, they need to be citizen-focused. There are calls for public service leaders to constantly improve the overall service delivery system from time to time. This is in line with government tagline that is 'People First, Performance Now'. In the meantime, the global economic outlook is so volatile that have deep impact towards national income. As a result, there is significant drop of allocation for all ministries to carry out their programmes throughout the country. In ensuring government projects must take place for the benefit of people, leaders in public service have embrace BOS that focus on delivering high impact program within shorter time and at lower cost.

Embracing BOS require high commitment from leaders in public services to play pivotal roles in making this transformation take place as instructed. As BOS is dealing with creativity and innovation, it is down to the leaders to be creative in introducing and motivate their employees to have the same spirit for the sake of the nation. As mentioned by Executive Vice President of Agensi Inovasi Malaysia, Mr Abdullah Arshad, initiative to introduce innovation is a top down approach. Hence, the roles of leadership cannot be denied. For him, the idea to tap for innovation must come from the top as this is not a democratic process. He stressed out that leaders will push for the ideas, strategies and willing to take the risk (NST, September 28, 2016). This statement is well supported by Chief Secretary, Tan Sri Dr Ali Hamsa when he mentioned that in order to cultivate the culture of intensifying innovation, support from leadership is essential (ICBOS 2016).

Everyone realize changing status quo is difficult and it requires strong leadership. Implementing BOS paves for paradigm shift in public sector leaders in terms of thinking, mindset and leadership approach. By actively participating in Blue Ocean strategy, they have to initiate successful engagement and collaboration with their staff to ensure all KPIs can be met. This is strongly emphasized by Prime Minister that he can sees transformation take place in public service after using BOS approach. Hence, he wants leaders in public sector to create new economic model that are driven by knowledge, creativity and innovation (ICBOS, 2016).

Any country that fails to innovate would be left behind in this fast changing world. In ensuring splendid results, leaders are required to be role leaders in executing programs or initiatives that drive productivity. Using BOS approach, leaders in public services have established close collaboration between government agencies. They also create close engagement with private sectors and NGO's that led towards active discourse and knowledge exchange. Therefore, the introduction of BOS has motivated public sector leaders to set clear timeline about project implementation which encourage greater participation, collaboration and resource sharing. Leaders in public service also realize that BOS is not only concern about making Malaysia a high income nation by the year 2020 but also to uplift the wellbeing of Malaysians or creating happy Malaysians. The high income nation status will only be meaningful if it trickles down to all Malaysians. This makes them aware that they need to work together and create strong bonding with other agencies to achieve this noble dream.

In his keynote address themed ‘Formulating & implementing NBOS’ during ICBOS 2016, Chief Secretary, Tan Sri Dr Ali Hamsa mentioned that BOS has fostered closer coordination between government agencies. This has resulted in high impact performance as public sector leaders are moving away from their silo mentality and willing to work together as a team. He also observed there is urgent importance to cultivate the culture of creativity to intensify innovation from public service leadership. This has been identified as an effective method to increase transparency, engagement and participation among public sector leaders. Hence, BOS has provided a new approach for leaders in public service to apply creativity and innovation in formulation of policies, planning, implementing and evaluating government projects. This is in line with government aspiration to ensure all government projects able to bring tangible and meaningful benefits to the whole nation.

As government agencies play many strategic roles in economic development and social wellbeing, BOS able to offer the right medium for government agencies to deliver high impact program at low cost and rapid execution. This development is augur well for Malaysia as there is only few years left before Malaysia becomes a fully developed nation. Thus, the application of BOS has reinvent public service leaders to be more innovative, creative, motivated, strong teamwork and breaking down silo mentality which are vital to make them effective leaders in this 21st century.

6.0 CONCLUSION

Public service cannot remain static and stagnant. As global landscape becoming more chaotic and create uncertainty environment that lead to slow economic growth, effective leaders are the key to drive progress in public service. At the same time, government realizes the importance of moving ahead with the agenda of transforming this country towards achieving an advanced nation status. As such, Malaysia is banking on creativity, innovation and knowledge sharing that is critical for nation building. These values are imperative to the progress of developing a nation.

Embracing BOS has helped Malaysia to continue its noble dream to achieve Vision 2020. The principle of high impact, low cost and rapid execution that is based on creativity, innovation and close collaboration has recorded significant results that benefitted people from all walks of life. The concept of BOS really change the way leaders in public service foresee the new way of implementing projects and initiatives that lead the way for higher productivity. They also able to communicate effectively and thus eliminate silos between government agencies. As public sector leaders show great collaboration and engagement closer than before in undertaking BOS principles, this sends a clear signal that Malaysia is indeed on a right track to become an advanced economy and inclusive nation by the year 2020.

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