

Working commitment among trainee teachers: A meta evaluation approach

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Abstract: The main aim of the study was to evaluate trainee teachers working commitment in their teaching practicum. There were seven component teaching practices and eleven demographic factors. The instrument of the study was extracted from various sources to suit the research design based on Units, Treatments, Observing, and Surveying (UTOS) model modification. The reliability index obtained for both research instruments were reasonably good ranging from 0.7030 to 0.9053. A total of 276 trainee teachers who were doing their practical teaching in one of the state in Malaysia (Kelantan). Stratified random sampling was used. They made their self-assessment by using the working commitment instrument. At the same time, their teaching processes were guided through conferences, observations and finally evaluations to get their comparative scores of teaching performance. The data were analyzed by using statistical multiple regression at significant of $p < 0.05$. As a result, a linear equation of trainee teachers' commitment comprises contribution of work load, work satisfaction, study opportunities, teachers' prospect, marital status, teaching practices, planning and preparation teaching procedure, and religious studies. Furthermore the findings of this study led to some suggestions for future teachers development and become more efficient and adaptive.

Key words: trainee; teacher; motivation

1. Introduction

In the modern social context, the word "teacher" has a wide and undefined meaning. Individuals involved in imparting knowledge or information, whether through formal or informal means, to a single person or group of persons are called "teachers" (Atan Long, 1984). Social scientists label teachers as educators, teachers, trainers and leaders who are responsible for imparting knowledge, defining behavior and leading by way of examples to students. The most important duty of a teacher is to execute processes and educational pedagogy that enable objective-based learning and define quality and effective behavior patterns.

From the point of responsibility, teachers are a professional group because they give priority to the service rather than monetary incentives, and they feel responsible in all actions and consequences made (Sufean Hussin, 1993). Teachers of quality are comprised of those who possess specific attributes, such as sincerity, determination, creativity, dedication and commitment (Kamaruddin Kachar, 1989). Teachers are not only educators and the

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source of knowledge for students, but also leaders, advisors and agents of change in society (Fatimah Tambi, 2002). In the course of their duties, a teacher's goal is to enhance the success of the students, society and country. In the challenging world of education, teachers are taken to be professional leaders. The teaching profession discussed in this article covers the scope of the formal teaching profession management and has a direct connection to trainee teachers only.

1.1 Statement of the problem

Adult trainee teachers currently comprise New Curriculum for Primary School (KBSR) and Integrated Curriculum for Secondary School (KBSM) certificate holders who will define the future education system of the country. They are responsible for planning and preparing the teaching, in still the contents of the syllabus, acting as managers, counsellors, and discipline officers. They also should possess a respected personality and able to interact well with the school community as well as the community in general. These expectations are essential to achieve the highest proficiency in the teaching profession. There are few unhealthy psychological factors among teachers that need serious attention, such as work attitude, relationships between colleagues, relationships between the management and teachers, work commitment and satisfaction, autonomy in work, study opportunities and motivation. These psychological factors have direct correlations with the mental wellness that is shaped through the experiences and have significant influence on one's reactions towards all work situations or related matters (Allport, 1967).

A number of empirical studies revealed that teachers' commitment is largely influenced by administrative policies of the school and the work environment (Baron & Greenberg, 1990). Support from administrators will greatly increase their work achievement and commitment as well as substantial job satisfaction (Abd Main Salimon, 1993). However, if they are burdened with too many non-academic duties, they lose their commitment towards their work as professional teachers (Ball & Goodson, 1985).

Trainee teachers are unclear and lack of understanding in matters pertaining to their functions and responsibilities in school. As an example, Kaltsounis and Nelson (1968) state that trainee teachers were taught and trained to follow conduct and culture accepted as "standard" in school, and not to consider other factors such as the environment and different traits of students. The consequence here is the dilemma of whether we are acting fairly by placing trainee teachers in extreme environments while evaluating their achievements, using the same instruments for all trainee teachers.

Research by Hadipah Mohamed, et al (2002) revealed that leadership factors have contributed significantly towards the quality of teaching and learning at teachers' college. However, the problem which frequently arises in the course of guide trainee teachers is that, they do not receive proper supervision from lecturers and guidance teachers as it has collectively been agreed by the school authorities and education institution that is teachers' college, specifically in the supervisory process of classroom teaching (JNSP, 1993). Another matter which has become a practice of trainee teachers in school is that they are less conscientious in providing encouragement and instruction. On the contrary, some of them are uncomfortable to see the seriousness and dedication of other trainee teachers in carrying out their teaching duties. There are also school administrators who do not conduct any observations, but are satisfied with receiving reports from their assistants.

Realizing the importance of teachers' training in shaping the characters of future teachers, it is necessary to see the trainee teachers' viewpoints on their teaching duties and responsibilities, the motivating factors made them to choose the teaching career, and encouraging factors on their work commitment.

1.2 Significance of the study

For researchers, there are a number of important reasons and research rationales to carry out research. Work commitment should be assessed from time to time on trainee teachers. This feedback is required to determine how interested the trainee teachers really are in furthering themselves in the teaching profession. If they are truly interested and committed, this means the government is on the right track in training and shaping a progressive future generation of teachers. On the other hand, if the trainee teachers enter in the teaching profession for sake of earning a living and do not have the calling to teach, it will be difficult to train them in character building and will leave negative impacts on the profession. Factors like commitment, work satisfaction, conflicting roles, study opportunities, exposure to teaching exercises, teaching prospects, stability of discipline, relations with colleagues, and relations between the trainee teachers and school administrators are very important in carrying out their duties as teachers (Maznah Ismail, et al., 1989).

1.3 Objectives of the study

Educators in the twenty-first century face an ever-changing landscape in teaching. In facing these challenges, the teacher need to make decisions on whether to be reserved or only observed the developments and reformations in the teaching profession. The teachers should be satisfied with the paradigm shift in teaching which is happening now, or to share their ideas in finding solutions so they will not be left behind. With the current education reformation atmosphere, there has been a vast change in the quality of teachers. Because of this, this research aims to:

- (1) Examine the views of trainee teachers on teachers' duties and responsibilities;
- (2) Identify motivating factors which caused trainee teachers to choose the teaching profession;
- (3) Determine the correlation and contribution of the demographic variables and commitment in work commitment.

1.4 Research questions

This research will outline a few aspects of professionalism and the commitment patterns of trainee teachers towards their respective duties and responsibilities. The research will seek to answer the following questions:

- (1) What are the views of the trainee teachers on the functions and responsibilities of teachers?
- (2) What are the motivating factors which caused trainee teachers to choose the teaching career?
- (3) What the best variables are in defining the practice and work commitment of trainee teachers?

1.5 Research hypothesis

This research involves the following examination hypothesis: the variance of the work commitment of the teachers' trainee in dependent variable explained by linear combination of independent variables, such as the dimension of work satisfaction, conflict of personalities, study opportunities, teaching practices, teachers' prospects, stability of school discipline, relations with colleagues, the school administrations' values, teaching components and demographic factors will be zero.

1.6 Research parameters

In this research, internal factors (endogenous) such as commitment, interest, attitude towards conflicting personalities, and work satisfaction among trainee teachers were not controlled. However, the stated factors are important criteria in forming teaching work patterns which are measurable using teaching and learning tools. In this research, teaching patterns displayed by trainee teachers are formally measured through observation of practical teaching whether in or out of the classroom. Nevertheless, work commitment and teaching patterns measured are not presented in detailed description, but are discussed using statistical frequency and percentage.

During the period of teaching observation in the classroom, the researcher attempted to observe the teaching

sessions in one hour (twin periods). The frequency of observation took place at least twice during the research period. Related to this, the researcher measured the teaching culture following a flexible schedule. In the observation and collection of respondents' data, the researcher has the assistance of eight other lecturers, who had been given detailed training, and fulfilled all assessment criteria. Systematic teaching observation tools were used in the observation of trainee teachers. These tools are precise and fulfil the necessary certification, and are high dependable.

2. Review literature

The concept of work commitment often is explained in relation to psychological theories that involve self-disciplines, namely spiritual, social, mental and physical (Covey, 1989). For the researchers of these four dimensions, it will be explained in motivational and organisational theories which involve discussions on how man interacts among each other (social). There are a few psychological theories particularly motivational theories that discuss the state of work commitment and its relation with motivation. Every theory highlighted will be discussed and given emphasis according to the needs of the subject and the approach of research. These theories will expose and assure new teachers with the work cycle “learn-commit-do”:

I believe that as we grow and develop on this upward spiral, we must show diligence in process of renewal by educating and obeying our conscience. And increasing educated conscience will propel us along the path of personal freedom, security, wisdom and power. Moving along upward spiral requires us to learn, commit and do on increasing by higher plans. We deceive ourselves if we think that any one of these is sufficient. To keep progressing we must learn, commit and do—learn, commit and do and learn, commit and do again (Covey, 1989, p. 306).

The needs theory was founded by psychologist Maslow (1958). According to this theory, it is a humanistic approach which views humans as rational, whether within themselves or with others. The implication of the significance of having this is that they view behavior of an individual as needing instinctive demands in the form of the hierarchy of self needs (Figure 1).

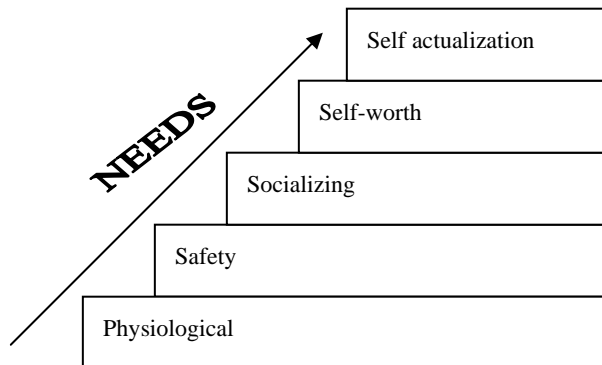


Figure 1 Level of the hierarchy of needs by Maslow

According to this theory, humans possess needs of a given object. For Maslow (1968), at lowest level of the hierarchy of needs, a person's physiological needs, like eating, drinking, air for breathing, work time, rest time, sex for living and others must be satisfied. The second level of the hierarchy is the needs of safety, the assurance of protection and the welfare of continuous living. The third level is the need of socializing. This need means that humans will be lonely if they do not interact and communicate as well as having a defined role in a social

institution. The fourth level is self-worth. Here, humans place their hopes in adulation, respect and praise, which are the extra blissful needs to fulfil the individual taste. Finally, the highest level, self actualization, differs from one individual to the next, i.e. it depends on the “mind setting” and perception of a person.

For researchers, the whole of Maslow’s theory shows the requirement of active involvement in these needs of a person. Related to this, according to Covey (1989), the involvement of a person to fulfil the self needs requirement will force them to be in a committed situation and without involvement, there would be no commitment. This state of affairs shows that there is significant connection between involvement, commitment and motivation. At the same time, commitment results from the involvement of a person will acts as a catalyst in the process of changing needs. With Maslow’s (1968) needs theory, it is proven that there is a dependency among people with a person’s commitment. This needs theory is fitting as a measurement to determine the level of work commitment in relation with the involvement of trainee teachers in the teaching profession.

In the paper entitled *Human Resources Supervision*, Sergiovanni (1976) contends that teachers are capable individuals with potential to grow to become positive and pro-active human beings, as described in the form of “Y” by McGregor (1960). The proposition of this theory has greatly helped the process of trainee teacher observation moving towards the aspirations and objectives of the National Teaching Philosophy. For example, the clinical process of observation that involves pre-conference, observation and post-conference has greatly assisted teachers to increase their professional proficiency. They believe that teachers receive commendation and are more open as discussed by Covey (1991) in his paper entitled *Principle Centred Leadership*. Therefore, theory Y should be supported by the school administrator and it helps the teaching process more effectively and with greater vision.

Supervision or observation in the teaching context is intended to develop human psychological growth towards a professional teaching standard. There are three supervisory theories will be discussed, namely the traditional theory of solution, theory of humanistic supervision and a hybrid theory between the traditional and humanistic, which is known as modern scientific supervision. The traditional supervisory theory in Lucio’s (1967) period has its strengths and weaknesses. This theory emphasizes on supervision towards all the teachers’ duties to produce effective teaching. This theory assumes that teachers as a group need strict supervision. Supervision according to the traditional theory requires teachers to be supervised and observed regularly to ensure quality teaching achievements and consequently results in high academic successes.

The supervisory humanistic theory emphasizes more on the good relations between the supervisor and the teacher who is being supervised. This circumstance is believed to create satisfactory work and great commitment among teachers. These theorists entrust their full belief on teachers because they label teachers as professional groups that adhere to what they have learned from their teacher courses (Gordon, et al., 1983). For researchers, the greatest weakness of this theory is that humans are not perfect and they require reminders and attention from time to time.

The modern scientific theory gives emphasis on the concept of skills and advancement towards teachers teaching. At the same time, this theory manages to prise out motivation, satisfaction and commitment from the sphere of accreditation, commendation, and encourages creative and critical thinking. It also nurtures the efforts as well as encourages two-way communication. Supervision according to the modern scientific theory is more toward assisting and guiding. It aims to produce outstanding teachers who are committed and in turn producing students who will fulfil the National Teaching Philosophy (PPK, 1990).

Terminology of the communications theory refers to the level of understanding of communication processes. The importance of this communications theory emphasizes on putting teachers in a position to become more

efficient and adaptive. Teachers always give students a “recipe” list at the beginning of the teaching lesson which involves communication process. Students also are required to understand what is happening during the communication and be capable to adapt with the learning circumstance and environment.

Musak and Mohd Yaakob (1994) point out in discussions by stating that the status of educators would be enhanced by taking into consideration the arrangements and execution of strategies. They argue that having an appropriate wage scheme, making available a comfortable work environment, increasing and democratising opportunities based on courses and services, greater and wider career opportunities while providing benefits as those provided in other professional sectors will also augment their position. In the scenario of developing quality teacher attributes, Zeichner and Liston (1990) propose that educators are given greater opportunities to explore knowledge so that they might become masters of their students and experts in their field. From the viewpoint of Grover’s (1989) discussion, all educators should become “instructional leaders” by providing them the opportunity to attend courses related to strengthening a given subject or a skill so as to produce a more meaningful work standard.

At this time, the paradigm and teachers training system are experiencing many reforms to increase the quality of teachers. For example, school authorities with the cooperation of the State Education Department and Federal School Superintendent, play an important role in preparing guidance teachers whose role is to guide, teach and observe trainee teachers. This collaborative among the teaching institutions is positive and encouraging. Hamzah, et al’s (1996) research which involved 147 guidance teachers and 379 trainee teachers throughout their training sessions in 1995 in Perak found that, guidance teachers confessed and remarked that they were not helpful in giving guidance consistently to the trainee teachers under their supervision. In Rashidi and Abd. Rashid’s (1994) paper, teaching training is the peak of the teachers’ training program. It involves the teaching period of 12 or 13 weeks. It focuses on the practical concept of the teachers training division. The trainings involve the burden of teaching, the role of replacement teachers, the involvement of social aspects in school, and the overall commitment in the teaching profession in schools.

3. Research subject

The research subjects comprised 276 trainee teachers who were undergoing teachers’ training in schools throughout Kelantan. The size and sample of the research was based on the formula suggested by Krejcie and Morgan (1970). After listing the names of the trainee teachers who were to be the research samples, the researcher was assisted by the guidance teachers based upon their specialized subjects which were the Malay language, English language, science, mathematics, Islamic studies, music, history, geography and physical education in school. In this regard, each teacher was guided by a guidance teacher. They were supplied with one set of teaching tools to enable the objectives of the teaching of trainee teachers to be completed in a systematic way after each session of teaching observation. The research design based on units (teaching and learning discussion), treatment (pre-conference and post-conference), observing (evaluating teaching performance), and surveying (self perception of trainee teachers). The short form of research process design known as UTOS.

During the monitoring session by the researcher, every trainee teacher was asked to make a personal assessment using the same teachers’ observation form used by the guidance teachers. Before the researcher ended the monitoring process, a set of assessment forms on the perception of the trainee teacher “Teaching Work Commitment” was given to the trainee teacher and was asked to be returned during the second monitoring.

4. Research instruments

This piece of research utilizes two kinds of research instruments, namely the teachers' work commitment tool (118 items) and the teaching assessment tool. The teachers' work commitment tool was selected from abroad (Colarelli & Bishop, 1990; Prick, 1989; Rizzo, House & Lirtzman, 1970; Rosenholtz & Simpson, 1990). In this pioneering effort, a few adjustments of the items were carried out to be as close to the original Cronbach Alfa value (0.9873) as possible. As many as 19 items designed by the researchers were used to measure the trainee teachers' perception towards the training sessions. Tools for the teachers' practical training assessment were tailored specifically by the researcher. They based these tools on the trainee teachers' assessment was managed by the committee for training of local university teaching, teachers' college and the Federal School Inspectorate. As many as 51 items were constructed, comprising of seven assessment components, namely planning and preparation, teaching techniques, pupil involvement, teaching environment, assessment, core teaching and teachers' personality.

5. Research findings

The discussed research findings were based on the order of the research questions. The first section discussed the respondents' profiles and the assessment of the achievement of teachers' work commitment. The second part revealed the findings from interviews of the respondents and discussed the first two questions of this research paper. Finally, in the third part, the research hypothesis was examined and the research question was discussed based on the data analysis that used multiple regression statistics stepwise method.

5.1 Research respondents' profiles

The research respondents comprised 276 trainee teachers placed in their respective teachers' training primary and secondary schools throughout the Kelantan state. Socio-demographic analysis revealed 91 (33.00%) trainee teachers were men, which compared to 185 (67.00%) were women. And 246 (89.10%) were of Malay ethnicity and the remaining 30 (11.90%) were from non-Malay ethnicities (Chinese, Indian and others). On the age of the respondents, 13 (4.70%) trainee teachers were twenty years old or below, 56 (25.00%) were between 20 to 23 years of age, 101 (36.60%) were between 24 to 26 years of age, 89 (32.23%) were between 27 to 29 years and 17 (6.20%) were aged 30 and above.

Another 145 (52.50%) trainee teachers were being trained in schools that were out of the urban area, which compared to 131 (47.50%) were teaching in urban schools. And also 117 (42.40%) were in grade B schools compared to 159 (57.60%) who were in grade A schools. From the perspective of academics, 69 (25.00%) had Malaysian Certificate Examination (SPM) equivalent qualifications, 98 (35.50%) had Malaysian Higher School Certificate Examination (STPM) and the remaining 109 (39.50%) were first degree holders from local and foreign universities. In this research, teachers' specialization subjects are categorized into five main groups, namely languages with 69 (25.00%) of teachers, science and mathematics with 56 (20.30%) teachers, religious studies 54 (19.60%) teachers, physical education and music (15.20%) teachers and others (geography and history) with 55 (26.80%) teachers.

A total of 184 (66.70%) respondent trainee teachers were single (not married), which compared to 92 (33.30%) who were already married. The research framework found 111 (40.20%) trainee teachers have never taught or had no teaching experience as untrained teachers. On the other hand, 165 (59.80%) trainee teachers have

had experience in going through a teaching process in schools before they undertook the teachers' training course in colleges or universities.

Generally, the education level of the trainee teachers' parents are still low, namely primary school (53.10%), secondary school (19.50%), college (1.75%), degree (1.40%) and the remainder comprised of those not having been schooled. The result of this research indicated that the educational level of parents influenced the socio-economic and income status of the family. Related to this, 156 (56.50%) of the trainee teachers come from families of low socio-economic background (less than RM500 a month), 98 (35.50%) come from average socio-economic background (RM501-RM1500) and only 22 (7.00%) come from high socio-economic background (more than RM1501). The family size was categorized into the groups, namely small family size (1-4 persons), average (5-6 persons) and large (7 or more persons). The framework found that 44 (15.9%) come from small families, 157 (56.80%) from average families and the remaining 75 (27.20%) from large families.

5.2 Self assessment on work commitment dimensions

The score status of trainee teachers' self assessment concerning work commitment follows the Likert scale from 1 to 5 and comprises of nine dimensions as displayed in Table 1.

Table 1 Score analysis based on work commitment dimensions

| Dimension | Mean score | Mode | Sd. | Above mean score (%) |
|-------------------------|------------|------|------|----------------------|
| Commitment | 4.01 | 3.82 | 0.48 | 48.90 |
| Work satisfaction | 3.63 | 3.56 | 0.55 | 46.00 |
| Work load | 3.74 | 3.64 | 0.37 | 37.00 |
| Studies opportunities | 3.75 | 4.00 | 0.58 | 50.00 |
| Teaching practices | 4.02 | 3.94 | 0.40 | 39.60 |
| Teachers' prospect | 3.76 | 3.69 | 0.42 | 42.00 |
| Discipline stability | 3.78 | 4.00 | 0.52 | 38.00 |
| Colleagues relationship | 4.06 | 4.00 | 0.47 | 38.80 |
| Administration's values | 3.66 | 3.66 | 0.53 | 45.30 |

Analysis of the mean score based on the work commitment dimensions in Table 1 shows that the aspect of "natural setting" relationship and the level of communication between colleagues draw the highest mean score (mean score=4.06, mode=4.00 and Sd.=0.47), followed by the dimension of the importance of teaching practices (mean score=4.02, mode=3.94 and Sd.=0.40) while commitment (mean score=4.01, mode=3.82 and Sd.=0.48). The fourth dimension was influenced by the stability of school discipline (mean score=3.78, mode=4.00 and Sd.=0.52). The mean score of the dimension in fifth place is teachers' prospects (mean score=3.76, mode=4.00 and Sd.=0.58) followed by the mean score in the dimension of further study opportunities (mean score=3.75, mode=3.64 and Sd.=0.37), the values of school administration (mean score=3.66, mode=3.66 and Sd.=0.53). The last dimension in the list was work satisfaction (mean score=3.63, mode =3.56 and Sd.=0.55).

In testing the hypothesis and further discussion, multiple regression analysis was used. The mean scores based on those dimensions were used as yardsticks to determine the measurements and valuations along with providing statements whether it is high (good) or low (weak) and vice-versa. As an example, any given score valuation follows the dimension greater than the highest mean score and vice versa for every score under the mean score that will be interpreted as low or weak. The mean score analysis according to the dimension of the research findings confirms that percentages above the mean score is between 37 and 50 percent. The series of percentages following the dimension above the mean score is preceded with study opportunity (50.00%), commitment

(48.90%), work satisfaction (46.00%), values of school administration (45.30%), teachers' prospect (42.00%), studies opportunities (39.60%), relationship with colleagues (38.80%), and work load (37.00%).

5.3 Teachers' responsibilities and motivating factors to become a teacher

Besides from the use of research tools, interviews were also conducted. Two of the interview questions were: (1) According to your understanding, what are the functions and responsibilities of teachers? (2) What motivating factors have pushed you towards a teaching career? The important responses from the questions were formulated and categorized into 12 factors for each question. Frequency analysis (percentage) was used to classify the trainee teachers' opinions and to arrange the relevant facts according to a hierarchy from highest to lowest, as illustrated in Table 2.

Table 2 Order of opinions on functions and responsibilities of teachers

| Bil. | Function/criteria | Percentage (%) |
|------|--------------------|----------------|
| 1. | Teacher | 98.80 |
| 2. | Educator | 96.30 |
| 3. | Guider | 96.30 |
| 4. | Planner | 84.00 |
| 5. | Assessor | 84.00 |
| 6. | Facilitator | 50.60 |
| 7. | Examiner | 45.70 |
| 8. | Motivator | 43.20 |
| 9. | Quality controller | 43.20 |
| 10. | Innovator | 37.00 |
| 11. | Counsellor | 34.60 |
| 12. | Leader | 22.20 |

Based on the findings in Table 2, generally, all the trainee teachers gave good responses and understood the basic functions and responsibilities as teachers, that is to say, covering 84.00 to 98.80 percent from the angle of teaching, educating, guiding, planning and assessing. Nevertheless, on the aspects such as being a leader, counsellor, innovator, quality controller, motivator, examiner, and facilitator, they are still not clear and do not classify, nor consider them as part of their professionalism.

Table 3 shows the summing up of trainee teachers' opinions on the motivating factors which caused them to take up a career in teaching, according to their respective sequence of importance.

Table 3 Order of opinions on motivating factors to join the teaching profession

| Bil. | Function/criteria | Percentage (%) |
|------|--------------------------|----------------|
| 1. | Interest | 74.10 |
| 2. | Enhance by others | 67.90 |
| 3. | Long school holidays | 66.70 |
| 4. | Self enhance | 58.00 |
| 5. | No other choice | 53.10 |
| 6. | Educators | 48.10 |
| 7. | High challenge | 44.40 |
| 8. | Professionalism | 42.00 |
| 9. | Stable school discipline | 39.50 |
| 10. | Commitment | 34.60 |
| 11. | Study opportunity | 29.40 |
| 12. | Suitable salary | 27.20 |

All responses of the trainee teachers revealed in Table 3 are related to their respective interests as well as parties who give encouragement such as their parents, friends and family members. These are important motivating factors for them to choose the teaching profession. Other reasons include plenty of free time and long school holidays, together with the difficulty of finding other and making the decision to become a teacher. Nevertheless, other notions like work commitment, opportunities to self-enhance, suitability of salary and other aspects to education also were the motivating factors, even though their percentages were small.

5.4 Relationship between demographic factors with trainee teachers’ commitment and best practices in defining trainee teachers’ commitment

To determine if there is a relationship and variances contribution by the 33 independent variables concerning the total variance of the trainee teachers’ work commitment, a null hypothesis was formulated and tested as explained below:

The variance of the work commitment of the teachers’ trainee in dependent variable explained by linear combination of independent variable, such as the dimension of work satisfaction, conflict of personalities, study opportunities, teaching practices, teacher’s prospects, stability of school discipline, relations with colleagues, the school administration’s values, teaching components and demographic factors will be zero.

Table 4 and Table 5 show the analyzed results of the multiplied regressive analysis of the “stepwise” method which involve a total of 33 freely chosen variables, namely the dimension of work commitments (8), teaching components (7), and 18 demographic factors (comprising of 3) and more categories based on the equation of the vector “dummy” code technique. Only eight of the relevant variables display a relationship (correlation) and significant contribution ($p < 0.05$) towards the total trainee teachers’ work commitment variances.

Table 4 Stepwise multiple regression analysis for the selected variables which influence trainee teachers’ work commitment

| Variables (X) | B | Beta (β) | T | Sig. T | R ² | Contribution (%) |
|------------------------|--------|----------|-------|--------|----------------|------------------|
| Work load | 0.2062 | 0.2163 | 4.018 | 0.0001 | 0.16089 | 16.089 |
| Work satisfaction | 0.1119 | 0.2112 | 4.184 | 0.0000 | 0.23957 | 7.868 |
| Studies opportunities | 0.1880 | 0.1925 | 3.578 | 0.0004 | 0.29799 | 5.842 |
| Teachers’ prospect | 0.0778 | 0.1712 | 3.423 | 0.0007 | 0.32440 | 2.641 |
| Marital status | 0.1714 | 0.1697 | 3.538 | 0.0005 | 0.35145 | 2.705 |
| Teaching practices | 0.1629 | 0.1711 | 3.140 | 0.0019 | 0.37181 | 2.036 |
| Planning & preparation | 0.1204 | 0.1266 | 2.633 | 0.0090 | 0.38647 | 1.466 |
| Religious studies | 0.1243 | 0.1039 | 2.105 | 0.0362 | 0.39652 | 1.005 |
| Constant | 3.4340 | | | 0.0000 | | 39.65 |

Notes: Planning & prepare=Planning and teaching preparation; Multiple R 0.6297; R Square 0.3965; Standard error 0.3545.

Table 5 Analysis of variance (ANOVA)

| Sources | Sum of square | Mean square | Df. | F | Sig. F |
|------------|---------------|-------------|-----|---------|--------|
| Regression | 24.6370 | 3.079 | 8 | 21.8474 | 0.0000 |
| Residual | 37.4954 | 0.141 | 266 | | |

The stepwise multiple regression analysis in Table 4 and Table 5 reveal the free variables of work load, work satisfaction, study opportunities, teachers’ prospects, marital status, teachers’ training, teaching planning and preparation and specialization in religious studies. These are practices which have correlations and contributions (39.65%) of significance ($p < 0.05$) towards trainee teachers’ work commitment.

The test results revealed a correlation between the dependant variables (work commitment) and the whole of the independent variable group is 0.6297 (multiple R). The variances value of dependant variables correlated significantly with all independent variables. This can be explained through the power which is able to describe the

regression model with the value (R²), which is 39.65 percent.

The main practice and the highest for the trainee teachers' work commitment is its work load ($\beta=0.2165$, $T=4.018$ and $\text{Sig.}T=0.0001$). And its contribution is as much as 16.089 percent. This circumstance shows that when the work load score is add up by one unit, the level of work commitment is increased by 0.2163 units. On the other hand, the second most important practice, which contributes 7.868 percent towards work commitment, is work satisfaction ($\beta=0.2112$, $T=4.184$ and $\text{Sig.}T=0.0000$). In other words, when the amount work load increases by one unit, teachers' work commitment increases by 0.2112 units.

The beta (β) value for the studies opportunities variable shows great effect on their work commitment if trainee teachers who have the opportunity to further their studies ($\beta=0.1925$ $T=3.578$ and $\text{Sig.}T=0.0004$). When the score of studies opportunities adds up by one unit, work commitment increases by 0.1925 units with the contribution of 5.842 percent. High teachers' work prospects has an effect on high work commitment ($\beta=0.1712$, $T=3.423$ and $\text{Sig.}T=0.0007$). Related to this is when the score of teachers' prospects is add up by one unit, the level of work commitment of trainee teachers increases by 0.1712 units, with the contribution of 2.641 percent. In other words, when the trainee teachers are assured of good teacher's job prospects, they show a greater level of work commitment compared to those who believe that teachers' job prospects are lower.

Married trainee teachers exhibited a higher level of work commitment than those who were still single ($\beta=0.1697$, $T=3.538$ and $\text{Sig.}T=0.0005$) and contributed to 2.705 percent. This circumstance is clearer when seen through statistics; when the number of marital status increases by one unit, there is a direct effect towards work commitment which increases by 0.1697 units. The beta (β) value for the teaching practices variable reveals trainee teachers who stated that the training programme is important towards creating greater work commitment ($\beta=0.1711$, $T=3.140$ and $\text{Sig.}T=0.0019$) and contributing to 2.036 percent. This circumstance can be explained when the teaching practices score increases by one unit, work commitment increases by 0.1711 units. In other words, when trainee teachers assessed the importance of teaching practices, they exhibited a greater level of work commitment compared to those who did not believe that the teaching practice programme was important.

The seventh practice which has an effect and contribution as much as 1.466 percent towards trainee teachers' work commitment is planning and preparing for teaching before beginning a teaching session ($\beta=0.1266$, $T=2.633$ and $\text{Sig.}T=0.0090$). This circumstance clearly reveals that when the score for lesson planning and preparation increases by one unit, the level of work commitment increases by 0.1266 units. In other words, trainee teachers who always plan and prepare their teaching lesson well, they also displayed a higher level of commitment compared to groups who did not plan and prepare before beginning a teaching session.

The variable of religious studies is the last practice which defines the work commitment ($\beta=0.1039$, $T=2.105$ and $\text{Sig.}T=0.0362$) and directly contributing to as much as 1.005 percent. This circumstance occurs when the numbers of the trainee teachers following the religious studies specialization increases by one unit, the level of work commitment increases by 0.1039 units. In other words, trainee teachers following the religious studies specialization display a higher work commitment compared to those who follow other specializations like languages, science and mathematics, music, physical education, geography and history.

The value of R square ($R^2=0.3965$) reveals a correlated level and contribution between the selected independent variables and the significance towards work commitment is moderate. The findings of the variants analysis is the F value =21.8474 (df.=8, 266) and is significant at p level ($p=0.0000$) <0.001. As an explanation, the value of R² is 39.65 percent based on the overall contribution of the eight of the 33 independent variables observed (work load =16.089%, work satisfaction =7.868%, studies opportunities =5.842%, teachers' prospects

=2.641%, marital status =2.705%, teaching practices =2.036%, planning and preparation =1.466% and religious studies =1.005%). Generally, the overall contribution of the eight independent variables which significantly shaped the work commitment pattern and formed the regression equation is as follows:

$$Y=3.4340+0.2062X_1+0.1119X_2+0.1880X_3+0.0778X_4+0.1714X_5+0.1629X_6+0.1204X_7+0.1243X_8+0.3545$$

Where Y=work commitment pattern;

X1= work load;

X2=work satisfaction;

X3=studies opportunities;

X4=teachers' prospects;

X5= marital status;

X6 = teaching practices;

X7 = planning and preparation;

X8 = religious studies;

Error = 0.3545; Constant = 3.4340.

In reference to the linear equation above, the null hypothesis sounds: The variance of the work commitment of the teachers' trainee in dependent variable it explained by linear combination of independent variable such as the dimension of work satisfaction, conflict of personalities, study opportunities, teaching practices, teacher's prospects, stability of school discipline, relations with colleagues, the school administration's values, teaching components and demographic factors will be zero is not true and should be rejected. In fact, the power which explains the regression model by using the stepwise framework reveals only the selected eight independent variables have a correlation in contributing and having an affiliated effect towards shaping the commitment pattern of trainee teachers.

From the discussion above, it is clear that the shaping of trainee teachers' work commitment pattern is influenced by eight factors of best practices and of significance, namely work load, work satisfaction, studies opportunities, teachers' prospects, marital status, teaching practices, lesson planning and preparation, and specialization in religious studies which contributed 35.45 percent.

6. The influence of research findings on the recruitment of trainee teachers

In this research, the demographic influence on trainee teachers' work commitment is not so noticeable. The gender, school location, school grade, teaching experience, ethnicity, family size and family socio-economic background has no effect on work commitment and self confidence in teaching achievements during practical training. The implications of these factors mean that trainee teachers in teaching institutions like colleges and universities are always measured and tied with systems and regulations that go along with the teachers' training policies. Even though they are in schools going through a teachers' training programme, they still have to abide with work rules and procedure that are in accordance with the seven factors discussed before, which have no influence on the training in the teaching profession. Nevertheless, from the point of commitment to duties such as work satisfaction, this circumstance depicts that trainee teachers possessing differing abilities did not show differing but similar levels of commitment. Another factor which influences work commitment is the specialization of academic study. Trainee teachers who follow a specialization in religious studies show better work commitment.

Trainee teachers who are already married showed greater work commitment. This is because those who are married have a higher level of maturity in their thinking and stability in their emotion as well as conduct. They have achieved equilibrium according to the view of physical, emotional, spiritual, and intellectual (JERI), as it is written in the National Education Policy. The implications of this research study reveal a resolution in the teachers' recruitment institutions. The male and female teachers have the same proportion of teaching commitment and achievement. Usually, as we look at any given teachers' training institution, the number of female trainee teachers is higher than male teachers. The difference in numbers is not worrying because according Abd. Main (1993), female teachers' work satisfaction is greater than male teachers. Because of this, they are prepared to work as teachers for a longer time and are not motivated to leave the teaching profession in a short time. With this perspective, we could see the effects and implications on the recruitment of trainee teachers. The recruitment focuses on ladies hoping that there will be lesser vacancies after the teachers' contract is over. With this also, the overall findings of this research supports feminist theories pioneered by Foss and Robert (1991). According to them, female teachers are the assets; they have appropriate teaching attributes and noble values. They incorporate maternal emotions while teaching, giving love and loving students. They are confident, spirited and emotionally stable, especially those who are already married and building their own family. Aside from these qualities, there are strong evidence as illustrated in the guide book, *Muslim Women's Rights and Responsibilities*, released by the Prime Minister's Office. The guide book explains, from the viewpoint of Islam, Muslim women ought to recognize that a career in education is the most appropriate and compatible with their instincts and appearances. It is based on this reality that the researchers contend that less difficulties and problems will not arise if the number of female teachers is more than the number of male teachers. On the contrary, it will raise achievements and the image of the teaching profession.

Abd. Main (1993), he thinks that the work aspects of women from the Islamic viewpoint is better if the approval and preconditions is the same as men; that is a greater quota is given to Muslim women in becoming teachers. In this way, the number of Muslim women seeking jobs aggressively in other fields might be less, and these jobs can be taken up by men. The policy, if executed, will make ready a more harmonious work environment especially when come to the free interaction of Muslim men and women at the workplace. However, one subject we must appreciate, a woman who works as a teacher will interact with her pupils and students who are far younger than herself. With such environment and situation, the probability for women to behave indecently is very slim and could be eliminated completely.

6.1 Influence of planning and preparing of teaching variable and the prospects of teachers on work commitment

There are two variables which greatly influenced and contributed significantly towards work commitment among trainee teachers. The two variables are teaching planning and preparation and the prospects of teachers.

As an alternative to teacher's training practices, it is suggested and fully revealed that opportunities or teaching prospects like further studies to higher levels are bright, especially for non-graduate teachers in the future. These opportunities of further studies do not merely upgrade non-graduate teachers to graduate teachers, but also upgrade their category from non-graduate grouping (DG6) to graduate grouping (DG3). The upgrading of categories is difficult to happen in many offices among the Public Services Sector officers or in the private sector. For trainee teachers holding Bachelors' degrees, there are more opportunities for them to further their studies to Masters' level, especially if their masters are sponsored by IAB or the Scholarship Division of the Education Ministry.

On the aspect of leaving their posts, opportunities for these teachers to get better posts are greater. They can lecture in teachers training colleges, institutions of further teachers' training like Institute of Aminuddin Baki (IAB), divisions in the Education Ministry, State Education Resource Centre (PSPN) and District Education Office (PPD). Shortly put, whoever begins their career as a teacher has better opportunities following the development of community in the era of the vision 2020.

In the bid to prepare future teachers, the plan to bring the trainee teachers closer to their trainers and make the centre appropriate. This will enable trainers to control the theoretical aspects of humanities, sociology, psychology as well as the aspect of teachers' practical training. Supervision of focusing on teachers' trainers gives great weight to the ability to self assessment. The results of this research found trainee teachers who were truly committed comprise those who were successful in assuring themselves exceptionally in the teaching process where lesson planning and preparation was a regular "hands-on" practice and update, while fulfilling the needs of circular 256 of the Education Ministry of Malaysia that deals with academic term, weekly and daily lesson plan. One important matter in preparing the term lesson plan is that it should be clear and in line with the school calendar, namely detailing the title, subtitle, objective, study content development and the appropriate teaching model while using the latest teaching tools. This written plan does not support the process of recording learning measurement. However, it is recorded extensively in the school by trainee teachers as reported by the Federal School Inspectorate or JNSP (1989).

The characteristics of early holistic lesson preparation create abilities and earnestness in their execution of truly meaningful teaching and learning processes. The response on the trainee teachers' understanding of the functions and responsibilities of teachers is arranged according to priority, namely teachers (98.80%), educator (96.30%), guider (96.30%), planner (84.00%), assessor (84.00%), facilitator (50.60%), examiner (45.70%), motivator (43.20%), quality controller (43.20%), innovator (37.00%), counsellor (34.60%) and classroom leader (22.20%). The placing of the responses reveals a combination between theories and practices of the teachers' role as they execute the national education system in schools.

To achieve these ambitious functions and responsibilities of teachers, steps of early planning need to be arranged and teachers are required to prepare themselves mentally, psychologically, socially and physically. These will ensure their success by displaying outstanding commitment and teaching attitude that are capable in achieving and realizing excellence in the teaching profession. Related to this, this research study has found that there are a number of factors which motivate trainee teachers to enter the teaching career, namely interest (74.10%), enhance by others (67.50%) and plenty of holiday time (66.90%). Whereas other factors related to commitment such as having the heart of an educator, high goals, noble profession, disciplining students and others. Nevertheless, this finding concludes that trainee teachers' still regard long holidays and encouragement by other parties are the defining factors in shaping their commitment in the teaching profession.

6.2 Suggestions

It is recommended that future research should take into consideration the suggestions and proposals discussed in this paper. By considering those suggestions and proposals, perhaps the level of resolution on work commitment and teaching achievement in the current education arena will have a wider and greater theoretical base for teachers' training.

The result shows that: Trainee teachers who attain a high level of work commitment are those who experience high work satisfaction, are clear on the teachers' workload, have the opportunity to learn new things, assured that teachers' training helps in the teaching process, good teaching job prospects, stable school discipline,

have good relations with their colleagues, and the school administration always gives support in the carrying out of their duties and responsibilities. Related to this, the good teaching achievements is attained through impeccable and updated lesson planning and preparation, the conveyance of teachers who can stimulate their students' interest and the development of a versatile teaching personality.

A trainee teacher who possesses the characteristics in the statement above exhibits work commitment patterns and teaching patterns which are good and skilled. It is hoped that the findings of this research study and of future research will increase the knowledge of teachers who can be of benefit to all mankind and become compulsory. This effort is to produce knowledgeable and skilled Malaysian teachers, with noble values, and who are trustworthy, responsible, committed, and capable of sincere self accomplishment to make popular the noble teaching profession in the entire world.

7. Conclusion

In a nutshell, discussion on meta research evaluation shows trainee teacher who has a high commitment and full responsibility towards teaching engage very well with the profession. The six main basic responsibilities of trainee teachers from the perspective of teaching educating, guiding, planning and accessing are essential. Nevertheless, on the aspects such as being a leader, counselor, innovator, motivator, facilitator and quality controller. Trainee teachers do not classify nor consider themselves as part of their professionalism according to the finding of the research. Other factors, like free time, long school holidays, and difficulty of finding other jobs, work commitment, opportunities to self-enhance, suitability of salary and other aspects to education also were the motivating factors, even though their percentages were small. In the bid to prepare future teachers, we need to take into account the plan to bring the trainee teachers closer to their trainers and understand well theoretical aspect of humanities, sociology, psychology as well as the aspect of teachers' practical training. The results of the finding shows trainee teachers who are truly committed are those who plan and prepare their teaching and learning outline according to the rules and regulation. At the end of the day the combination between theories and practices with Nobel values, trustworthy, responsible, and committed and sincerity will light up the noble teaching profession in the world as a fruitful one.

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