

**FACTORS ASSOCIATED WITH WORK ATTITUDES
AMONG SECONDARY SCHOOL TEACHERS**

by

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ABSTRAK

Kajian ini bertujuan untuk menyiasat hubungan di antara sikap kerja dengan motivasi dalaman, motivasi luaran dan keagamaan di kalangan guru-guru sekolah menengah. Empat ciri demografi peribadi iaitu jantina, umur, taraf perkahwinan dan kategori guru juga dikaji. Satu set soal selidik pelbagai item mengikut pola item soal selidik oleh pakar-pakar penyelidik telah digunakan. Seramai 312 orang guru yang dipilih secara rawak dari lapan belas buah sekolah menengah di kawasan Georgetown, Pulau Pinang mengambil bahagian dalam kajian ini.

Hasil kajian ini menunjukkan bahawa sikap kerja mempunyai hubungan positif yang bererti dengan motivasi dalaman, motivasi luaran dan keagamaan. Ketiga-tiga pembolehubah ini secara bererti dapat menerangkan 22.74% daripada varians dalam sikap kerja. Motivasi dalaman didapati sebagai peramal utama bagi sikap kerja, diikuti dengan keagamaan dan akhirnya, motivasi luaran. Dengan ini, motivasi dalaman merupakan peramal yang lebih baik untuk sikap kerja berbanding dengan motivasi luaran. Ciri-ciri demografi peribadi seperti jantina, taraf perkahwinan dan kategori guru didapati tidak menyederhanakan hubungan antara sikap kerja dengan tiga pembolehubah tersebut tetapi umur didapati menyederhanakan hubungan antara sikap kerja dengan motivasi dalaman dan antara sikap kerja dengan keagamaan. Tidak terdapat perbezaan sikap kerja yang bererti antara (i) guru lelaki dengan guru perempuan; dan (ii) guru belum kahwin dengan guru yang sudah berkahwin. Tetapi terdapat perbezaan sikap kerja yang bererti di antara guru siswazah dengan guru bukan siswazah.

ABSTRACT

The purpose of this study was to investigate the relationships of work attitudes with intrinsic motivators, extrinsic motivators and religiosity among secondary school teachers. Four personal demographic characteristics (gender, age, marital status and teacher category) were investigated to determine whether they moderate the relationships between work attitudes and the three independent variables mentioned above. A multi-item bilingual questionnaire, patterned after accepted questionnaire items by experts was used to measure the variables of this study. Three hundred and twelve (312) teachers from eighteen secondary schools in the Georgetown area of Penang who participated in this study were selected through proportionate stratified random sampling.

The major findings of the study showed that work attitudes is positively and significantly related to intrinsic motivators, extrinsic motivators and religiosity. These three independent variables significantly and collectively explained 22.74% of the variance in work attitudes. Intrinsic motivators was found to be the best predictor for work attitudes, followed by religiosity and lastly, extrinsic motivators. This also implied that intrinsic motivators is a better predictor of work attitudes than extrinsic motivators. Personal demographic characteristics along gender, marital status and teacher category did not appear to moderate the relationships between work attitudes and the three independent variables mentioned above but age was found to moderate the relationships between intrinsic motivators and work attitudes as well as religiosity with work attitudes. There is no significant difference in the work attitudes between (i) male and female teachers; and (ii) single and married teachers. However, there is a significant difference in the work attitudes between graduate and non-graduate teachers.

Chapter 1

INTRODUCTION

1.1 Context of the Problem

A country's nation building lies in the hands of its teachers. A nation that values its teachers is a nation that progresses. It is in fact investing in its own future. In conjunction with Teachers' Day on 16th of May, 1996, Education Minister Datuk Seri Najib Tun Razak said that no matter how good the curriculum, the infrastructure and the teaching aids, at the end of the day, it is the *teachers* who make the difference (The Star, May 17, 1996). Teachers are the ones who mould and nurture the young minds. They are the valuable human resource a nation counts upon to teach the contents of the syllabus as well as to take on the roles of caregiver, model and mentor. Teachers nowadays face a more complex, difficult and challenging task, according to the then Education Minister, Datuk Amar Dr. Sulaiman Daud (The Star, May 18, 1994). Teachers, he said, had to play multiple roles as motivators, problem solvers, educationists and innovators. However, unmotivated or demotivated teachers may become liabilities. Feelings of frustration and dissatisfaction, if unchecked, might lead to teachers becoming apathetic in their work attitudes and behaviour.

Many reports in the dailies indicated growing discontentment among the teaching fraternity. Many in the teaching profession today were reported to be demoralised and unhappy with their salary and other fringe benefits (New Sunday Times, May 19, 1996). Another report warned that teachers have a heavy responsibility and this should be reflected in their salaries and perks, otherwise Malaysia would have to bear

the dire consequences of a lethargic and unmotivated teaching force (The Star, June 6, 1995). Another complaint that teachers have about the profession is the lack of opportunity for promotion (The Star, May 12, 1996). Only a small number of the 280,000 teachers can be promoted to hold some sort of administrative posts. All these would have undesirable effects on the work attitudes of the teachers.

According to a research done by Wong and Chang (1975), a considerable proportion of those who have entered the teaching profession were candidates who were rejected by other professions. For them, teaching was the last resort. It was just a job, a means for getting a steady income while waiting for better opportunities elsewhere. Consequently, their attitudes towards teaching, their ability to motivate their students and lead them to academic success in school became suspect. The strength of their identification with, and involvement in, the employing organisation (the school) becomes questionable. Principals, as heads of schools, would prefer teachers teaching in their respective schools to show positive work attitudes and be committed in carrying out their duties for the school to improve and the students to advance in their studies and overall development.

Blake and Mouton (1981) believed that only when attitudes were managed well, productive results could be anticipated. This point of view assumed that attitudes were precedent to action. Therefore, negative attitudes towards work could be expected to cause an individual to be less productive than if he or she were to have positive work attitudes. Ir. Haji Arshad Haji Marsidi (1988), Malaysia's Director of National Productivity Centre, too, is of the opinion that how effectively and efficiently the

resources (inputs) are utilised is dependent on the human element i.e. the manager as well as the worker. He or she must have a *positive attitude* towards everything; positive attitude towards work or assignment, positive attitude when encountering new problems at work, even a positive attitude towards life itself. Without it, it would not be possible to show commitment and loyalty to one's organisation.

Malaysia, being a developing nation, needs to have teachers who are positive towards work, who could then be productive to facilitate the realisation of the many aspirations as outlined and enshrined succinctly in Vision 2020, and the mission statement of the Ministry of Education. It is envisioned that Malaysia will be a developed country with disciplined and educated people living in harmony and excelling in science, technology, industrialisation and entrepreneurship. Here education provides the vital link to Vision 2020 and teachers must ensure their attitudes and efforts culminate in producing fine, young and productive Malaysians to meet the challenge of industrialising the country.

A lot of studies have been done on job satisfaction and organizational commitment of teachers. However, not much research has been done on the work attitudes of teachers. In view of this, an attempt is made in this research to study the relationship between work attitudes with intrinsic motivators, extrinsic motivators and religiosity of secondary school teachers, to be moderated by personal demographic characteristics. It is hoped that this study will offer some insights on the factors that could affect the work attitudes of teachers. This will assist practitioners and policy makers in the Ministry of Education to have a better understanding of work attitudes of teachers in schools as well as institutes of higher learning.

1.2 Statement of the Problem

The major problem to be investigated is "How is the relationship between work attitudes of secondary school teachers with intrinsic motivators, extrinsic motivators and religiosity as moderated by gender, age, marital status and teacher category?"

1.3 Statement of the Purpose

This study will attempt to identify the factors associated with work attitudes of school teachers. Specifically, this study attempts to investigate (i) the relationships between work attitudes with intrinsic motivators, extrinsic motivators and religiosity; (ii) the moderating effects of some personal demographic characteristics (gender, age, marital status and teacher category) on the relationships between work attitudes with the intrinsic as well as extrinsic motivators and religiosity; (iii) whether there is any difference in the work attitudes of teachers along gender, age, marital status and teacher category.

1.4 Statement of the Research Questions

This study will attempt to provide answers to the following questions:

1. What is the current level of work attitudes among secondary school teachers in Georgetown, Penang?
2. Is work attitudes related to (i) intrinsic motivators, (ii) extrinsic motivators, and (iii) religiosity?
3. Will the variance in work attitudes be explained by: (i) intrinsic motivators, (ii) extrinsic motivators, and (iii) religiosity?

4. Which is the best predictor for work attitudes? Which motivational factor, intrinsic or extrinsic, is the better predictor for work attitudes?
5. Will the personal demographic characteristics along (i) gender, (ii) age, (iii) marital status, and (iv) teacher category moderate the relationships between work attitudes and (i) intrinsic motivators, (ii) extrinsic motivators, and (iii) religiosity?
6. Will work attitudes differ (a) between male and female teachers, (b) between younger and older teachers, (c) between single and married teachers, (d) between graduate and non-graduate teachers?

1.5 Statement of the Research Hypotheses

This study attempted to investigate the following research hypotheses:

1. Work attitudes is related to (i) intrinsic motivators, (ii) extrinsic motivators, and (iii) religiosity.
2. The variance in work attitudes will be significantly explained by (i) intrinsic motivators, (ii) extrinsic motivators, and (iii) religiosity.
3. Personal demographic characteristics along (i) gender, (ii) age, (iii) marital status, and (iv) teacher category will moderate the relationships between work attitudes and (i) intrinsic motivators, (ii) extrinsic motivators, and (iii) religiosity?
4. Work attitudes will significantly differ (a) between male and female teachers; (b) between younger and older teachers; (c) between single and married teachers; and (d) between graduate and non-graduate teachers.

1.6 Significance of the Study

The study bears significant implications to research, selection and recruitment procedures, human resource development and policy formulation by the Ministry of Education and the Public Service Department. The Ministry of Education may choose to select and train those who show positive work attitudes for its training programmes.

Positive work attitudes could be learned (Blake and Mouton, 1981). As such teacher training colleges and universities are the most appropriate starting-points for introducing instructional programmes on work attitudes because their primary role is to prepare prospective teachers and workers for the world of work. Henceforth teacher training programmes could try to incorporate activities that could enhance the learning of positive work attitudes for the teaching profession.

It is hoped that this study could give a better insight into the national effort to promote correct work habits, quality consciousness and productivity among its workforce.

Chapter 2

LITERATURE REVIEW

2.1 Review of Relevant Literature

The review of literature related to this study is divided into 5 sections which include the followings : (1) the teaching environment in Malaysia, (2) work attitudes, (3) motivation : intrinsic and extrinsic, (4) religiosity, (5) intrinsic and extrinsic motivation with work attitudes, (6) religiosity with work attitudes, and (7) personal demographics with motivation, religiosity and work attitudes.

2.2 The Teaching Environment in Malaysia

Teaching is usually seen as a form of professional work, that is, a type of complex work requiring a great deal of specialised knowledge (Sykes, 1990). Indeed, at one time or another, over the past two decades, teaching has been seen as a form of labour (Apple, 1998), a type of craft work (Huberman, 1993; Pratte & Rury, 1991), and even a type of artistic endeavour (Eisner, 1978; Gage, 1978).

Back in the 50s and 60s, teachers were held in high esteem. Due to their knowledge and education, they were seen as leaders in the community. Teaching was considered a noble profession. However, this scenario has changed with the passing of time. Now, in the 90s, both education and teachers are taken for granted. The teaching profession, for all its nobility, has lost its lustre. Morale crashed as did its dignity. Rightly or wrongly, teachers no longer have the same stature and get the same respect as before.

There had been numerous grievances and grouses from the part of teachers themselves as well as the National Union of the Teaching Profession (NUTP). The usual complaints that teachers have about the profession is, without doubt, the pay and the lack of opportunities for promotion. The pay packet has not changed with the times. Noraini Shariff in her article "Teachers' pay far below that of other professionals" (NST, 16 May 1995) opined that teachers are not paid very much, ranking far below any of the other professionals. Teachers, too, are unhappy with the New Remuneration System (SSB), which they feel it does not actually reward based on merit. The general feeling is that it favours those who 'promote themselves' by doing administrative works and projects and who are not necessarily good in teaching. Teachers generally work in a team, but only one person in that team gets a better increment. Under this system, only 2 per cent of the teaching workforce are entitled to the diagonal, and 3 per cent to the vertical annual increments. A memorandum by NUTP to the Education Minister in 1995 asserted that 90 per cent of teachers give "excellent service" and the 2 per cent quota for diagonal increments is highly demoralising (The Sun Magazine, June 18, 1995). As for promotional prospects, only 5.1 per cent of teachers were promoted in 1995 (New Sunday Times, 3 August 1997) which means only a very small number of the 280,000 teachers can be given some sort of administrative posts. Job prospects are limited and personal development opportunities difficult to come by.

Expectations from teachers are high, but most are not working in conducive environments. Classes are big but equipment is insufficient. The workload has increased tremendously. They, not only have to teach many new subjects, but also

have to attend to more administrative duties. Teachers are laden with paper work which could easily have been computerised (Guru Malaysia, 1997). According to the opinion of N. Siva Subramaniam, secretary-general of the National Union of the Teaching Profession (NUTP) on May 16, 1997, the system expects teachers to spend 60 per cent of their time on clerical work and only 40 per cent on teaching. The teacher's priority is to their students but they are torn between going for meetings and also doing clerical work, even on weekends. Then, there are the co-curricular activities which are compulsory for students and which teachers have to supervise. Teachers have to undertake non-teaching tasks as well like traffic guard duties and even menial tasks such as selling stationery. There are times when teachers are asked to collect donations. These tasks are not in their job descriptions but are nicely tucked under the umbrella of serving above and beyond one's duty. On top of this, there is the ever-changing education system. Teachers have to cope with frequent changes of syllabuses and textbooks and other related teaching tools and methods. Most of the time, the drastic changes leave them more confused and frustrated and they are the front-liners who have to deal with the public's displeasure (New Straits Times, 16 May 1997).

Teachers feel there are more pressures, bigger responsibilities but yet very little recognition and rewards. The Tan Sri Abdul Rahman Arshad Committee Report in 1997 said that the lack of incentives and the fact that existing ones were not as attractive as those offered by other government agencies was also to blame for the lack of interest in teaching. According to the report, this lack of incentives has also caused many teachers to opt for early retirement or resign. The report also said that the

number of teachers in various states and districts is huge, but the number of awards given to them is small by comparison. The number of awards should commensurate with the number of teachers. In a seminar organised by the Penang Branch of NUTP in conjunction with World Teacher's Day on 6 October, 1996, NUTP president En. Abu Bakar Shawkat Ali said the Government should accord due recognition to teachers by providing them adequate facilities, incentives and remunerations because of the instrumental role that teachers play in human resource development. Such benefits will motivate teachers to perform their duties well. It is only fair that teachers are adequately compensated and accorded the proper respect as their role and responsibilities have increased tremendously over the years.

In spite of all these negativism on the teaching profession, there are also those who are in the teaching line because of their intrinsic love in teaching. Many, too, who took up the career with initial apathy and reluctance, ended up being fully committed to it (Sunday Star, 19 May 1996). Despite the overwhelming odds stacked against them, the loss of job esteem or the grouses they frequently air, many teachers do a very commendable job indeed. There are those who, in spite of increasing demands and expectations, have retained an undaunted faith in the system and set about daily with singleness of purpose to actualise the varied social goals and visions of our education system and to enhance the lives of our budding Malaysian youths (New Sunday Times, 27 January 1996). These teachers seek to help each individual acquire the understanding, skills, ideals, values and attitudes necessary for him or her to achieve his/her highest possible personal development. They are willing, in addition to their regular teaching duties, devote hours improving instructional techniques, reading up

the latest developments and researches in the educational field, serving on educational committees, enthusiastic about in-service programmes, constantly finding ways to motivate students, enthusiastically volunteering to hold extra classes for weaker students, conducting action-research to enhance the teaching-learning process and many other endeavours.

The majority of teachers are committed and show positive attitudes towards their work. Many feel that those in the profession today are as committed and as positive as the older generation of teachers, contrary to general perception. Teachers are not any less hardworking than in the past (Sunday Star, 12 May 1996).

2.3 Work Attitudes

Despite many studies, the concept of work attitudes has been described more than defined. Martin and Briggs (1986) regarded the literature on work attitudes as too vast and diffuse, and the concept of attitudes is confusing due to variations in both terminology and definitions. They defined attitudes as the internal states that influence behaviour. We can infer these states from actions and words. In other words, Martin and Briggs (1986) considered attitudes as what a person felt, and behaviours were the way a person acted on these feelings.

Anderson (1981) identified five common features of attitudes : emotion, target, direction, intensity and consistency. Attitude is an affective characteristic, and emotions are involved. The feelings can be positive, negative or somewhere in between. Thus, many attitudes exist along a continuum which ranges from negative to

positive. Such feelings are directed towards or away from some target. When attitudes are favourably directed towards the target, they are said to be positive. Likewise, when they are directed unfavourably towards the target, they are said to be negative. Attitudes also differ in intensity and consistency. Attitudes cannot be observed directly, rather they have in the past been inferred from what a person *says* or *does*.

Lefrancois (1972) defined attitudes as the preference of an individual to respond in a given way when introduced with various stimuli. Sherif (1965) defined attitudes as the stands the individual upheld and cherished about objects, issues, persons, groups or institutions. Tesser and Shaffer (1990) argued that attitudes are evaluations based on beliefs, feelings and/or past behaviour. A review of the literature indicated that the construct "attitude" was usually regarded as a dependent (criterion) variable in many studies.

Blake and Mouton (1981) stated that some people believed attitude did not exist, only behaviour existed. They further stated that a person could not see attitude, but he or she could see behaviour. When behaviour was consistent with the needs of the organisation, a person's attitude would become consistent with his or her behaviour. In other words, it was behaviour that developed attitude, not the other way round. Further, Blake and Mouton claimed that these remarks were consistent with the point of view of behaviourism, from Pavlov to Watson to Skinner.

Blake and Mouton (1981) also stated that some people believed that only when attitudes were managed well could productive results be anticipated. This point of view assumed that attitudes were precedent to action. Therefore, a negative attitude towards work could be expected to cause an individual to be less productive than if he or she held a positive attitude. Blake and Mouton believed that pressuring for productive behaviour might cause a person to feel stress from being "coerced" and thus increased his or her negative attitudes.

Hensen (1991) stated that work attitude should include work ethic, moral qualities, work habits, industry understanding, and professionalism. According to Ferrett (1994), positive work attitude is the key to success at work. Employees with positive attitudes and enthusiasm at work are invaluable to the companies of today that have become more and more service-oriented. People with positive attitudes tend to:

- have positive feelings about people and situations,
- have a sense of purpose, excitement, and passion,
- approach problems in a creative manner,
- have a resourceful, positive, and enthusiastic air about them,
- make the best out of every situation,
- realize that attitude is a choice,
- feel that they have control of their thoughts,
- feel that they are making a contribution through their work.

People with a negative attitude, on the other hand, tend to:

- look at adversity as something that will last forever,

- feel they are helpless to make a change,
- focus on the worst that can happen,
- see the negative in people and situations,
- view their state of mind as the result of external factors,
- feel as if they are victims,
- approach problems from a win or lose perspective.

According to Tay (1988), Chairman of the Vocational and Industrial Training Board, Singapore, good work attitudes include:

- Punctuality : be punctual for training and for work,
- Regular attendance : do not absent from work without a valid reason,
- Diligence : be industrious right through the day,
- Perseverance : persevere till you succeed,
- Co-operation : work as a team for unity, strength and success,
- Initiative : find more efficient, faster and safer ways to get work done,
- Innovativeness : be innovative to improve performance,
- Adaptability : be adaptable to new working conditions and new job methods,
- Reliability : be reliable and responsible,
- Pride in Work : a job well-done gives a sense of pride in performance,
- Courtesy : be courteous to all with whom you come into contact with,
- Health Consciousness : keep healthy and fit.

Work is a necessary and an important part of life. Everyone is expected to work and to provide for his or her support despite possessing wealth or social status.

Employers, in any profession or industry, do desire that their employees show positive work attitudes. Wenrich and Wenrich (1974) suggested that employers should accept employees, not only those who possessed appropriate knowledge and skills, but also appropriate work attitudes. Krasa (1990) stated that it was generally true that employers looked for employees who showed positive attitudes towards work and other employees in the workplace. Further, Fitzgerald (1985) indicated that employers ranked positive attitude, dependability and communication skills as the most important worker attributes, even ahead of basic skills. Feirer (1976) believed that employers in business and industry needed employees who were pleasant, punctual, honest, reliable and dedicated.

A positive work attitude is important for an employee to succeed in a job. Moreover, a positive attitude towards work has been one of the most important factors that has influenced the success of business and industry. Prosser and Allen (1925) held the opinion that human attitudes towards employment are and will remain the dominant factor in economic production. Wall (1966) said that any country's economic progress was based on formal education achieved, degree of skilled training, attitude toward work and change, and aspirations of its people.

Poor work attitudes could affect employees' performance in their jobs. Beach (1981) reported that 87 % of termination and refusals to promote employees were due to poor attitudes of the workers as reflected in their habits and behaviours. Furthermore, Oinonen (1984) stated that employers and employees had unanimously agreed that poor work attitudes was the major reason employees lose their jobs.

Positive work attitudes could be learned, and the learning of positive work attitudes should be a cooperative effort between student, teacher, administrator and business and industry. Instructors should teach students not only the technical skills but also the attitudes and behaviours that would make a smooth transition from training institutions to work. Cherrington (1980) stated that the desired characteristics could be taught by explaining to students, "... the value of work, the dignity of labour, and the joy of service." Cherrington further stated that the development of positive work attitudes and productive work behaviours had depended very heavily on the development of self-discipline, self-control and personal initiative. These characteristics were determined generally by socialization processes during youths.

Even though work attitudes have been considered important and should be learned, a difference of opinion regarding the importance of work attitudes in the world of work exists between the faculty of a higher education institution and practitioners in the field. In a study on the faculty of a university and practitioners in the field of architecture, Hensen (1991) found that 100 % of the faculty in a forced choice response chose "knowledge of field" as the most important competence category. On the other hand, he found that less than 25 % of the practicing architects interviewed felt the same. Hensen also found that "job skills", "interpersonal skills" and "work attitudes" were not important in the opinion of the faculty. The practitioners, on the other hand, felt quite strongly that "work attitude" (40%), "job skills"(25%) and "interpersonal skills"(5 %) were what counted.

Work attitudes were sometimes equated to the goals that motivated people to work and nurtured job satisfaction. For example, Montague (1986) stated that attitudes toward work were the best predictor of overall job satisfaction; and positive work attitudes were associated with positive attitudes toward decision making. Further, McFarlane (1985) pointed out that work attitudes accounted for the unique variance in intentions to attend work, and also work attitudes were important in determining intentions to perform well.

2.4 Motivation : Intrinsic and Extrinsic

Etymologically, motivation is derived from the Latin word *motus*, a form of the verb *movere* which means "to move" (Steers & Porter, 1987). Thus, motivation means the degree to which a person is moved or aroused to expend effort to achieve some purpose (Golembiewski, 1993). It refers to the psychological process that gives behaviour purpose and direction (Kreitner, 1995). Robbins (1993) defined motivation as the willingness to exert high levels of effort towards organizational goals conditioned by the efforts ability to satisfy some individual need. In the book *Organisational Behaviour*, Jerry Gray and Frederick Starke (1984) defined motivation as the result of processes, internal or external to the person, that arouse enthusiasm, desire and the persistence to take a certain course of action.

Simpson (1989) gave the characteristics of a motivated employee as follows:

- (i) High and consistent performance.
- (ii) Energetic, enthusiastic and determined to succeed.
- (iii) Unstinting cooperation in overcoming problems.

(iv) Willingness of individuals to accommodate necessary changes.

Maslow's Hierarchy of Needs (1954) and Herzberg's Two-Factor Theory (1966) are examples of theories of motivation commonly used in organisational behaviour to identify causes of human behaviour. Although these theories should not be accepted as "truth", they are useful in organising thinking about employee motivation (Schmied, 1990).

Maslow's Hierarchy of Needs explains human behaviour as an endless quest to fulfill certain innate needs. He categorised these needs as five hierarchical (usually depicted as a pyramid) levels; the person's needs at each lower level must be met before a person can begin the quest to fulfill the needs of the next higher level. The levels, in the order that they must be met, are physiological, safety, social, esteem and self-actualisation needs.

Physiological needs are typically satisfied by spending money on food, shelter, and clothing. Safety needs include safe working conditions and job security (Schmied, 1990). Social needs are met by developing fulfilling relationships, which may come from interaction with colleagues or may be inherent in the work process, if not interfered with. Esteem needs can be met by the prestige, respect, status, or power granted to an employee by other members of the community. Self-actualisation is the constant development of capabilities and competence (the fulfillment of a person's potential) by achieving or mastering successively more difficult challenges (Schmied, 1990).

An alternative theory of motivation is Herzberg's Two-Factor Theory. Instead of identifying needs that must be provided for hierarchically, it suggests that there are two types of motivators: dissatisfiers and satisfiers. The dissatisfiers are factors that are extrinsic to the job (e.g., salary, working conditions, and administrative policies). Herzberg believed that such factors do not serve directly as motivators, but rather as prerequisites to motivation. That is, they are necessary but not sufficient for motivation. In other words, the absence of one or more of these factors may prevent motivation, but the presence of all of them only allows the second type of motivators (satisfiers) to determine the motivational level of the individual. Satisfiers include factors that are intrinsic to the work itself (e.g., competence, control, growth, recognition, and advancement). The extrinsic, or potential demotivators, largely correspond to Maslow's lower-order physiological and safety needs. They include factors associated with job dissatisfaction such as working conditions, supervision, relations with co-workers, salary, company policy and administration. Intrinsic factors, or motivators, largely corresponding to Maslow's higher-order needs, include the work itself, responsibility, recognition for work well done, advancement, and achievement. Henceforth, individual motivation could be categorised along two dimensions i.e. intrinsic motivators and extrinsic motivators.

Intrinsic Motivators

Intrinsic motivators are rewards that the individual provides for himself or herself, for instance, feelings of accomplishment, as a result of performing some task (Churchill et al., 1979; Tyagi, 1990; Steers & Porter, 1991). Sujana (1986) defined intrinsic factors as the satisfaction and reward one gets out of just doing the job (of selling). In Miles,

Hatfield and Huseman's study (1994), the intrinsic outcomes were a sense of accomplishment or competence, use of skills and abilities, promotion and advancement, a feeling of achievement, challenging or meaningful work, feeling of personal worth and having responsibilities.

Bidwell (1965) has partially described schools as organisations with a vague and diffuse goal structure, structural looseness, and public vulnerability. The teaching staff is often viewed as quasi professional, with a lack of clear-cut work technology and constrained to some extent by bureaucratic rules and regulations, but who for most part operate in relative independence from one another and exercise considerable freedom and discretionary power in their work. Lortie (1975) noted that the occupational ethos of teachers does not favour close supervision of their work. Packard (1976) claimed that expressions of autonomy hold that the teacher is the legitimate classroom authority and rightfully has discretionary power over matters such as instructional processes, pupil control, motivation and evaluation.

According to recent research (Heid & Leak, 1991; Nyberg & Faber, 1986; Williams, 1990), public school teachers have almost no authority over design and administration of the schools in which they exercise their educational authority as subject matter specialists. Decisions regarding class composition and size, scheduling, curriculum and text content; planning and allocation of space (from site selection of buildings to individual teacher planning rooms and classrooms), are all controlled by legislatures or by school boards and their administrators (Feir, 1985; Nyberg & Faber 1986; Retsinas, 1982).

Autonomy is fundamental to performing instructional tasks (Rosenholtz & Simpson, 1990) and flexibility in performing these tasks is critical in professional work. Autonomy is probably more important for the experienced teacher than the inexperienced teacher. Novice teachers concern themselves with survival issues whereas the more experienced teacher, having more self-confidence, puts more insight and energy into long-range planning and providing for varied student needs (Burden, 1981). Street (1988) found a positive correlation between teachers' satisfaction about their autonomy and the program of instructional supervision in their schools. Lepper and Greene (1975) found that the act of monitoring individual's behaviour resulted in decreased intrinsic motivation.

Pearson (1995) found that autonomous teachers were more satisfied with their chosen profession and had a more positive attitude towards students. It has been established that lack of autonomy has been cited as a critical reason why teachers leave the profession, and is an attribute that is indicative of job satisfaction and a positive attitude towards the profession. According to Deci (1971, 1972), intrinsically motivated individuals feel that task accomplishment is under their own control and they seek rewards that reinforce feelings of competence and self-determination. Fruth, Bresdon & Kasten (1982) analysed commitment and found that intrinsic motivation was the most powerful link to teacher performance.

Extrinsic motivators

Extrinsic motivators are those rewards that are provided to the individual by someone else (Tyagi, 1990; Steers & Porter, 1991). Sujjan (1986) referred to extrinsic

motivators as external rewards arising from the task performance. Miles, Hatfield and Huseman (1994), in their study on "Equity sensitivity and outcome importance", divided the extrinsic motivators further into extrinsic tangible and extrinsic intangible as summarised in Table 2.1 below.

Table 2.1 : Classification of Extrinsic Motivators

Extrinsic Motivators	
Extrinsic Tangible	Extrinsic Intangible
Pay	Recognition for good work
Job security	Feeling of belongingness
Fringe benefits	Appreciation
General working conditions	Friendship on the job

Deci (1971, 1972) claimed that externally motivated persons perceive the locus of causality for their actions as outside themselves, their behaviour being essentially instrumental and directed to the attainment of the external reward. Several studies suggested that externally motivated individuals tend to be less satisfied from their experiences, more critical of the condition of the task, and less inclined to perform the task again without external reward (Garbarino, 1975; Kruglanski, Freedman & Zeevi 1971; Calder & Staw, 1975).

According to Hall, Pearson & Carroll (1992), teachers who planned to quit expressed less satisfaction with their current employment and with their current salary, and had a more negative attitude towards both teaching as a career and the school administration. They also described themselves as enjoying less autonomy in teaching and more apt to

perceive the limited opportunity for advancement in teaching as an important explanation for why teachers leave their jobs.

Reyes (1990) held the opinion that teachers also expect public recognition, a "pat on the back" and peer recognition. Teachers may like to be publicly recognised at faculty meetings for doing an excellent job. On the other hand, some teachers may also strongly prefer to be recognised for excellent work through a stipend at the end of the working year. Adequate salaries, along with the symbolic rewards, are necessary to enhance teacher productivity and motivation. Material rewards alone are insufficient.

Research on teachers is supportive of the motivation-hygiene theory because intrinsic rewards were proved to be more powerful motivators than extrinsic rewards. Oxman and Michelli (1980) found that intrinsic factors affected satisfaction but extrinsic factors were sources of dissatisfaction. Teachers consistently rated intrinsic or "psychic" rewards, for example, "Knowing that I have reached students and they have learned" , as more powerful motivators than extrinsic benefits (Kottkamp, Provenzo & Cohn, 1986; Lortie, 1975).

Two other studies also indicated that intrinsic rewards are more powerful motivators than are external rewards. Feistritzer (1986) found that teachers ranked the "opportunity to use their minds and abilities" as first in importance, the "chance to work with young people" as second, and "appreciation for a job well done" as third. Salary was ranked fourth. Similar results were reported in the Metropolitan Life

Survey of Former Teachers in America (1985) which found that teachers remain in the classroom for the "satisfaction of teaching".

Sergiovanni (1967) found, from a replication of Herzberg's research methodology, that teachers obtained their greatest satisfaction from reaching and affecting students, followed by their experiencing recognition for a job well done. Sergiovanni further stated that caution must be exercised to avoid providing for motivation needs at the expense of hygiene needs. If employees are preoccupied with concerns about unsatisfactory working conditions or the inability to provide adequate food and shelters, positive impact from motivators will not be realised.

There is a common assumption that higher pay will more effectively attract, retain and motivate teachers to improve performance than will non-financial rewards. Cash as a reward is viewed as the "cure all" to educational's personnel ills (Olson, 1986), although the actual effects of money, as opposed to other rewards and incentives, are not known and are strongly debated in the professional literature. Researchers have found evidence indicating that intrinsic rewards are more effective motivators than are external rewards such as money (Bess, 1977; Daniel & Essen, 1980; Deci, 1976; Hackman & Oldham, 1980; Herzberg, 1966; Sergiovanni, 1967; Sherman & Smith, 1984; Spuck, 1974; Weaver, 1977; Wright, 1985).

In contrast, Schlechty & Vance (1981) and Sykes (1983) argued that external rewards may be needed to retain better classroom teachers. Kaufman (1984) also reviewed teachers' commitment to the profession, using Herzberg's motivation hygiene theory,