

**THE PREDICTIVE ABILITY OF
BIG FIVE PERSONALITY ON
MOTIVATIONAL ORIENTATION STATES
AMONG PRE-SERVICE TEACHERS**

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by

OOI SOO YUAN

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KEBOLEHRAMALAN PERSONALITI *BIG FIVE* TERHADAP KEADAAN ORIENTASI MOTIVASI DALAM KALANGAN SISWA GURU

ABSTRAK

Tujuan kajian ini adalah untuk mengenal pasti kebolehramalan personaliti *Big Five* ke atas keadaan orientasi motivasi (*motivational orientation states*) dalam kalangan siswa guru di Institut Pendidikan Guru Malaysia (IPG). Di samping itu, kajian ini juga bertujuan untuk mengenal pasti faktor personaliti *Big Five* yang menunjukkan tahap determinasi sendiri yang tertinggi dan juga model personaliti yang terbaik untuk menjelaskan determinasi sendiri dalam kalangan siswa guru di IPG. Rasional kajian ini boleh diperhatikan dari dua perspektif yang berbeza, iaitu situasi dan perkembangan literatur dari konteks antarabangsa dan Malaysia. Adalah jelas daripada amalan semasa dan kajian literatur bahawa kajian lanjut diperlukan untuk memahami lebih mendalam mengenai motivasi dari perspektif Teori Penentuan Diri (SDT), terutamanya dalam kalangan siswa guru di Malaysia. Tinjauan literature juga membuktikan peranan penting keadaan orientasi motivasi dan personaliti dalam bidang pendidikan. Data untuk kajian ini dikumpulkan dengan menggunakan soal selidik iaitu *General Causality Orientation Scales (GCOS)* dan *NEO Five Factor Inventory 3 (NEO FFI 3)*. Siswa guru dipilih melalui persampelan berstrata dan berkelompok daripada 27 IPG di Malaysia. Keputusan menunjukkan bahawa hampir semua lima faktor dalam *Big Five* menunjukkan hubungan signifikan dengan keadaan orientasi motivasi dalam SDT, kecuali *Keterbukaan pada pengalaman (Openness to experience)* dan *Kehematan (Conscientiousness)*, yang

tidak menunjukkan kaitan yang signifikan dengan *Controlled orientation state*.. Faktor-faktor dalam Big Five juga menunjukkan kebolehan ramalan dalam *Autonomous, Controlled* dan *Impersonal orientation states*. Keputusan kajian juga memaparkan bahawa faktor yang mempunyai sifat penentuan diri yang tertinggi ialah Keterbukaan pada pengalaman dengan bacaan beta koefisien pada .30. Dengan menggunakan Statistik R, data kajian berjaya menjana satu model terbaik untuk penentuan diri dalam kalangan siswa guru. Model merangkumi semua faktor dalam Big Five kecuali faktor Extraversi (*Extraversion*). Penemuan yang menarik dalam kajian ini mungkin merupakan petanda positif kepada penyelidikan di Malaysia kerana kajian ini adalah selaras dengan matlamat Pelan Pembangunan Pendidikan Malaysia (2013-2025). Secara khususnya, kajian juga menunjukkan bahawa Anjakan Empat iaitu Transformasi Keguruan Sebagai Profesion Pilihan mampu dicapai pada masa depan. Walaupun jelas bahawa kajian personaliti *Big Five* dan penentuan diri dari perspektif *SDT* masih jauh ketinggalan di Malaysia, minat yang berterusan ke atas *SDT* yang rumit tetapi menarik ini mungkin mampu merapatkan jurang dalam bidang ini. Kajian ini boleh dianggap sebagai perintis kepada kajian yang lebih lanjut tentang personaliti dan motivasi dari perspektif *SDT*.

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ABSTRACT

The purpose of the current study is to identify the predictive ability of Big Five Personality on the motivational orientation states in Self Determination Theory (SDT) among the pre-service teachers in the Malaysian Teacher Education Institutes (Institut Pendidikan Guru, IPGs). Besides, the study is interested in identifying the best Big Five personality factor that shows highest level of self-determination as well as the best personality model to explain self-determination among the pre-service teachers in the IPGs. The rationales of this study are observed from two different perspectives, which are the situational and literatures from both the international and Malaysian contexts. It is clear from both the current practice and the literatures that further research is needed to delve deeper into the understanding of motivations from the perspective of Self Determination Theory (SDT), especially among Malaysian pre-service teachers. Literatures have demonstrated the vital roles motivational orientation states and personality have in the education field. Data for this study is collected using survey questionnaire, utilizing the General Causality Orientations Scale (GCOS) and the NEO Five Factor Inventory 3 (NEO FFI 3). The pre-service teachers are selected through stratified and cluster sampling from the 27 IPGs in Malaysia. Results revealed that most of the five factors in the Big Five were significantly related to the motivational orientation states in SDT, except for Openness to experience and Conscientiousness, which were found to be not

significantly related to Controlled orientation state. Factors in Big Five also demonstrated the predictive abilities in Autonomous, Controlled and Impersonal orientation states. Openness to experience was found to be the most self-determined factor with its beta coefficient at .30. The study also utilized the R statistics to generate the best fit model for self-determination among the pre-service teachers and found a model consisting of all the factors in Big Five except Extraversion. The intriguing findings may have some positive indications to education developments in Malaysia as it is in accordance with the objectives of Malaysia Education Blueprint (2013-2025). Specifically, the findings also show that Shift Four which is Transform Teaching into Profession of Choice may be attainable in near future. Although it is obvious that the study of the Big Five Personality and self-determination from SDT's perspectives, are still lagging in Malaysia, additional interests into the theory of this complicated but interesting area is likely to close the gap. This study can be considered as setting the stage for further study in basic personality and motivation from the SDT's perspectives.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Education plays an important role in a country's economic, socio-cultural and nation development. As education is one of the best predictor to a nation's future (Malaysia Education Blueprint, 2012), the Ministry of Education (MOE) has undertaken the crucial task to ensure the education system continues to develop in tandem with the global development besides producing individuals that are not only able to compete internationally but also succeeded in doing it. Since education involves pupils and teachers in schools at the primary and secondary level as well as students and lecturers at higher education, it thus implies the importance of teacher education. This is proven when the Malaysian Education Blueprint (2013-2025) placed the transformation of teaching profession as its Fourth Shift in Malaysian Education Blueprint (2012).

Generally, teacher education programs help prospective teachers acquire knowledge and skills, develop essential attitudes and shape their beliefs about teaching and thereby favorably affecting teaching experiences and outcomes (IPGM, 2014). Therefore, the main aim of teacher education is to get the pre-service teachers prepared and later, introduce them into the teaching profession (Stairs, 2010). Teacher Education Institutes (Institut Pendidikan Guru, IPGs) in Malaysia, which are more familiarly known as teacher training institutes are established prominently in the 1960's and 1970's. Historically, the teacher education institutes started off as

certificate awarding institutions that later progressed into offering degree programs at Bachelor's level.

Since the establishment of Malay High School in Singapore, followed by the Sultan Idris Teachers Training College in 1922 (UPSI, 2009) and finally the two England based colleges of Women Teachers Training College, in 1935, then the Kirby Teachers' College in Liverpool in 1951 (Ibrahim Bajunid, 2012; The Star, 2005), the teacher education sector has undergone great changes and developments. What used to be 27 teacher education colleges and an English Language Teaching Centre, which traditionally produced teachers for primary schools with certificate and later, diploma level qualifications, are now being promoted to teacher education institutions. The curriculums are improved and qualifications raised, from a three year diploma program to a five and a half year foundation and degree program (Malaysia Education Blueprint, 2012). These efforts are important as it is aligned with the objectives of Shift Four in the Malaysia Education Blueprint (2012).

1.1 Background of the Study

Recently, there are also fresh demands on teacher education to produce teachers who are able to meet the challenges of globalization and the 21st century education. Efforts have also been initiated to improve the quality of teacher training and these include the changes to the structure of Teacher Education Division (BPG). One of the efforts includes the upgrading of all the Teachers Training Colleges in Malaysia. Instead of teacher training colleges, it is now known as Teacher Education Institute (Institut Pendidikan Guru , IPG), with 27 campuses all over Malaysia. The teachers' training institutions are now offering degree programs to students, beginning with a foundation program, followed by a degree program, known as the

Bachelor of Teaching (Hons) in respective fields/ options, with focus on the primary school education.

With the new status and MOE's new expansion plan to reduce the teacher-student ratio (Malaysia Education Blueprint, 2012), intakes of pre-service teachers have also increased tremendously. At present, there are about 42 417 students undergoing their training at the 27 IPGs (MOE, 2011). These pre-service teachers, who are of different backgrounds, are placed in their respective institutes, majoring, among others, in languages like Malay, Chinese and Tamil language, TESL, or subjects like Mathematics, Science, Special Education, and Islamic Religious Studies. Besides majoring in different courses, these pre-service teachers are of various background and states in Malaysia that will inevitably lead to individual differences among them.

With such a diverse upbringings, and backgrounds, there will always tend to be model students, team players who work well with others, individual diligent pre-service teachers whose work are always up to date, elected class/ unit heads, who are efficient, fair and sensitive. On the other end, there are also those who are mediocre, lack confidence and passive (Hariati & Chew, 2007). Therefore, with such diversities, it is without doubt that these pre-service teachers are made up of different characteristics and natures. These distinctions are not only physiological, but also in temperament, reactions and disposition. Indeed, the bottom line to all these characteristics is, of course, personality.

Generally, personality can be defined as "distinctive thought, emotions, and behaviors that characterize the way an individual adapts to the world" (Santrock, 2006, p.135). However, researchers have acknowledged that giving meaning to

something as complex as human personality is challenging as there are many different features involved in personality and they are mostly adjectives that describe inner self, characteristics, social experiences, cognitive and physical qualities, and how these factors interact and shape other humanly functions. Nonetheless, Larsen and Buss (2005, p.4), defined personality “as the set of psychological traits and mechanics within individual that are organized and relatively enduring and that influence physical and social environments”. According to Howard and Howard (2001, p.28), it is important to know personality as “understanding personalities better can make a significant difference in performance and advancement.” Regardless whether a pre-service teacher is within or without the classroom and IPGs’ environment, how they project themselves, communicate, persuade and motivate is important. This is because as much as they are required to work individually, these pre-service teachers need to work in a team to fulfill the demanding needs of the educational institute during their training in the IPGs. Besides, there are students or pupils in schools when these pre-service teachers begin their services in the education industry.

Ultimately, it all depends on the individual pre-service teacher who must determine their own benchmarks for successes and put up every effort to meet these criteria. Their accomplishments depend on how well these pre-service teachers manage and act on the personality dynamics within their social environments in the IPGs. Besides, psychology researchers have also proven that individual personality traits are useful in predicting performance and outcomes in organization settings (Ones, Dilchert, Viswesvaran & Judge, 2007). Besides, Eysenck (as cited in Feist & Feist, 2009, p.417) had also mentioned that “many psychological studies have mistakenly make conclusions as they have ignored personality factors”. In other

words, understanding personalities is vital for the pre-service teachers to achieve the full functions of their role as students in IPGs as well as future teachers in the years to come.

As in other areas of study, there are many personality theories involved but this current study will specifically look into the Big Five Personality factors as it has been acknowledged as the ‘super traits’ to explain personality’s main features (Feist & Feist, 2009; McCrae and Costa, 2010). Commonly known as Big Five or the Five Factor Model, it is also one of the most openly accepted comprehensive models of personality. Furthermore, the five factor model has also been described as the most concrete theory of personality to date (Teven, 2007). This model was first introduced by Tupes & Christal (1961, 1992), and the main dimensions are Neuroticism (N), Extraversion (E), Openness to experience (O), Agreeableness (A), and Conscientiousness (C). After two decades of volatile periods, the Big Five Personality Model is revived and so far, has been give extensive acknowledgment by researchers. It is now considered the ‘default model’ (McCrae & Costa, 2010) of personality that give directions to various fields of psychological studies including cross-cultural, longitudinal industrial/ organizational and clinical researches.

A number of studies have indicated that the five factors are the focal factors to explain personalities (De Raad, 2005; Lee, Ashton & Shin, 2005; McCrae & Costa, 2010). Besides, research has found that these factors are also useful in predicting outcomes (Ozer & Benet-Marthinez, 2006). For example, the most important outcomes of Neuroticism (N) are those related to well-being and mental health, while Extraversion (E) is associated with popularity and social success. Openness to experience (O) is the predictor of creative achievement and agreeable (A) persons are more desirable as mates. Conscientiousness (C), on the other hand,

is the most consistent predictor of job performances and motivation at work. It has been established that employees who are punctual, hardworking and systematic are usually more productive (Avdic, 2009; Barrick & Mount, 1991).

The Big Five factors are also extensively researched with motivation theory. Additionally, a meta-analysis carried out by Judge and Illies (2002) investigated the relationship between the 'Big Five' and three models of motivations which are, the Goal Setting Theory, Expectancy Theory and Self Efficacy motivation based on 150 correlations. Through the meta-analysis, it has been established that the Big Five Model is a crucial source for performance motivation (Furnham, Eracleous & Chamorro-Premuzic, n.d). Specifically, Thornton (2006) suggested that teachers must have the required personality to perform well in the classroom; to teach and to reach out to students and not just be mere teachers (Thornton, 2006). Therefore, Wenzlaff (1998) posit that teacher education must be concerned with pre-service teachers' personalities instead of just concentrating on teaching method, classroom management and assessment. These examples strengthen the general acknowledgement of the significance of personality traits in the education field. Judge and Illies (2002) have also concluded that, it would be useful to investigate the effects of the Big Five on other model of motivation such as the Self-Determination Theory (SDT).

Motivation, on the other hand, is described as the process that initiates, directs and sustains goal-directed behaviors. It drives individuals to act through the biological, emotional, social and cognitive forces that create behaviors (Cherry, 2013). In other words, to be motivated is to be moved into actions. For everyday term, 'motivation' is usually used as the motives to take action on specific activity.

Although there are many motivation theories, the more recent theory is the Self-Determination Theory (SDT).

Generally, SDT opines that motivation is not a unitary concept but instead claims that there are various types of motivations. In other conventional motivation theories, the total amount of motivation remains as a unit in making predictions between the variables. Hence, the main motivational interests in these conventional theories remain as the amount instead of the different types of motivation (Gagne & Deci, 2005; Ryan & Deci, 2017).

Unlike other motivational theories, the initial idea of SDT is that the type or quality of an individual's motivation is more important than the total amount of motivation (Ryan & Deci, 2017). Accordingly, these types of motivation is useful when predicting important outcomes such as effective performance, creative problem solving and deep or conceptual learning (Deci & Ryan, 2008a). Therefore, this theory suggests that there is a hierarchy in motivational types which begins with the intrinsic motivation as the higher end of motivation, to extrinsic motivation and ended with no motivation or amotivation (Ryan & Deci, 2017).

In particular, the hierarchy in SDT is organized around three sets of motivational states, which are the Autonomous, Controlled and Impersonal. (Deci & Ryan, 1985b; Ryan & Deci, 2017). All these three states have unique relationships with the self-determination of an individual. Furthermore, SDT also assumes that along with the two types of self-determined behaviors, there are non self-determined behaviors, too. Ryan and Deci (2017) label these two motivational states of self-determination as Autonomous and Controlled and the non self-determination behaviors as the Impersonal (no motivation or amotivation). Accordingly, the two

types of self-determined behaviors can be from the intrinsic motivations or those extrinsic motivation behaviors that are regulated by integrated internalization (Ryan, Chandler, Connell & Deci, 1983; Ryan & Deci, 2017)

Theoretically, both Autonomous and Controlled motivational states in SDT do not represent exactly the intrinsic and extrinsic activities in other conventional motivation theories. In view of that, although the autonomous and controlled motivational behaviors in the SDT involve different types of regulatory process, they are both behaviors done with intention and therefore are regarded as motivated actions of individuals (Deci & Ryan, 1985b).

Although both are motivational states, the Autonomous orientation state with the self-determined behaviors, can be very different from those from Controlled orientation state. In contrast to both autonomous and controlled behaviors, Impersonal orientation state is a state where individuals have neither internal nor external motivations, therefore amotivated (Ryan & Deci, 2017). In other words, these individuals have no self-determination within themselves for the targeted behavior. Briefly, to compare the concept of self-determination and amotivation, it can be explained as self-determination having the intention and willingness to engage in the goal-directed activities whereas amotivation suggests individuals who do not have any intention to be involved at all in the targeted activities (Deci & Ryan, 1985b; Ryan & Deci, 2017).

Furthermore, SDT is founded on the belief that every individual has innate psychological needs (Ryan, 1995). The three basic needs are those for competence, relatedness and autonomy (Ryan & Deci, 2017). Competence is the perception that one is able to influence the environment in desirable ways, while relatedness is the

feeling that one is close or connected with others. Additionally, autonomy is the perception that one's behavior is self congruent and volitional (Weistein & Ryan, 2011, p.5). SDT posits that satisfaction of these three basic innate needs is important as they may support or hinder one's motivation within the social environment (Ryan & Deci, 2017).

Besides, SDT also gives importance to the social environment surrounding the individuals. SDT posits that environment which supports the basic psychological needs may bring about a sense of well-being to individuals and further encourages positive motivational behaviors. As the results, autonomous motivational state is present and it encourages pursue of interests, goals and experiences (Niemic, Ryan & Deci, 2009). However, if a social environment ignores individuals' need for the basic needs, well-being decreases and motivation becomes pressured or controlled (Ryan & Deci, 2000). Controlled individuals may probably incline to feel stressed because they are unable to relate to their own basic psychological needs within their own social environment. These situations may further lead to amotivation (Deci & Ryan, 2000; Ryan & Deci, 2017).

Therefore, together, SDT and its motivational orientation states, along with personality, play a crucial role in the educational development especially among the pre-service teachers in the Malaysian Teacher Education Institutions (IPGs). Moreover, with the current 21st century challenges and major transformations that are taking place in the IPGs, it is appropriate to explore deeper into the theory of SDT and personality by relating both these theories to the educational development in the country.

The researches and theory in SDT mentioned above are closely related to the environments in the IPGs all over Malaysia. For example, the upgrading of the IPGs in Malaysia has also led to the upgrading of resources and infrastructures of these teaching institutions. These exercises are in tandem with the IPGs position as newly established institutions and the programs offered have to prepare teachers for the demands of today's global needs. Besides, this is also in accordance with the growing knowledge base about learning and teaching (Darling-Hammond & Bransford, 2007). All these physical upgrading of infrastructures are relevant as the changes in the physical social environment in the SDT. As been mentioned earlier, SDT posit that the social environment plays an important role in fulfilling individuals' basic psychological needs (Deci & Ryan, 2000; Ryan & Deci, 2017).

Moreover, in line with the recent education blueprint introduced in 2012, more stringent graduation requirements are imposed so that only the best pre-service teachers can graduate and be guaranteed placements in Malaysian schools (Malaysian Education Blueprint, 2012). Thus, as the institutions are conferring degree programs, heavier responsibilities and bigger roles are presented to the pre-service teachers, among others, the use of program accreditations to ensure that programs are really transmitting the needed skills and knowledge. Besides accreditation by the Malaysian Qualification Accreditation (MQA), testing and certification are also done and along with these, more stringent rules and regulations are placed on the pre-service teachers. It is important that such processes are carried out as they make sure that teacher educations remain relevant and accountable to the demands of the society and nation (Kirby, McCombs, Barney & Naftel, 2006).

Therefore, with such demands and expectations, present days pre-service teachers need a new type of training. Specifically, the new generations of pre-service teachers require educations that challenge them to go beyond the curriculum. Moreover, they should be competent enough to face the global demands set by the dynamic nature of the 21st century education besides getting accustomed to acquisition of knowledge and skills of IPGs (Rajendran Nagappan, et al., 2008). At this point, adaptations by these pre-service teachers are crucial because as been discussed in the SDT, these adaptations will involve the different types of regulations, be it autonomous, controlled or impersonal (Deci & Ryan, 1985b; Ryan & Deci, 2017). This is another aspect of the social environment changes that transpired from the upgrading of IPGs.

The social environmental changes in the IPGs have led to improvement of every aspect, and these transformations have affected the pre-service teachers. The environmental changes in the institution have great effects on the motivation of the pre-service teachers in the IPGs. Pre-service teachers with diverse upbringing and backgrounds, therefore, with different personalities, either have tendency to stay motivated throughout their durations of their years in the IPGs through the internalization of behaviors or become amotivated. These outcomes are closely related to the Autonomous, Controlled or Impersonal orientations in the SDT.

Besides the SDT theory, personality also plays an important role and according to Howard and Howard (2001, p.28), “...understanding personality better as well personalities of those you work with can make a significant difference in your performance and advancement”. Thus personality too, plays a vital role in the changes experienced both by the IPGs and pre-service teachers. Therefore, as one of the default model of personality, the Big Five personality model is utilized to assess

the personality among pre-service teacher and later its relationship as well as its predictive ability on the motivational states in SDT.

1.2 Problem Statement

As been mentioned earlier, pre-service teachers face many challenges in the duration of their studies in the IPGs. In fact, the task of preparing self for the teaching profession itself is a challenging one (Matthew, 2009), as the process of learning to teach, is extremely complicated and place high demands of cognitive, affective and performance nature upon the pre-service teachers (Rajendran, et al., 2008, p.12). As these pre-service teachers are fresh from schools, therefore have no prior knowledge to teaching, the process of learning to teach can be a daunting process. Besides, it is worthwhile to note that learning to teach is also a dynamic and constructive process that is strongly influenced by individuals' existing understandings, beliefs, and perceptions (Resnick, 1989). Therefore, learning to teach, with particular intentions to improve and maximize students' grasps of knowledge, is likely to produce challenges and crisis for even the most accomplished pre-service teachers (Matthew, 2009).

Additionally, a 2011 research by the Malaysian's MOE, has also found consensus among academics, parents and students the critical issue of raising the quality of teachers in Malaysia (Malaysia Education Blueprint, 2012). Thus, along with new initiatives by the MOE, and growing expectations from lecturers and other stake-holders, new demands and challenges have been forwarded to these pre-service teachers. They are expected to perform numerous tasks during their training years in the teacher education institutes, and these pressures may bring about decrease motivation levels. Conversations with lecturers in an IPG have indicated that pre-

service teachers are not performing to the required standards. Besides, some pre-service teachers are also lacking endurance, communication and higher order thinking skills, not pro active, no motivation to learn, too proud, spending too much time on phones and social media such as Facebook, Instagram and twitter. Table 1.1 shows some disciplinary cases of amotivated pre-service teachers in one of the IPGs.

Table 1.1

Disciplinary Cases Related to Motivational Issues of Pre-service Teachers in an IPG from 2010-2016

TYPES OF CASE	No of Cases							TOTAL
	2010	2011	2012	2013	2014	2015	2016	
1 Truancy		174	15			4	1	194
2 Theft			1					1
3 Disobey hostel's rule and regulation	2		1	1				4
4 Caught cheating during examination			3					3
Total								202

Source: Students Affair Department, IPG KI, 2017

Besides attending classes and sitting for examinations, IPGs' pre-service teachers have to go through 3 stages of practicum. Practicum or school placement is the practical component where pre-service teachers are able to practice their skills in schools under the supervisions of both experienced teachers and lecturers. Practicum experiences are very critical component to any teacher education program. These school based practical practices for the IPGs' pre-service teachers lasted for 4 weeks (5th semester), 8 weeks (6th semester) and 12 weeks (7th semester) respectively. This

means the practicum durations encompass about 27%, 53% and 80% of a semester which consist of 15 weeks (IPGM, 2014; MOE, 2011).

These teaching practices can be a very stressful period for the pre-service teachers especially the final, 12 weeks practicum. According to Sim (2011), the practicum (school-based experiences) of pre-service teachers was much reported in researches with school placement often presented as a 'high stakes' (p.139) endeavor. Over a long period of time, with pressure both internally (self) and externally (supervisors, school heads, teachers, pupils and parents) pre-service teachers may become less motivated. Depending on the individual pre-service teachers, these pressures can be defined as the autonomous or controlled environments that incur stress because they either failed to recognize the social contexts that could fulfill their basic psychological needs or they actually include themselves into stress producing situations (Deci & Ryan, 2000).

It has been reported that, from 2010-2016, problems created by the amotivated ones were refusal to write daily teaching plans (Rancangan Pengajaran Harian, RPH), poor practicum performances (Grades C), absenteeism, (more than 12 days) and minimal commitments in schools (Practicum Unit, IPG KI, 2017). Table 1.2 shows some disciplinary cases of pre-service teachers reported by the practicum unit.

Table 1.2

Motivational Related Issues of Pre-service Teachers during Practicum from 2008-2016

Type of cases	No. of cases							TOTAL
	2010	2011	2012	2013*	2014	2015	2016	
1 Disrespect towards the senior teachers in school			4				5	9
2 Showed no interest in activities organized by schools		1	4		3		4	12
3 Show no initiative		1	8		5		7	21
4 Absent without permission		2	1		4		2	9
5 Failed practicum		2	1				1	4
6 Late to school		4	1		2	3	5	15
7 Practicum postponement	17	23	*		1	1	3	45
TOTAL	17	33	19		15	4	27	115

*Data not generated at the time of collection. Source: Practicum Unit, IPG KI, 2017

Furthermore, a study done by Rajendran, et al., (2008), found a very “interesting but also puzzling” (p.12) results where both pre-service teachers and lecturers agreed that the curriculum used to prepare future teachers have effectively provided the essential knowledge, skills and attitude needed as teachers. In the study, the pre-service teachers positively agreed that teacher education models and curriculum are helpful and in accordance to the demands of present global, national and society requirements. However, “critical informants” (Rajendran, et al., 2008,

p.13), have raised a number of relevant issues and concerns on these some pre-service teachers during their practicum in school. It is essential to note that critical informant consist are mentor teachers and headmasters in schools who are also important stake-holders for primary education in Malaysia (IPGM, 2014).

Additionally, a recent study by an IPG's Customer Satisfaction Report (Sekretariat MS ISO 9001-2008 IPG KI, 2013) found that headmasters in schools generally rated beginning teachers from the IPGs lowest on items such as 'involvement in professional development', 'volunteerism', 'content knowledge', 'daily lesson planning', 'being proactive and punctual', and 'responsibilities toward tasks given'. It is worthy to note that, these items are similar with the disciplinary cases listed in Table 1.2.

Therefore, with the cases mentioned above there was obviously a gap between perceptions of pre-service teachers, and critical informants involved in the study. As a consequence, there is now a need to address why such differences existed, and also to identify a variety of factors which border such circumstances. Thus, if it was not the model and the curriculum, there might be other factors that may affect these pre-service teachers' autonomous state and self-determinations. Or there might be another form of aspect that the pre-service teachers bring to the classroom which may be the personality.

Besides situational and environment changes stated above, early work in the educational field has found associations between dispositional characteristics (Thornton, 2006) and teachers. Specifically, Big Five personality researches have also indicated the importance of these five factors in academic success (Barthelemy & Lounsbury, 2009; Smidt, 2015; Smrtnik-Vitulic & Zupancic, 2011). Additionally, personalities may also play important roles in a teacher's ability to interact

effectively with students (Ripski, LoCasale-Crouch & Decker, 2011). However, it was also found that personality researches, especially those related to Big Five personality, were almost 'non-existent' (Collinson, 1999 as cited in Thornton 2006, p.53) or if any, remain a neglected part of teacher education.

Furthermore, studies have indicated the significant relationship between teacher quality and student learning (Byrne, 1983; Darling-Hammond, 1999). These researchers found that besides teachers' knowledge in subject matters and teaching pedagogy, teachers' personalities are also critical in classroom teaching (Thornton, 2006). Besides, a recent Malaysian study has also found that while there are many outstanding teachers in the Malaysian education system, only 50% of the lessons are being carried out in an effective manner. This statistics is particularly challenging as an approximate 60% of present teachers will still be teaching in 20 years' time (Malaysia Education Blueprint, 2012, p.52).

As been mentioned earlier, although studies of teachers' personality traits has been limited, researchers are increasingly recognizing the need to study these and other psychological traits of pre-service teachers, as they may be predictive of future success in the classroom (Hazalifah, Arifin & Asmawati, 2011; Thornton, Peltier & Hill, 2005).

Taken together, previous researches pertaining to personality characteristics of Big Five suggested that research in this domain is needed within the education community as such characteristics may help predict teacher quality and further down the line, positive classroom experiences for students.

Additionally, there are also many researches done that link the SDT with education. For example, Deci, Vallerand, Peilletier and Ryan (1991) have suggested that SDT can be used to explain the behavior and performance of university students.

Besides, there is also study on the adaptive consequences of students on the autonomous and controlled motives (Reeve, Deci & Ryan, 2004). Furthermore, SDT maintains that the needs for competence, relatedness and autonomy are basic and universal (Ryan & Deci, 2017).

Accordingly, SDT stated that there are three motivational states which are the Autonomous, Controlled and Impersonal orientation states. Specifically, SDT mentions that every individual has some degree of each of these three orientation states, and either one of these orientation states can be used in making predictions about various psychological or behavioural outcomes. Consistently, the Autonomous orientation state has been positively related to psychological health and effective behavioural results; the Controlled orientation state has been related to rigid functioning, and diminished well-being; and the Impersonal orientation state has been reliably associated with poor functioning and symptoms of ill being, such as self-derogation and lack of vitality (Brown & Ryan, 2003; Deci & Ryan, 2008b, Guay, Ratelle & Chanal, 2008; La Guardia & Patrick, 2008). These self derogatory and lack of vitality are also the conditions of the pre-service teachers as shown in the disciplinary cases in the Table 1.1 and 1.2.

Furthermore, it is the researcher's concerns that most motivation literatures are exploring organizational or situational predictors (such as pay and supervision) while ignoring the ability of individual differences (Staw & Ross, 1985), especially the personalities in different social environment. Other researchers have found that individuals identify with differently with their jobs, even when the job descriptions and tasks are similar. Therefore, they proposed that some individual differences must have an effect on work attitude and motivation. This is in accordance with SDT's concept that individuals interpret their social environment differently which

subsequently determined their motivational states (Deci & Ryan, 1985b; Ryan & Deci, 2017).

Moreover, it is beneficial to investigate the effects of the Big Five factors on models such as the SDT which has received only minimal attention from researchers especially from Malaysia. It is without doubt that separately these two theories have gathered lots of interests among researchers where these two theories have been combined separately with other theoretical concepts such as job performance, education and well-being. However, at the point of this research, study using Big Five Personality and SDT as variables is limited. Specifically, there are limited researches that examine how personalities are related with motivations from the SDT's perspectives (Deponte, 2004; Olesen, Thomsen, Schnieber, & Tonnesvang, 2010).

In conclusion, the rationales of this study can be seen from two different perspectives which are the situational and literatures in the Malaysian contexts. All these perspectives show there are needs for a study that investigates the Big Five personality factors with SDT especially among the pre-service teachers in IPGs, which so far have not been done in Malaysia. In other words, it is clear from current practice and the literatures that further research is needed to investigate further into the understanding of personality and motivations from the perspective of SDT, among pre-service teachers, especially in Malaysia.

1.3 Purpose of the Study

The purpose of the study is to investigate the relationship and the predictive ability of the Big Five Personalities on the motivational orientation states in Self-Determination Theory (SDT) among pre-service teachers in the Malaysian Teacher Education Institutes (IPGs).

1.4 Research Objectives

1. To identify the dominant motivational orientation state and dominant personality of pre-service teachers in the IPGs.
2. To examine the relationships of the Big Five Personalities with the motivational orientation states of Autonomous, Controlled and Impersonal in the Self-Determination Theory (SDT) among pre-service teachers in the IPGs.
3. To assess the predictive ability of the Big Five Personality on the motivational orientation states of Autonomous, Controlled and Impersonal in the Self-Determination Theory (SDT) among pre-service teachers in the IPGs.
4. To identify which of the Big Five personality factor shows the highest level of Self-determination among the pre-service teachers in the IPGs.
5. To obtain the best fit model to explain Self-determination among the pre-service teachers in the IPGs.

1.5 Research Questions

1. What are the dominant motivational orientation state and dominant personality of the pre-service teachers in IPGs?
2. What are the relationships between the Big Five Personality factors with the motivational orientation states of Autonomous, Controlled and Impersonal in the Self-Determination Theory (SDT)?
 - a. What are the relationships between Neuroticism with the motivational orientation states of Autonomous, Controlled and Impersonal in the SDT?
 - b. What are the relationships between Extraversion with the motivational orientation states of Autonomous, Controlled and Impersonal in the SDT?
 - c. What are the relationships between Openness to experience with the motivational orientation states of Autonomous, Controlled and Impersonal in the SDT?
 - d. What are the relationships between Agreeableness with the motivational orientation states of Autonomous, Controlled and Impersonal in the SDT?
 - e. What are the relationships between Conscientiousness with the motivational orientation states of Autonomous, Controlled and Impersonal in the SDT?
3. To what extent do the factors in the Big Five Personality Model predict the motivational orientation states of Autonomous, Controlled and Impersonal in Self-Determination Theory (SDT)?
 - a. To what extent do the factors in the Big Five Personality Model predict the Autonomous orientation state in SDT?
 - b. To what extent do the factors in the Big Five Personality Model predict the Controlled orientation state in SDT?

- c. To what extent do the factors in the Big Five Personality Model predict the Impersonal orientation state in SDT?
4. Which of the Big Five Personality factor shows the highest level Self-determination among the pre-service teachers in the IPGs?
5. Which is the best fit model to explain Self-determination among the pre-service teachers in the IPGs?

1.6 Research Null Hypotheses

Research hypotheses are statements in quantitative research in which the researcher makes predictions about the outcome of relationships among attributes (Creswell, 2008). The research null hypotheses and its subsidiary null hypotheses for the study are:-

- H₀1: There is no significant relationship between Neuroticism with the motivational orientation states of Autonomous, Controlled and Impersonal in the SDT.
- H₀1.1: There is no significant relationship between Neuroticism with the Autonomous orientation state in the SDT.
- H₀1.2: There is no significant relationship between Neuroticism with the Controlled orientation state in the SDT.
- H₀1.3: There is no significant relationship between Neuroticism with the Impersonal orientation state in the SDT.
- H₀2: There is no significant relationship between Extraversion with the motivational orientation states of Autonomous, Controlled and Impersonal in the SDT
- H₀2.1: There is no significant relationship between Extraversion with the

Autonomous orientation state in the SDT.

H₀2.2: There is no significant relationship between Extraversion with the Controlled orientation state in the SDT.

: H₀2.3 There is no significant relationship between Extraversion with the Impersonal orientation state in the SDT.

H₀3: There is no significant relationship between Openness to experience with the motivational orientation states of Autonomous, Controlled and Impersonal in the SDT.

H₀3.1 There is no significant relationship between Openness to experience with the Autonomous orientation state in the SDT.

H₀3.2: There is no significant relationship between Openness to experience with the Controlled orientation state in the SDT.

: H₀3.3 There is no significant relationship between Openness to experience with the Impersonal orientation state in the SDT.

H₀4: There is no significant relationship between Agreeableness with the motivational orientation states of Autonomous, Controlled and Impersonal in the SDT.

H₀4.1: There is no significant relationship between Agreeableness with the Autonomous orientation state in the SDT.

H₀4.2: There is no significant relationship between Agreeableness with the Controlled orientation state in the SDT.

H₀4.3: There is no significant relationship between Agreeableness with the Impersonal orientation state in the SDT.

H₀5: There is no significant relationship between Conscientiousness with the motivational orientation states of Autonomous, Controlled and Impersonal

in the SDT.

H₀5.1: There is no significant relationship between Conscientiousness with the Autonomous orientation state in the SDT.

H₀5.2: There is no significant relationship between Conscientiousness with the Controlled orientation state in the SDT.

H₀5.3: There is no significant relationship between Conscientiousness with the Impersonal orientation state in the SDT.

H₀6: The factors in Big Five Personality Model have no significant predictive ability on the motivational orientation states of Autonomous, Controlled and Impersonal in the SDT.

H₀6.1: The factors in Big Five Personality Model have no significant predictive ability on the Autonomous orientation state in the SDT.

H₀6.2: The factors in Big Five Personality Model have no significant predictive ability on the Controlled orientation state in the SDT.

H₀6.3: The factors in Big Five Personality Model have no significant predictive ability on the Impersonal orientation state of in the SDT.

1.7 Significance of the Study

‘Significance’ is a noun that means importance; consequence and it refers to the quality of something being worthy of importance or attention (Creswell, 2012). This term also denotes the meaning that is found in a specific study depicted by nature or the researchers. This section will provide brief descriptions on the various significances of the present study.

This study will provide frameworks for thinking about the diverse personalities of the pre-service teachers in the IPGs and the influences personalities

have on pre-service teachers' well-being and motivations. It is also undeniable that pre-service teachers are definitely different in their emotional stability, their interactions with others, their openness to new social environments and the ways they handle pressures and work. Sensitivities to own feeling and personalities may be able to help pre-services teachers understand own selves and others better. This knowledge will help to enhance the adaptation process during practicum or other demanding periods during their pre-service years. Being aware of own personalities will also undeniably assist in future stressful teaching years. As been mentioned earlier, researches have found that knowing and understanding own personality and that of others, will definitely help in accomplishing roles meant for each individuals.

With these knowledge too, pre-service teachers may be able to understand own frustrations and the causes. Besides, these awareness will also facilitate better acknowledgement to their clients' (the pupils in schools) needs and how their personalities and motivations can both hinder and enhance their work in the education institutes and schools. Additionally, this will further improve and boost the morale of pre-service teachers, thus producing better, more productive and motivated pre-service teachers.

As been mentioned earlier, motivation, specifically the SDT's perspective (Deci & Ryan, 1985b) is an important variable that is of interest to organizations, especially in the new global economy, which requires the full utilization of the human resources. Therefore, the findings in this study will also assist Malaysian Teacher Education Institutes (IPGM) to monitor situations among pre-service teachers with different personalities, and to provide suitable motivational environments and opportunities for personal development. In other words, the findings of this study may offer a new understanding of the importance of gauging