TINGKAH LAKU KEPIMPINAN PENGAJARAN DAN KEPIMPINAN TRANSFORMASIONAL DALAM KALANGAN PENGETUA KANAN DAN PENGETUA BIASA DI SEKOLAH CEMERLANG SERTA PENGARUHNYA KE ATAS KOMITMEN GURU

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2009

KEBENARAN MERUJUK

Penyerahan tesis ini ialah sebagai keperluan untuk pengijazahan Sarjana Pendidikan daripada Universiti Utara Malaysia. Saya bersetuju menjadikan tesis ini sebagai bahan rujukan di perpustakaan. Saya juga bersetuju bahawa kebenaran untuk membuat salinan keseluruhan atau sebahagian daripadanya bagi tujuan akademik mestilah mendapat kebenaran daripada Dekan UUM *College of Arts and Sciences*.

Sebarang bentuk penyalinan, penerbitan atau penggunaan secara keseluruhan atau sebahagian daripada tesis ini bagi tujuan komersial adalah tidak dibenarkan tanpa kebenaran bertulis daripada penyelidik. Pernyataan rujukan kepada penyelidik dan Universiti Utara Malaysia mestilah dinyatakan dalam bentuk rujukan yang terdapat dalam tesis ini.

Kebenaran untuk penyelidikan atau lain-lain kegunaan sama ada secara keseluruhan atau sebahagiannya boleh dilakukan dengan menulis kepada:

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PENGHARGAAN

Alhamdulillah, bersyukur saya ke hadrat Allah S.W.T kerana dengan limpah kurnia dan keizinanNya saya dapat menyempurnakan tesis ini.

Ucapan setinggi-tinggi penghargaan ditujukan kepada Dr. Hj. Ishak bin Sin selaku penyelia akademik yang banyak mencurahkan ilmu dan memberi tunjuk ajar kepada saya sepanjang tesis ini dilaksanakan. Dorongan dan bimbingan yang diberikan tanpa jemu-jemu menyemarakkan lagi semangat saya untuk terus berusaha menimba ilmu.

Ucapan terima kasih juga ditujukan kepada pensyarah dan kakitangan UUM *College of Arts and Sciences*, atas bimbingan dan kerjasama yang diberi secara langsung atau tidak langsung sepanjang tempoh saya mengikuti pengajian sarjana di sini.

Penghargaan juga ditujukan kepada Jabatan Pelajaran Negeri Kedah, pengetua-pengetua sekolah dan guru-guru yang terlibat kerana membantu saya menjayakan kajian ini. Tidak lupa juga kepada saudara mara dan rakan-rakan seperjuangan yang sentiasa memberi pertolongan dan semangat.

Akhir sekali, saya juga mengambil kesempatan ini untuk mengucapkan jutaan terima kasih kepada ahli keluarga yang tercinta atas dorongan dan kesediaan memahami cita-cita saya untuk menghayati pembelajaran sepanjang hayat. Semoga Allah memberkati usaha ini.

ABSTRAK

Tujuan kajian ini ialah untuk mengenal pasti tingkah laku kepimpinan yang diamalkan oleh Pengetua Kanan dan Pengetua Biasa yang menerajui sekolah menengah cemerlang di negeri Kedah dalam aspek kepimpinan pengajaran dan kepimpinan transformasional. Selain itu, kajian ini juga berhasrat untuk mengetahui tingkah laku kepimpinan manakah yang lebih berpengaruh ke atas komitmen guru di sekolah.

Kaedah penyelidikan yang diguna pakai ialah kaedah tinjauan rentasan menggunakan soal selidik terpiawai. Responden kajian terdiri daripada 419 orang guru yang dipilih secara rawak daripada 12 buah sekolah Pengetua Kanan dan 10 buah sekolah menengah cemerlang.

Alat ukur yang diguna pakai ialah alat ukur *Instructional Leadership Survey Questionnaire* oleh Lahui-Ako (2001) untuk mengukur dimensi kepimpinan pengajaran. Alat ukur *Transformational Leadership Survey Questionnaire* ciptaan Griffith (2003) pula digunakan untuk mengukur dimensi kepimpinan transformasional. Seterusnya, alat ukur *Affective, Continuance, and Normative Commitment Scales* yang diguna pakai oleh LaMastro (2000) diguna untuk mengukur tahap komitmen guru. Sebanyak empat belas hipotesis nol telah dibina dan diuji dengan menggunakan kaedah statistik ujian-*t* dan ujian regresi *stepwise*.

Hasil kajian menunjukkan bahawa kedua-dua kategori pengetua yang dikaji mengamalkan kepimpinan pengajaran secara lebih dominan berbanding kepimpinan transformasional. Di samping itu, tiada terdapat perbezaan yang signifikan dalam pengamalan kesemua dimensi kedua-dua kepimpinan ini dalam kalangan kedua-dua kategori pengetua tersebut kecuali dimensi mentafsir dan menyampaikan matlamat sekolah (kepimpinan pengajaran) yang diamal secara lebih tinggi oleh Pengetua Kanan.

Kajian ini juga mendapati bahawa komitmen guru-guru di bawah pentadbiran Pengetua Kanan adalah lebih tinggi berbanding komitmen guru-guru di bawah pentadbiran Pengetua Biasa. Seterusnya, kepimpinan transformasional dan kepimpinan pengajaran didapati mempunyai pengaruh yang signifikan ke atas komitmen guru masing-masing melalui dimensi stimulasi intelek dan dimensi mentafsir dan menyampaikan matlamat sekolah. Namun begitu, pengaruh kepimpinan transformasional ke atas komitmen guru adalah secara signifikan lebih tinggi.

Instructional and Transformational Leadership Behaviors Among Pengetua Kanan and Principals of Performing Secondary Schools and Their Influence on Teachers' Commitment

ABSTRACT

The purpose of the study is to determine the leadership style of Pengetua Kanan and principals of performing secondary schools in Kedah in respect of instructional and transformational leaderships. The study also seeks to compare the influence of these two leaderships on teachers' commitment in schools.

The cross-sectional survey method using standardized-item questionnaires was employed in this study. The respondents consisted of 419 teachers chosen randomly from 12 Pengetua Kanan schools and 10 performing secondary schools in Kedah.

The *Instructional Leadership Survey Questionnaire* by Lahui-Ako (2001) was used to measure the dimensions of instructional leadership. The *Transformational Leadership Survey Questionnaire* by Griffith (2003) was used to measure transformational leadership dimensions, while the *Affective, Continuance, and Normative Commitment Scales* by LaMastro (2000) was used to measure teachers' commitment in schools. Fourteen null hypotheses were generated and tested using t-test and stepwise regression statistical methods.

The findings of the study showed that both categories of principals practiced instructional leadership significantly more dominant than transformational leadership. It was also found that there was no significant difference in the practice of the dimensions of these leaderships by both categories of principals. However, defining and communicating the school goals of instructional leadership was found to be more pronounced in the leadership of Pengetua Kanan.

The study also showed that the level of commitment displayed by teachers in Pengetua Kanan schools was comparatively higher. In addition, both transformational and instructional leaderships were found to have significant influence on teachers' commitment through the dimensions of intellectual stimulation and defining and communicating the school goals respectively. However, the impact of transformational leadership on teachers' commitment was found to be significantly more dominant.

KANDUNGAN

BAB II :   TINJAUAN LITERATUR

BAB III : METODOLOGI KAJIAN

BAB IV: KEPUTUSAN KAJIAN

BAB V: PERBINCANGAN DAN KESIMPULAN

SENARAI JADUAL

SENARAI RAJAH

BAB I

PENGENALAN

1.1   Pendahuluan

Kecemerlangan dalam bidang pendidikan dan usaha untuk memartabatkan sistem pendidikan negara di mata dunia adalah merupakan agenda utama Kementerian Pelajaran, khususnya, dan juga Kerajaan Malaysia kini. Matlamat ini dinyatakan dengan jelas dalam Akta Pendidikan 1996 yang menyebut "…untuk menghasilkan sistem pendidikan yang bertaraf dunia dari segi kualiti bagi memperkembangkan potensi individu sepenuhnya dan mencapai aspirasi negara" (Malaysia, 2005: 11). Terkini, sekali lagi Kementerian Pelajaran mempertegaskan perkara yang sama, yang dinyatakan dengan jelas dalam enam teras strategik yang terkandung dalam Pelan Induk Pembangunan Pendidikan (2006 – 2010) yang dilancarkan pada 16 Januari 2007, iaitu membina negara bangsa, membangunkan modal insan, memperkasakan sekolah kebangsaan, merapatkan jurang pendidikan, memartabatkan profesion keguruan, dan melonjakkan kecemerlangan institusi pendidikan (Kementerian Pelajaran Malaysia, 2006). Ini jelas merupakan usaha yang menjurus ke arah meningkatkan martabat institusi pendidikan dan juga sistem pendidikan negara.

Untuk mencapai hasrat ini, komitmen yang tinggi daripada guru-guru adalah diperlukan. Kajian-kajian mendapati komitmen guru adalah salah satu faktor penting

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