

CONFLICT AND AMBIGUITY AMONG SECONDARY
SCHOOL TEACHERS IN KOTA SETAR DISTRICT

A thesis submitted to the Graduate School in partial
fulfillment of the requirements for the degree
Master of Science (Management),
Universiti Utara Malaysia

by
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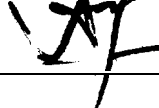
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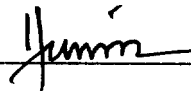
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Abstrak

Konflik dan Kekaburan di Kalangan Guru-Guru Sekolah Menengah di Kota Setar

Objektif utama kajian ini ialah menyelidik tahap konflik dan kekaburan di kalangan guru-guru sekolah menengah di Kota Setar. Kajian ini dijalankan berdasarkan keperluan untuk mengurangkan konflik dan kekaburan dan seterusnya meningkatkan kepuasan kerja di kalangan guru-guru. Ia juga bertujuan meningkatkan komitmen guru-guru terhadap kerja sebagai satu strategi meningkatkan kualiti pendidikan.

Data-data telah dikumpul melalui soal selidik yang mengandungi 66 soalan menggunakan sukatan 7 Skala Likert. Analisis Regresi Berganda yang mudah dan statistik deskriptif telah digunakan. Kriteria bagi menentukan hubungkait di dalam tesis ini ialah pada paras kepercayaan 0.95% atau 5% tahap signifikan.

Hasil kajian tesis ini menunjukkan konflik mempunyai kaitan dengan umur, saiz sekolah, pengurusan sekolah, tujuan, pengaruh pihak atasan dan rakan sejawat, komunikasi dan peranan guru. Walau bagaimanapun, penentu faktor demografik: tempoh guru mengajar dan saiz sekolah; manakala faktor amalan organisasi: pengurusan sekolah dan komunikasi, merupakan antara faktor-faktor utama yang mempengaruhi tahap konflik.

Kekaburan peranan para guru berbeza-beza dari segi amalan organisasi: pengurusan sekolah, tujuan, pengaruh pihak atasan dan rakan sejawat, komunikasi dan tanggung jawab guru. Walau bagaimanapun, kekaburan peranan mempunyai hubungan yang signifikan tetapi negatif terhadap umur, tujuan, komunikasi dan peranan guru.

Abstract

Conflict and Ambiguity among Secondary School Teachers in Kota Setar District.

The primary objective of this exploratory study is to investigate the level of role conflict and ambiguity among teachers in secondary school in the district of Kota Setar. This study is undertaken in response to the need to decrease role conflict and ambiguity and simultaneously increase job satisfaction among Malaysian teachers. Job satisfaction can be used as a strategy to maintain teachers' commitment and dedication in schools and thus improve quality of education.

Teachers in eleven Government-aided secondary schools in Kota Setar district were the unit in this study. For the purpose of this research, approximately 327 out of 2060 teachers were chosen as sample. Data was collected through a **66-item** questionnaire constructed on 7 Likert scale. Simple Multiple Regression Analysis and descriptive statistics were used to analyze the data. The decision criterion used was 0.95 level of confidence or **5%** significant level.

The findings of this thesis indicate that role conflict varies significantly with age, size of school, school authority, goals, superior and peer support, network of communication and teachers' role. Demographic factors: age and size of school, while organizational practices: school authority and network of communication were the major factors for role conflict.

Ambiguity varies significantly with organizational practices, school authority, goals, superior and peer support, communication and teachers' role. However, ambiguity is significantly but negatively related to age, goals, network of communication and teachers' role.

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TABLE OF CONTENTS

PERMISSION TO USE	ii
ABSTRACT (BAHASA MALAYSIA)	III
ABSTRACT (ENGLISH)	iv
ACKNOWLEDGEMENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	xii
CHAPTER 1: INTRODUCTION	
1.0 Context of the Study	1
1.1 Statement of the Problem	6
1.2 Research Objectives	7
1.3 Research Questions	a
1.4 Research Hypotheses	9
1.5 Significance of the Study	10
1.6 Delimitations of the Study	10
1.7 Basic Assumption	11
CHAPTER II: CONCEPTUAL FRAMEWORK	
2.0 Review of Literature	12
2.1 Role Conflict and Ambiguity	13
2.1.1 Role Conflict	13
2.1.2 Ambiguity	16
2.1.3 Demographic Factors, Role Conflict, and Ambiguity	18
2.1.4 Organizational Practices, Role Conflict, and Ambiguity	21
2.2 Research Model	27
2.3 Summary	28
CHAPTER III: RESEARCH DESIGN AND METHODOLOGY	
3.0 Introduction	30
3.1 Sources of Information	30
3.1.1 Population	31
3.1.2 Sample	31
3.1.3 Sampling Technique	33
3.2 Data Collection Technique	34
3.2.1 The Research Instruments	34
3.2.2 Validation of Instruments	36
3.2.3 Reliability and Validity	36
3.2.4 Data Collection	38

3.3	Data Analysis Techniques	39
3.3.1	Statistical Tools	39
3.4	Criteria for Decision	41
3.5	Summary	43

CHAPTER IV: PRESENTATION AND ANALYSIS OF FINDINGS

4.0	Introduction	44
4.1	Correlates of Role Conflict	44
4.1.1	Role Conflict and Demographic Factors	45
4.1.2	Role Conflict and Organizational Practices	49
4.2	Correlates of Ambiguity	54
4.2.1	Ambiguity and Demographic Factors	55
4.2.2	Ambiguity and Organizational Practices	59
4.3	Determinants of Role Conflict	64
4.3.1	Role Conflict and Demographic Factors	64
4.3.2	Role Conflict and Organizational Practices	67
4.3.3	Role Conflict, Demographic Factors, and Organizational Practices	69
4.3.4	Ambiguity and Demographic Factors	71
4.3.5	Ambiguity and Organizational Practices	73
4.3.6	Ambiguity, Demographic Factors, and Organizational Practices	76
3.5	Summary	79

CHAPTER V: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0	Introduction	88
5.1	Summary and Conclusions	88
5.2	Recommendations	84
	Bibliography.	91
	Appendix A (Definition of Terms)	97
	Appendix B (Questionnaires)	105
	Appendix C (Correspondence)	115

List of Tables		page
Table 3.1:	List of School Involved and Number of Respondents	32
Table 3.2:	Item Distribution of Questionnaire	35
Table 3.3:	Reliability Coefficients of Questionnaire Items	37
Table 3.4:	Statistical Tools and Usage	40
Table 4.1 a:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chisquare and p for Role Conflict and Teachers' Tenure	46
Table 4.1 b:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chi-square and p for Role Conflict and Age	47
Table 4.1 c:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chi-square and p for Role Conflict and Gender	47
Table 4.1 d:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, t-value, and p for Role Conflict and Education Attainment	48
Table 4.1 e:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, t-value, and p for Role Conflict and School Size	49
Table 4.1f:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chi-square, and p for Role Conflict and School Authority	50
Table 4.1 g:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chi-square, and p for Role Conflict and School Goals	51

Table 4. 1h:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chi-square, and ρ for Role Conflict and Superior, Peer Support	52
Table 4.1 i:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chi-square, and ρ for Role Conflict and Communication	53
Table 4. 1j:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chi-square, and ρ for Role Conflict and Teachers' Role	54
Table 4.2a:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chi-square, and ρ for Role Conflict and Teachers' Tenure	56
Table 4.2b:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, &value, and ρ for Ambiguity and School Size	57
Table 4.2c:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chi-square, and ρ for Ambiguity and Age	58
Table 4.2d:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode&value, and ρ for Ambiguity and Gender	58
Table 4.2e:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode&value, and ρ for Ambiguity and Education Attainment	59
Table 4.2f:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, C hi-square, and ρ for Ambiguity and School Authority	60
Table 4.2g:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode,Chi-square, and ρ for Ambiguity and Goals	61

Table 4.2h:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chi-square, and p for Ambiguity Superior and Peer Support	62
Table 4.2i:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chi-square, and p for Ambiguity and Communication	63
Table 4.2j:	Frequency Distribution, Percentage, Mean, Standard Deviation, Mode, Chi-square, and p for Ambiguity and Teachers' Role	64
Table 4.3a(i):	Simple Multiple Regression Analysis for Role Conflict and Demographic Factors	66
Table 4.3a(ii):	Simple Multiple Regression Analysis (Stepwise) for Role Conflict and Demographic Factors	66
Table 4.3b(i):	Simple Multiple Regression Analysis for Role Conflict and Organizational Practices	68
Table 4.3b(ii):	Simple Multiple Regression Analysis (Stepwise) for Role Conflict and Organizational Practices	68
Table 4.3c(i):	Simple Multiple Regression Analysis for Role Conflict, Demographic Factors and Organizational Practices	70
Table 4.3c(ii):	Simple Multiple Regression Analysis (Stepwise) for Role Conflict, Demographic Factors and Organizational Practices	71
Table 4.3d(i):	Simple Multiple Regression Analysis for Ambiguity, and Demographic Factors	72
Table 4.3d(ii):	Simple Multiple Regression Analysis (Stepwise) for Ambiguity, and Demographic Factors	73

Table 4.3e(i): Simple Multiple Regression Analysis for Ambiguity, and Organizational Practices	75
Table 4.3e(ii): Simple Multiple Regression Analysis (Stepwise) for Ambiguity, and Organizational Practices	76
Table 4.3f(i): Simple Multiple Regression Analysis for Ambiguity, Demographic Factors and Organizational Practices	76
Table 4.3f(ii): Simple Multiple Regression Analysis (Stepwise) for Ambiguity, Demographic Factors and Organizational Practices	79

List of Figures		page
Figure 1:	Schematic Diagram Showing the Correlation between Demographic Factors, Organizational Practices, Role Conflict, and Ambiguity among Secondary School Teachers.	28

CHAPTER 1

Introduction

1.0 Context of the Study

Since Malaysia gained its independence in 1957, the education system has gone through many phases of qualitative and quantitative changes. The education system is administered by the central government that is the Ministry of Education, which is responsible for designing, developing, and maintaining quality education in this country, from the lowest level, up to tertiary education.

The Malaysian education system is particularly designed and geared to meet social, political, and economic needs as well as preparing the younger generation to become leaders of the future. The younger generation is expected to be able to handle all the challenges, including technological changes in this “borderless world”. Schools and teachers do play the main role in helping the government to achieve the above mentioned education system’s objectives.

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