

CONFFLICT 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
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by
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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 kecaburan di kalangan guruquru sekolah menengah di Kota Setar. Kajian ini dijalankan berdasarkan keperluan untuk mengurang-kan konflik dan kecaburan dan seterusnya meningkatkan kepuasan kerja di kalangan guru-guru. Ia juga bertujuan meningkatkan komitment guru-guru terhadap kerja sebagai satu strategi meningkatkan kualiti pendidikan.

Data-data telah dikumpul melalui soalselidik 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 atas 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 atas dan rakan **sejawat**, komunikasi dan tanggung jawab guru. Walau bagaimanapun, kecaburan 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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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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