

**KORELASI AMALAN KEPEMIMPINAN PENGAJARAN
PEMIMPIN PERTENGAHAN DENGAN IKLIM
SEKOLAH, SIKAP KERJA GURU DAN KOMITMEN
ORGANISASI DI SEKOLAH MENENGAH
KEBANGSAAN**

Tesis yang dikemukakan kepada UUM College of Arts and Sciences bagi
memenuhi keperluan untuk penganugerahan Ijazah Doktor Falsafah

OLEH
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PERAKUAN

Saya dengan ini mengaku bahawa tesis ini adalah hasil kerja saya kecuali petikan-petikan yang diperakukan sumbernya.

Tarikh: 12 Ogos 2011

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KEBENARAN MENGGUNA

Tesis ini dikemukakan sebagai memenuhi keperluan pengijazahan Doktor Falsafah Universiti Utara Malaysia, Sintok Kedah. Saya bersetuju membenarkan pihak perpustakaan Universiti Utara Malaysia mempamerkannya sebagai bahan rujukan umum. Saya bersetuju bahawa sebahagian bentuk salinan sama ada secara keseluruhan atau sebahagian daripada tesis ini untuk tujuan akademik adalah dibolehkan dengan kebenaran penyelia projek penyelidikan ini atau Dekan Awang Had Salleh, Graduate School of Arts and Sciences. Sebarang bentuk salinan dan catatan bagi tujuan komersil adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Adalah dimaklumkan bahawa pengiktirafan harus diberikan kepada saya dan Universiti Utara Malaysia dalam sebarang kegunaan kesarjanaan terhadap sebarang petikan daripada tesis ini.

Sebarang permohonan untuk menyalin atau menggunakan tesis ini sama ada keseluruhan atau sebahagian daripadanya hendaklah dipohon kepada:

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ABSTRAK

Kajian ini bertujuan mengenal pasti hubungan amalan kepemimpinan pengajaran pemimpin pertengahan, iaitu Penolong Kanan Kurikulum (PKK) dan Guru Kanan Mata Pelajaran (GKMP) dengan iklim sekolah, sikap kerja dan komitmen organisasi guru di sekolah menengah kebangsaan. Seramai empat ratus orang guru sekolah menengah kebangsaan di dua buah negeri di utara Semenanjung Malaysia telah dipilih mengikut persampelan bermatlamat sebagai responden kajian. Kajian ini juga bertujuan untuk memahami aplikasi model persamaan berstruktur yang mengesahkan hubungan antara amalan kepemimpinan pengajaran pemimpin pertengahan terhadap iklim sekolah, sikap kerja guru dan komitmen organisasi di sekolah menengah berprestasi tinggi, sederhana dan rendah. Soal selidik berskala likert yang mengandungi empat instrumen iaitu *Principal Instruction Management Rating Scale (PIMRS, 1985)*, *Organizational Health Inventory (OHI-M, 1997)*, *Job Involvement (JIQ, 1982)* dan *Organizational Commitment (OCQ, 2007)* telah digunakan dalam kajian ini. Data dikumpul dan dianalisis dengan menggunakan perisian SPSS dan AMOS untuk melihat hubungan antara pemboleh ubah di ketiga-tiga tahap sekolah. Secara keseluruhannya soal selidik yang diterjemahkan menunjukkan kebolehpercayaan dan kesahan yang tinggi. Analisis deskriptif turut digunakan untuk mengukur min, sisihan piawai, kekerapan dan peratus. Selain itu, analisis faktor konformatori dan model persamaan berstruktur (*Structural Equation Modeling, SEM*) juga dijalankan dalam kajian ini. Dapatan kajian menunjukkan amalan kepemimpinan pengajaran, pemimpin pertengahan mempunyai hubungan yang signifikan dengan iklim sekolah, sikap kerja guru dan komitmen organisasi. Kajian ini menunjukkan bahawa kepemimpinan pengajaran pemimpin pertengahan tidak dipengaruhi oleh tahap pencapaian sekolah. Sementara itu, melalui model persamaan berstruktur menunjukkan sikap kerja guru dan komitmen organisasi didapati mempunyai hubungan secara tidak langsung dengan amalan memupuk iklim pembelajaran positif dan menilai program pengajaran guru. Iklim sekolah merupakan pemboleh ubah yang signifikan dalam menentukan proses pengajaran dan pembelajaran di sekolah. Hasil penemuan kajian ini menyediakan asas bagi membentuk model kepemimpinan sekolah yang lebih mantap dalam konteks meningkatkan perkembangan profesionalisme dan nilai produktiviti guru serta pencapaian sekolah. Sehubungan dengan keputusan yang diperolehi beberapa implikasi dan cadangan telah dikemukakan.

Kata kunci : Kepemimpinan pengajaran, iklim sekolah, sikap kerja guru dan komitmen organisasi dan sekolah menengah kebangsaan.

ABSTRACT

The main aim of the present research is to identify the relationship between instructional leadership practices of school middle leaders consisting of the Senior Assistant for Curriculum and Senior Subject Teachers, and the school climate, job attitude and teacher organizational commitment in national type secondary schools. Four hundred teachers from the national type secondary schools were selected as respondents through purposive sampling in two northern states in Peninsular Malaysia. The study also aims to understand the application of a structural equation model in order to confirm the relationship between the practices of the middle leaders' instructional leadership and school climate, teacher's job attitude and organizational commitment in high, average and low achieving schools. A Likert-scale questionnaire comprising four instruments namely: Principal Instruction Management, Rating Scale (PIMRS, 1985), Organizational Health Inventory (OHI-M, 1997), Job Involvement (JIQ, 1982) and Organisational Commitment (OCQ, 2007) was used. Data was collected and analysed using SPSS and AMOS, to compare the interrelationship among the variables under study at the three levels of school. Overall, the results lend support to the reliability and validity of the translated questionnaire. Descriptive analysis was used to obtain the mean, standard deviation, frequency and percentages. Additionally, a confirmatory factor analysis and structural equation modelling (SEM) were also utilized. The findings showed that there were significant relationships between the instructional practices of the middle leaders with school climate, job attitude and organizational commitment. It was also found that the instructional practices of the middle leaders were not influenced by the school achievement. Results from the structural equation model showed that the job attitude and organizational commitment had an indirect relationship with the practice of instilling a positive learning environment and the evaluation of the teaching program. The school climate was found to be a significant variable which determined the teaching and learning process in schools. The findings provided a basis for establishing a school leadership model to develop teacher professionalism and for teacher productivity values as well as school performance. Based on these findings, implications and suggestions for further research and practices were also discussed.

Keywords: instructional leadership, school climate, job attitude and organizational commitment and national secondary school.

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SENARAI SINGKATAN

ASC	: Anugerah Sekolah Cemerlang
ASH	: Anugerah Sekolah Harapan Negara
ALS	: Anugerah Lonjakan Saujana
AKMP	: Anugerah Kualiti Menteri Pelajaran
GKMP	: Guru Kanan Mata Pelajaran
KPM	: Kementerian Pelajaran Malaysia
NKRA	: Nilai Keberhasilan Utama Negara
PIPP	: Pelan Induk Pembangunan Pendidikan
PKK	: Penolong Kanan Kurikulum
PKS	: Penarafan Kendalian Sekolah
RSMEA	: Root Mean –Square Error of Approximation
TLI	: Tucker-Lewis Index
NFI	: Normed Fit Index
CFI	: Comparative Fit Index
DF	: Degree of Freedom
SPM	: Sijil Pelajaran Malaysia
SBT	: Sekolah Berpencapaian Tinggi
SBS	: Sekolah Berpencapaian Sederhana
SBR	: Sekolah Berpencapaian Rendah
SEM	: Structural Equation Modeling

BAB 1

PENDAHULUAN

1.1 Pengenalan

Dalam konteks kepemimpinan sekolah-sekolah di Malaysia pada masa kini, sekolah-sekolah menengah diterajui oleh pengetua sebagai pentadbir sekolah dengan dibantu oleh penolong-penolongnya yang dikenali Penolong Kanan Pentadbiran dan Kurikulum (PKK), Penolong Kanan Hal Ehwal Pelajar (PKHEM) dan Penolong Kanan Kokurikulum (PKKO) serta empat orang guru-guru kanan. Perkembangan sains dan teknologi telah menyebabkan sistem pengurusan dan kepemimpinan sekolah bertambah. Crow (2006) menyatakan bahawa perkembangan sains dan teknologi yang pesat telah membangkitkan kompleksiti dalam mengurus dan memimpin sekolah. Keadaan ini berlaku kerana kriteria penilaian yang digunakan oleh pihak pelanggan dengan pihak *stakeholder* adalah berbeza (Ishak Sin & Abdul Malek, 2009). Oleh hal yang demikian, dalam usaha merealisasikan kejayaan sekolah, pengetua tidak keseorangan dalam melaksanakan tugasnya sebagai pemimpin (Worner & Brown, 1993). Beliau perlu dibantu oleh penolong pengetua dan ketua-ketua jabatan untuk memastikan segala urusan pentadbiran dan kepemimpinan pendidikan berjalan dengan lancar dan berkesan (Worner & Brown, 1993). Dengan ini sekolah perlu mengamalkan pendekatan musyawarah,

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