PENGARUH KEPIMPINAN BERETIKA DAN KEPUASAN KERJA GURU TERHADAP KOMITMEN ORGANISASI DI SEKOLAH

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Kebenaran Mengguna

Tesis ini dikemukakan sebagai memenuhi keperluan pengijazahan Doktor Falsafah, Universiti Utara Malaysia. Saya bersetuju membenarkan pihak perpustakaan UUM mempamerkannya sebagai bahan rujukan umum. Saya bersetuju bahawa sebarang bentuk salinan sama ada secara keseluruhan atau sebahagian daripada tesis ini untuk tujuan akademik adalah dibolehkan dengan kebenaran penyelia tesis ini atau Dekan Awang Had Salleh Graduate School of Arts and Sciences.Sebarang bentuk salinan dan catatan bagi tujuan komersial adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Kebenaran untuk menyalin atau menggunakan tesis ini sama ada secara keseluruhan atau sebahagian daripadanya hendaklah dipohon melalui:

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Abstrak

Profesion perguruan adalah satu kerjaya yang memerlukan komitmen dan kesungguhan yang tinggi dalam usaha membangunkan modal insan yang efektif kepada masyarakat dan negara. Namun begitu, komitmen guru adalah masih tidak memuaskan. Sehubungan itu, tujuan kajian ini adalah untuk mengenal pasti pengaruh kepimpinan beretika dan kepuasan kerja guru terhadap komitmen organisasi. Kajian ini juga bertujuan untuk mengenal pasti tahap kepimpinan beretika, kepuasan kerja guru dan komitmen organisasi di sekolah. Selain itu, kajian ini berhasrat mengenal pasti perbezaan kepimpinan beretika, kepuasan kerja guru dan komitmen organisasi di sekolah berdasarkan jantina, umur dan pengalaman perkhidmatan guru-guru. Di samping itu, kajian ini bertujuan mengenal pasti hubungan antara kepimpinan beretika, kepuasan kerja guru dan komitmen organisasi. Kajian menggunakan pendekatan kuantitatif dengan alat ukur *Ethical Leadership at Work* (ELW), *Job Satisfaction Survey* (JSS) dan *Three-Component Model Employee Commitment Survey Revised Version* (TCM-ECS). Sebanyak 374 sampel terdiri daripada guru sekolah menengah negeri Kedah telah dipilih secara rawak. Statistik deskriptif, Ujian-t, ANOVA satu hala, Korelasi *Pearson*, Analisis Regresi Berganda dan Analisis Regresi Hierarki digunakan untuk menganalisis data. Dapatan kajian menunjukkan kepimpinan beretika, kepuasan kerja guru dan komitmen organisasi di sekolah berada pada tahap tinggi. Kajian juga menunjukkan tidak terdapat perbezaan signifikan dalam kepimpinan beretika dan komitmen organisasi di sekolah berdasarkan jantina guru. Namun begitu, terdapat perbezaan yang signifikan dalam kepimpinan beretika, kepuasan kerja guru dan komitmen organisasi di sekolah berdasarkan umur dan pengalaman perkhidmatan guru. Kajian juga menunjukkan terdapat hubungan yang signifikan antara ketiga-tiga pemboleh ubah. Manakala aspek-aspek kepimpinan beretika dan aspek-aspek kepuasan kerja guru mempunyai pengaruh terhadap komitmen organisasi di sekolah. Di samping itu, kepuasan kerja guru berperanan selaku pengantara kepada hubungan antara kepimpinan beretika dengan komitmen organisasi di sekolah. Kepuasan kerja guru juga menjadi pengantara kepada hubungan antara kepimpinan beretika dengan dimensi komitmen afektif dan dimensi komitmen normatif. Hasil kajian telah menyumbang kepada perkembangan teori kepimpinan beretika, kepuasan kerja guru dan komitmen organisasi dalam persekitaran pendidikan. Kajian ini mencadangkan bagi memastikan komitmen guru dipertingkatkan, maka aspek kepimpinan beretika dan kepuasan kerja guru hendaklah diberi perhatian oleh pihak-pihak yang berkaitan.

Kata kunci: Kepimpinan beretika, Kepuasan kerja guru, Komitmen organisasi di sekolah.

Abstract

The teaching profession is a profession that requires commitment and passion in order to develop human capital that are effective to the society and country. However, teachers commitment are still not satisfactory. Therefore, the objective of this study is to identify the influence of ethical leadership and teacher's job satisfaction towards organizational commitment. This study also aims to identify the level of ethical leadership, teacher's job satisfaction and organizational commitment in the school. Moreover, this study aims to identify the differences of ethical leadership, teacher's job satisfaction and organizational commitment in the school based on gender, age and teachers service experience. In addition, this study aims to identify the relationship between ethical leadership, teacher's job satisfaction and organizational commitment. This study used quantitative research method and survey instruments involved Ethical Leadership at Work (ELW), Job Satisfaction Survey (JSS) and Three-Component Model Employee Commitment Survey Revised Version (TCM-ECS). A total of 374 secondary school teachers were chosen randomly as samples for the study. Descriptive statistic, t-test, one way ANOVA, Pearson Correlation, Multiple Regression Analysis and Regression Analysis Hierarchy were utilised to analyze data. The findings showed ethical leadership, teacher's job satisfaction and organizational commitment in the school were high. The findings also showed that there were significant differences in ethical leadership and organizational commitment of teachers in school based on gender. However, there are significant differences in ethical leadership, teacher's job satisfaction and organizational commitment in the school based on the age and experience of the teachers. The findings also showed a significant relationship between these three variables. Aspects of ethical leadership and aspects of teacher's job satisfaction had an influence towards organizational commitment in the school. Furthermore, the findings showed the role of teacher's job satisfaction as the mediator for the relationship between ethical leadership and organizational commitment in school. The findings also showed that the role of teacher's job satisfaction as the mediator for the relationship between ethical leadership and affective commitment dimension and normative commitment dimension in school. This study contribute to the development of ethical leadership, teachers job satisfaction and organizational commitment theories in environmental education. To improve the teachers commitment, aspects of ethical leadership and teachers job satisfaction should be considered by the relevant parties.

Keywords: Ethical leadership, Teachers' job satisfaction, Organizational commitment in school.

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Senarai Isi Kandungan

Senarai Jadual

Senarai Rajah

Senarai Lampiran

Senarai Singkatan

ANOVA	*Analysis of Variance*
BPDPP	Bahagian Perancangan Dasar dan Penyelidikan
CFA	*Confirmatory Factor Analysis*
ELS	*Ethical Leadership Scale*
ELW	*Ethical Leadership at Work*
IAB	Institut Aminuddin Baki
ILSAS	Institut Latihan Sultan Ahmad Shah
IPTS	Institusi Pengajian Tinggi Swasta
JDI	*Job Descriptive Index*
JPN	Jabatan Pelajaran Negeri
JSS	*Job Satisfaction Survey*
KMO	*Kaiser-Mayer-Olkin*
KPM	Kementerian Pelajaran Malaysia
KUIN	Kolej Universiti Insaniah
MAHA	*Mahalanobis*
PIBG	Persatuan Ibubapa dan Guru
PLIS	*Perceived Leadership Integrity Scale*
PPD	Pejabat Pelajaran Daerah
PPPM	Pelan Pembangunan Pendidikan Malaysia
P&P	Pembelajaran dan Pengajaran
SBP	Sekolah Berasrama Penuh
SMK	Sekolah Menengah Kebangsaan

SMKA   Sekolah Menengah Kebangsaan Agama

SPS   Sistem Penilaian Prestasi

SPSS   *Statistical Package for the Social Science*

TCM-ECS   *Three-Component Model Employee Commitment Survey*

TPBS   Teori Pembelajaran Sosial

TPRS   Teori Pertukaran Sosial

UITM   Universiti Teknologi MARA

UUM   Universiti Utara Malaysia

VIF   *Variance Inflated Factor*

BAB SATU

PENDAHULUAN

1.1   Pengenalan

Pendidikan berupaya mempengaruhi pembangunan diri individu dan menyediakan mereka dengan pelbagai peluang dalam mencorakkan kehidupan masa depan. Pendidikan juga mendasari proses pembangunan modal insan yang berinovatif dan berkemahiran tinggi yang merupakan faktor kritikal bagi menyokong pertumbuhan sosial, budaya dan ekonomi sesebuah negara. Komitmen dan usaha mempertingkat kualiti pendidikan merupakan pelaburan utama Kementerian Pendidikan Malaysia (KPM) ke arah Malaysia sebagai sebuah negara maju pada masa depan seperti mana yang dikemukakan dalam Pelan Pembangunan Pendidikan Malaysia (PPPM 2013-2025). Justeru, sekiranya aspirasi Kementerian Pendidikan untuk melahirkan sekolah unggul bagi menjana generasi terbilang dan membangunkan potensi individu melalui pendidikan yang berkualiti ingin direalisasikan, maka menjadi tanggungjawab setiap sekolah berusaha bersungguh-sungguh untuk meningkatkan pencapaian, melaksanakan penambahbaikan berterusan di samping mengurus warga sekolah dengan berkesan terutamanya aspek komitmen guru-guru bagi menghadapi perkembangan semasa yang pantas.

Kualiti dan hasil pendidikan sesebuah sekolah turut bergantung kepada komitmen guru-guru dalam menjalankan tugas mereka di sekolah (Aminuddin, 1990). Jatuh bangun dan maju mundurnya sesebuah sekolah amat bergantung kepada komitmen dan kesungguhan pemimpin sekolah dan guru-guru dalam menjalankan tugas mereka

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