PENGARUH AMALAN KEPIMPINAN PENOLONG KANAN PENTADBIRAN DAN IKLIM SEKOLAH SIHAT KE ATAS KOMITMEN GURU DI SEKOLAH MENENGAH KEBANGSAAN KLUSTER KECEMERLANGAN

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Kebenaran Mengguna

Tesis ini dikemukakan sebagai memenuhi sebahagian daripada keperluan pengijazahan Doktor Falsafah di Universiti Utara Malaysia. Saya bersetuju membenarkan pihak perpustakaan universiti mempamerkan sebagai bahan rujukan umum. Saya juga bersetuju bahawa sebarang bentuk salinan samaada secara keseluruhan atau sebahagian daripada tesis ini untuk tujuan akademik adalah dibenarkan dengan kebenaran penyelia tesis atau Dekan Awang Had Salleh Graduate School of Arts and Sciences. Sebarang bentuk salinan dan cetakan bagi tujuan komersial adalah dilarang sama sekali tanpa kebenaran bertulis daripada penulis. Pernyataan rujukan kepada penulis dan Universiti Utara Malaysia perlulah dinyatakan jika terdapat sebarang rujukan ke atas tesis ini.

Kebenaran untuk menyalin dan menggunakan tesis Doktor Falsafah ini sama ada secara keseluruhan ataupun sebahagian daripadanya hendaklah dipohon melalui :

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Abstrak

Komitmen guru merupakan faktor penting kepada kecemerlangan dan pembangunan organisasi sekolah. Namun begitu kajian lepas mendapati komitmen guru di Malaysia adalah berada hanya pada tahap yang sederhana. Kajian lepas yang dijalankan ke atas kepimpinan di sekolah kebanyakannya menumpukan kepada pengetua sebagai pemain utama tanpa mengambil kira kepentingan peranan pemimpin pertengahan, terutamanya Penolong Kanan Pentadbiran yang turut sama membangunkan sekolah. Menyedari kepentingan tersebut, kajian ini dijalankan bertujuan untuk mengenal pasti pengaruh amalan kepimpinan Penolong Kanan Pentadbiran dan iklim sekolah sihat ke atas komitmen guru di sekolah-sekolah menengah kluster menggunakan sampel yang terdiri daripada 332 orang guru yang dipilih secara pensampelan rawak kelompok di Semenanjung Malaysia. Tiga instrumen soal selidik telah digunakan iaitu *Leadership Practice Inventory* oleh Kouzes dan Posner (2003), *Organizational Health Inventory-Secondary* oleh Hoy et al. (1991), dan *Teachers' Commitment Inventory* oleh Celep (2000) bagi mengukur pengaruh antara pemboleh ubah dalam kajian. Kesemua pemboleh ubah mempunyai tahap kesahan dan kebolehpercayaan yang tinggi melalui kajian rintis yang dijalankan. Data kajian ini dianalisis dengan menggunakan analisis deskriptif dan *Structural Equation Modeling*. Kajian ini mendapati amalan kepimpinan Penolong Kanan Pentadbiran mempengaruhi iklim sekolah sihat tetapi tidak mempengaruhi komitmen guru secara langsung. Namun begitu pemboleh ubah iklim sekolah didapati mempunyai pengaruh ke atas komitmen guru. Kajian ini juga mendapati iklim sekolah sihat berperanan sebagai pemboleh ubah perantara kepada hubungan antara amalan kepimpinan Penolong Kanan Pentadbiran dengan komitmen guru secara tidak langsung. Oleh itu, kajian ini memberi implikasi bahawa jika pengurusan sekolah ingin meningkatkan komitmen guru, faktor iklim sekolah sihat perlulah dibina dan diselia terlebih dahulu. Dapatan kajian ini juga telah memberi sumbangan kepada perkembangan tubuh amalan kepimpinan Penolong Kanan Pentadbiran, iklim sekolah sihat dan komitmen guru di sekolah.

Kata kunci: Amalan kepimpinan, iklim sekolah sihat, komitmen guru, penolong kanan pentadbiran, sekolah menengah kebangsaan kluster kecemerlangan.

Abstract

Teachers' commitment is a significant factor towards the development and excellence of a school. However, previous studies have found that teachers' commitment in Malaysia is only at a moderate level. Previous studies conducted on the pattern of leadership in schools mostly focused on principals as the key players in the development of the school organization, regardless of the leadership role of the middle manager, especially senior assistant teachers who also play an important role in helping the organization achieve its goals. Hence, this study aims to identify the influence of leadership practice by senior assistant teachers and a healthy school climate on the commitment of teachers in cluster schools in Peninsular Malaysia. Three questionnaires were used, namely Leadership Practices Inventory developed by Kouzes and Posner in 2003, Organizational Health Inventory-Secondary developed by Hoy et al. in 1991 and Teachers' Commitment Inventory developed by Celep in 2000 to measure the variables in the study. Each variable has a high degree of validity and reliability through a pilot study that was conducted. The study sample comprised of 332 teachers selected through cluster random sampling in secondary cluster schools in Peninsular Malaysia. The data were analyzed using descriptive test and Structural Equation Modeling. This study found that the senior assistants' leadership practice has an influence on healthy school climate variables, however teachers commitment are not directly influenced. Instead, the healthy school climate has an influence on the commitment of teachers. The study also found that healthy school climate acts as mediating variables to the relationship between leadership practices of senior assistant teachers and teacher's commitment indirectly. Therefore, this study implies that if a school management intends to enhance teacher's commitment, healthy school climate should be established and supervised beforehand. The findings of this study can also contribute towards the development of the leadership practice of senior assistant teachers, healthy school climate and teacher's commitment in school.

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Keywords: Leadership practice, organizational school health, teacher commitment, senior assistant teachers, secondary cluster school

Penghargaan

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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Kandungan

Senarai Jadual

Senarai Rajah

Senarai Lampiran

Senarai Singkatan

PIPP   Pelan Induk Pembangunan Pendidikan

PPPM   Pelan Pembangunan Pendidikan Malaysia

PKP   Penolong Kanan Pentadbiran

KPM   Kementerian Pelajaran Malaysia

PISA   *Programme for International Student Assessment*
Program Penilaian Murid Antarabangsa

OECD   *Organisation for Economic Co-operation and Development*
Pertubuhan Pembangunan Dan Kerjasama Ekonomi

TALIS   *Teaching And Learning International Survey*
Tinjauan Pengajaran Dan Pembelajaran Antarabangsa

EPRD   *Educational Planning And Research Development*
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan

AMOS   Analysis Moment of Structure
Analisis Moment Struktur

SEM   *Strutural Equation Modeling*
Model Persamaan Struktur

CFA   *Confirmatory Factor Analysis*
Analisis Faktor Pengesahan

MI   Modification Indices
Indeks Modifikasi/Pengubahsuaian

IPGKSM   Institut Pendidikan Guru Kampus Sultan Mizan,
Besut, Terengganu.

MLQ   MultiFactor Leadership Questionnaire
Soal Selidik Kepimpinan Pelbagai Faktor

OCDQ   Organizational Climate Description Quaestionnaire
Soal Selidik Deskripsi Iklim Organisasi

OHI-S   Organizational Health Inventory-Secondary
Inventori Sihat Organisasi-Menengah

BAB SATU

PENGENALAN

1.1 Pendahuluan

Pendidikan merupakan wadah utama bagi menjayakan pembangunan negara dan menjadi alat penting dalam melahirkan sumber tenaga melalui agenda melahirkan modal insan minda kelas pertama (Kementerian Pelajaran Malaysia [KPM], 2007). Lantaran itu Kementerian Pelajaran telah mengorak langkah proaktif ke arah memartabatkan kualiti pendidikan di Malaysia hingga bertaraf dunia, di samping menjadikannya sebagai pusat kecemerlangan tamadun ilmu (Alimuddin, 2008).

Pelbagai usaha telah dijalankan oleh pihak kerajaan melalui reformasi dasar pendidikan bermula dengan Laporan Razak 1956, Laporan Rahman Talib 1960, Akta Pendidikan 1996, dan diteruskan dengan Dasar Pendidikan Kebangsaan. Sejajar dengan usaha tersebut, proses memartabatkan sekolah juga diberi perhatian iaitu melalui pengiktirafan terhadap sekolah-sekolah mengikut kategori pencapaian masing-masing seperti 'sekolah harapan negara', 'sekolah premier', dan 'sekolah bestari'. Mengukuhkan lagi perancangan dan hala tuju dasar pendidikan negara yang sedia ada, Pelan Induk Pembangunan Pendidikan (PIPP) yang telah dilancarkan pada 16 Januari 2006 merupakan rentetan siri reformasi pendidikan dalam usaha ke arah menambah baik dan memartabatkan pendidikan kebangsaan. Antara lain matlamat PIPP adalah berhasrat menjadikan misi pembangunan pendidikan ini sebagai misi nasional dengan menekankan kepada kecekapan dan keberkesanan dalam bidang pengurusan di institusi-insititusi pendidikan termasuklah organisasi sekolah (KPM, 2007).

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