

**PENGARUH KOMPETENSI EMOSI  
DAN KEPIMPINAN VISIONARI KE ATAS  
KUALITI PENSYARAH KOLEJ KOMUNITI MALAYSIA**

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**IJAZAH DOKTOR FALSAFAH  
UNIVERSITI UTARA MALAYSIA**

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KUALITI PENSYARAH KOLEJ KOMUNITI MALAYSIA**

Tesis ini dikemukakan kepada Kolej Sastera dan Sains UUM sebagai  
memenuhi keperluan untuk Ijazah Doktor Falsafah  
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## **Kebenaran Mengguna**

Dalam menyerahkan tesis ini bagi memenuhi syarat sepenuhnya untuk Ijazah Doktor Falsafah Universiti Utara Malaysia, saya bersetuju bahawa perpustakaan university boleh secara bebas membenarkan sesiapa saja untuk memeriksa. Saya juga bersetuju bahawa penyelia saya atau jika ketiadaannya, Dekan Sekolah Siswazah, diberi kebenaran untuk membuat sesalinan tesis ini dalam sebarang bentuk, sama ada keseluruhannya atau sebahagiannya bagi tujuan kesarjanaan. Adalah dimaklumkan bahawa sebarang penyalinan atau penerbitan atau kegunaan tesis ini sama ada sepenuhnya atau sebahagian daripadanya bagi tujuan kewangan, tidak dibenarkan kecuali setelah mendapat kebenaran dari saya. Juga dimaklumkan bahawa pengiktirafan harus diberi kepada saya dan Universiti Utara Malaysia dalam sebarang kegunaan kesarjanaan terhadap sebarang petikan daripada tesis saya.

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## Abstrak

Laporan Majlis Perunding Ekonomi Negara mendapati hanya dua puluh peratus tenaga kerja mahir terdapat di Malaysia. Di dalam laporan tersebut, Kolej Komuniti Malaysia didapati tidak dapat meningkatkan keperluan tenaga kerja mahir dan separa mahir seperti yang dihasratkan melalui visi dan misi penubuhannya. Justeru, kajian ini bertujuan meneliti pengaruh kompetensi emosi dan kepimpinan visionari ke atas kualiti pensyarah di Kolej Komuniti Malaysia. Aspek berkaitan jantina, umur dan tempoh perkhidmatan juga diteliti berkaitan pemboleh ubah kajian. Di samping itu, kajian ini juga meninjau peranan kepimpinan visionari sebagai mediator utama berkaitan pengaruhnya terhadap kompetensi emosi dan kualiti pensyarah. Kaedah tinjauan keratan rentas dilaksanakan dalam proses pengumpulan data dan melibatkan tiga instrumen iaitu Inventori Kompetensi Emosi, Inventori Kepimpinan Visionari dan Inventori Kualiti Pengajaran. Sampel kajian terdiri daripada 480 orang pensyarah kanan Kolej Komuniti Malaysia. Teknik analisis data pelbagai iaitu analisis korelasi, Ujian-*t*, dan Analisis Regresi Berganda diaplikasikan dalam kajian ini. Dapatan menunjukkan terdapat hubungan signifikan antara kompetensi emosi, kepimpinan visionari dan kualiti pengajaran pensyarah. Melalui analisis regresi didapati kompetensi emosi menyumbang kepada perubahan varians dalam dimensi kualiti komunikasi, pengurusan dan komitmen pensyarah, manakala dalam kepimpinan visionari didapati berpengaruh kepada dimensi mencipta visi, membangun visi, melaksanakan visi dan mencipta matlamat yang dapat dilihat. Dapatan juga menunjukkan kepimpinan visionari adalah merupakan mediator utama terhadap hubungan antara kompetensi emosi dengan kualiti pensyarah. Secara keseluruhannya kajian ini menunjukkan peranan penting pihak Kolej Komuniti Malaysia dalam melaksanakan dan mengukuhkan program peningkatan tahap profesionalisme pensyarah dalam aspek kompetensi emosi dan kepimpinan visionari bagi meningkatkan kualiti pengajaran pensyarah di Kolej Komuniti Malaysia. Hal ini akan dapat mengupaya modal insan kompetitif dan inovatif bagi menangani suasana global yang sentiasa berubah menuju Malaysia negara maju berpendapatan tinggi pada tahun 2020.

**Kata kunci:** Kompetensi Emosi, Kepimpinan Visionari, Kualiti Pengajaran.

## Abstract

National Economic Consultative Council reported only twenty percent of the workforce in Malaysia are skilled workers. According to the report, the Community Colleges of Malaysia have failed in its vision and mission to provide sufficient number of skilled workers for the country. Thus the aim of this study is to review the influence of emotional competence and visionary leadership towards the quality of lecturers. Gender, age and length of service are also being analyzed as the research variables. In addition, this study also looks at the role of visionary leadership as the main mediator towards the influence of emotional competence and quality of lecturers. The cross-sectional survey method which involves three main instruments namely the Emotional Competence Inventory, Visionary Leadership Inventory and Teaching Quality Inventory are used in the data collection process. The sample of the study consists of 480 senior lecturers from Community Colleges. The multivariate data analysis techniques such as Correlation Analysis, *t*-test, and Stepwise Regression Analysis are applied in this study. The results of the findings indicate that there is a significant relationship between emotional competence and visionary leadership on the teaching quality of the lecturers. Through the Stepwise Regression Analysis, the findings show that emotional competence contributes towards the change of variance in the quality of communication, management and lecturers, commitment. However, visionary leadership seems to have an influence in the creation, development and implementation of the vision and the visibility of the goals. The findings also show that visionary leadership is the main mediator towards the relationship between emotional competence and teaching quality of lecturers. In general, this study shows that the Community Colleges play a vital role in implementing and strengthening the level of professionalism of the lecturers in the aspects of emotional competence and visionary leadership in order to enhance the teaching quality of the lecturers. This will empower a competitive and innovative human capital for Malaysia towards a high income nation by the year 2020.

**Keywords:** Emotional Competence, Visionary Leadership, Teaching Quality.

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## Senarai Lampiran

Lampiran A Instrumen Kajian

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## Senarai Singkatan

AAN	Anugerah Akademi Negara
CIDB	Lembaga Pembangunan Industri Pembinaan Malaysia
EPU	Unit Perancangan Ekonomi
EC	Kompetensi Emosi
ECI-2	<i>Emotional Competence Inventory</i>
EQ	Kecerdasan Emosi
FPK	Falsafah Pendidikan Kebangsaan
IPT	Institusi Pengajian Tinggi
IPTA	Institusi Pengajian Tinggi Awam
IPTS	Institusi Pengajian Tinggi Swasta
IQ	Kecerdasan Intelektual
JPK	Jabatan Pembangunan Kemahiran
JPKK	Jabatan Pengajian Kolej Komuniti
JPPKK	Jabatan Pengajian Politeknik dan Kolej Komuniti
KPM	Kementerian Pendidikan Malaysia
KPT	Kementerian Pengajian Tinggi
LAN	Lembaga Akreditasi Negara
MBE	Model Ekonomi Baru Untuk Malaysia
MBM	Majlis Belia Malaysia
MPEN	Majlis Penasihat Ekonomi Negara
MQA	Agensi Kelayakan Malaysia
MQF	Kerangka Kelayakan Malaysia
NEAC	Majlis Tindakan Ekonomi Negara

NOSS	Standard Kemahiran Pekerja Kebangsaan
PSPTN	Pelan Strategik Pengajian Tinggi Negara
RMK	Rancangan Malaysia ke
SAQ	Self Assessment Questionnaire
SIP	Sangkutan Industri Pensyarah
SKK	Sijil Kolej Komuniti
SMK	Sijil Modular Kebangsaan
SPKK	Sektor Pengurusan Kolej Komuniti
SPSS	<i>Statistical Package For The Social Sciences</i>
ST	Suruhanjaya Tenaga

# **BAB SATU**

## **PENGENALAN**

### **1.1 Pendahuluan**

Penubuhan Kolej Komuniti di Malaysia pada pertengahan tahun 2000, telah membuka lembaran baru dalam sejarah pendidikan di Malaysia. Yang Berhormat Tan Sri Dato' Musa bin Mohammad, Menteri Pendidikan Malaysia ketika itu telah membentangkan cadangan penubuhan Kolej Komuniti di seluruh Malaysia bagi membantu generasi muda yang tidak berminat di dalam bidang akademik tetapi berminat untuk melanjutkan pelajaran di dalam bidang kemahiran. Mesyuarat Kabinet pada bulan Julai tahun 2000 telah bersetuju untuk menubuhkan 10 buah Kolej Komuniti di seluruh Malaysia sebagai perintis kepada idea penubuhan Kolej Komuniti (Kementerian Pengajian Tinggi, 2010; Yahya Don, Kamarudin Kasim, Mohd Fo'ad Sakdan & Yaakob Daud, 2012a).

Pada tahun berikutnya, sebanyak 10 buah Kolej Komuniti telah beroperasi. Menjelang akhir tahun tersebut, iaitu pada bulan Disember 2001, dua buah lagi Kolej Komuniti telah dibina dan menjadikan jumlahnya sebanyak 12 buah. Antara negeri-negeri yang telah terlibat dengan penubuhan Kolej Komuniti ketika itu ialah Negeri Pahang, Perlis, Kedah, Pulau Pinang, Selangor, Melaka, Johor, Terengganu, Sarawak dan Sabah. Sehingga Oktober 2011, sebanyak 81 buah Kolej Komuniti telah dibuka dan beroperasi sepenuhnya di seluruh negara (Jabatan Pengajian Kolej Komuniti, 2012).

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