

PENGARUH KEPEMIMPINAN TRANSFORMASI PENGETUA
TERHADAP KOMITMEN ORGANISASI DAN EFIKASI
KENDIRI GURU SEKOLAH-SEKOLAH
AGAMA DI KEDAH

JAZMI BIN MD ISA

DOKTOR FALSAFAH
UNIVERSITI UTARA MALAYSIA
Januari 2015

**PENGARUH KEPEMIMPINAN TRANSFORMASI PENGETUA
TERHADAP KOMITMEN ORGANISASI DAN EFIKASI
KENDIRI GURU SEKOLAH-SEKOLAH
AGAMA DI KEDAH**

JAZMI BIN MD ISA

Tesis yang dikemukakan kepada
Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia,
sebagai sebahagian daripada keperluan untuk
Ijazah Doktor Falsafah

KEBENARAN MENGGUNA

Dalam menyerahkan tesis ini sebagai memenuhi keperluan pengajian lepasan ijazah Universiti Utara Malaysia, saya bersetuju supaya pihak perpustakaan Universiti Utara Malaysia, menggunakan tesis ini bagi tujuan rujukan. Saya bersetuju bahawa kebenaran untuk membuat salinan keseluruhan atau sebahagian daripadanya, bagi tujuan akademik boleh mendapat kebenaran daripada penyelia saya atau dari Dekan Othman Yeop Abdullah Graduate School of Business. Sebarang penyalinan, penerbitan atau penggunaan ke atas keseluruhan atau sebahagian dari tesis ini, untuk pemerolehan kewangan, tidak dibenarkan tanpa kebenaran dari saya. Di samping itu, pengiktirafan kepada saya dan Universiti Utara Malaysia seharusnya diberikan dalam sebarang kegunaan bahan bahan yang terdapat dalam tesis ini.

Permohonan untuk kebenaran membuat salinan atau kegunaan, secara keseluruhan atau sebahagiannya boleh dibuat dengan menulis kepada:

Dekan of Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman

ABSTRAK

Kajian ini bertujuan untuk menerangkan ciri-ciri kepemimpinan transformasi pengetua, komitmen organisasi dan efikasi sendiri guru serta amalannya di tiga jenis sekolah agama berbeza. Kajian juga bertujuan untuk mengenal pasti tahap pengaruh kepemimpinan transformasi pengetua serta faktor-faktornya yang paling dominan terhadap komitmen organisasi dan efikasi sendiri guru. Selain itu, kajian ini juga akan melihat sejauh mana perbezaan sekolah agama boleh menjadi penyederhana kepada pengaruh kepemimpinan transformasi pengetua terhadap komitmen organisasi dan efikasi sendiri guru. Kajian ini menggunakan kaedah persampelan rawak berlapis. Semua data yang dikumpul daripada 607 responden telah dianalisis menggunakan instrumen yang telah disesuaikan daripada skala MLQ (*Multi Factor Leadership Questionnaire*) Form 5X-Rater untuk mengukur kepemimpinan transformasi pengetua. Manakala instrumen untuk mengukur komitmen organisasi guru telah disesuaikan berdasarkan soal selidik *Organizational Commitment Questionnaire* (OCQ). Instrumen efikasi sendiri pula menggunakan soal selidik *Teacher Sense of Efficacy Scale* (TSES). Keputusan analisis data yang telah dijalankan melalui ujian *Post-Hoc* ANOVA menunjukkan tingkah laku kepemimpinan transformasi pengetua, komitmen organisasi dan efikasi sendiri guru telah menunjukkan perbezaan signifikan antara jenis sekolah agama berbeza dengan dipelopori Maktab Mahmud berbanding SAR dan SABK. Manakala hasil analisis MANOVA menunjukkan kepemimpinan transformasi pengetua lebih kuat mempengaruhi komitmen organisasi guru berbanding efikasi sendiri guru. Faktor karisma seseorang pengetua dalam pemboleh ubah bebas didapati lebih dominan bagi mempengaruhi komitmen organisasi dan efikasi sendiri guru. Faktor bertimbang rasa secara individu pula dilihat lebih dominan bagi mempengaruhi komitmen organisasi berbanding efikasi sendiri guru. Hasil keputusan analisis regresi hierarki pula mendapati hanya pengaruh kepemimpinan transformasi pengetua terhadap komitmen organisasi guru disederhanakan oleh jenis sekolah agama.

Kata kunci: kepemimpinan transformasi pengetua, komitmen organisasi, efikasi sendiri guru dan sekolah agama negeri Kedah

ABSTRACT

This research aims at explaining the characteristics of the school principal's transformational leadership style, organizational commitment and teacher's self-efficacy and their practices in three different types of religious school. The research also aims at identifying the level of influence of the principal's transformational leadership and its most dominant factors on organizational commitment and teacher's self-efficacy. Additionally, this research also views to what extent the different religious schools could be the moderator for the influence of the principal's transformational leadership on organizational commitment and teacher's self-efficacy. This research uses a stratified random sampling. All collected data from 607 respondents has been analysed using the instrument which is modified from the scale of MLQ (*Multi Factor Leadership Questionnaire*) *Form 5X-Rater* for measuring transformational leadership. The instrument for measuring organizational commitment is based on the Organizational Commitment Questionnaire (OCQ). The measurement tool for self-efficacy is the Teacher Sense of Efficacy Scale (TSES). The ANOVA analysis data of Post-Hoc test shows that there is a significant difference in the principal's transformational leadership behaviour, organizational commitment behaviour and teacher's self-efficacy behaviour based on the different religious school types where the occurrence recorded in Maktab Mahmud is the highest compared to those in SAR and SABK. The result of MANOVA analysis shows that the principal's transformational leadership strongly influences teachers' organizational commitment compared to their self-efficacy. The principal's charisma factor in the independent variable is more dominant in influencing organizational commitment and teacher's self-efficacy. The factor of being considerate as an individual is also dominant in influencing organizational commitment compared to teacher's self-efficacy. The result of the hierarchy regression analysis indicates that only the influence of the principal's transformational leadership on teacher's organizational commitment is moderated by the types of religious schools.

Keywords: principal's transformational leadership, organizational commitment, teacher's self-efficacy and Kedah state religious schools

PENGHARGAAN

Bersyukur ke hadrat Allah yang maha esa, akhirnya tesis ini berjaya di siapkan walaupun melalui berbagai cabaran dan rintangan.

Setinggi-tinggi penghargaan dan terima kasih ingin saya rakamkan buat dua orang penyelia yang telah membimbing saya iaitu Profesor Madya Dr Azizi Abu Bakar dan Dr Mohd Nor Jaafar yang telah banyak meluangkan masa, tenaga, memberi bimbingan dan menyumbang idea sepanjang penyelidikan ini. Tidak lupa buat semua sahabat handai, rakan taulan dan semua yang telah menunjukkan minat dan keprihatinan dalam menyumbangkan kepada siapnya tesis ini.

Ucapan jutaan terima kasih tidak terhingga tidak lupa saya persembahkan buat keluarga yang amat memahami situasi saya dan dapat bersabar dengan kerenah saya serta banyak memberikan dorongan, semangat dan motivasi terutamanya buat bonda Haminah Baharom, isteri tercinta Shatirah Wahab, anak-anak tersayang Muhd Ikmal Najib, Nurunnida dan Muhd Irfan Nabil. Juga tidak lupa keluarga ibu mertua saya yang sentiasa di samping saya memberi semangat dan dorongan sehingga tesis ini berjaya disiapkan.

Buat kalian semua jazakumullah khairon kathiro tiada yang dapat saya balas kecuali Allah jua yang menitipkan pahala buat kalian. Semoga kalian bahagia dunia dan akhirat.

Jazmi Bin Md Isa (93107)
College of Business
Universiti Utara Malaysia
Januari 2015

ISI KANDUNGAN

Muka Surat

KEBENARAN MENGGUNA	ii
ABSTRAK	iii
ABSTRACT	iv
PENGHARGAAN	v
ISI KANDUNGAN	vi
SENARAI JADUAL	ix
SENARAI RAJAH	xii
SENARAI SIMBOL	xiii

BAB SATU: PENDAHULUAN

1.1 Pengenalan	1
1.2 Pernyataan Masalah	6
1.3 Objektif Kajian	8
1.4 Soalan Kajian	10
1.5 Hipotesis Kajian	10
1.6 Kepentingan Kajian	11
1.7 Batasan Kajian	13
1.8 Konsep Kepemimpinan	16
1.9 Konsep Kepemimpinan Transformasi	19
1.10 Definisi Konsep	32
1.10.1 Kepemimpinan Transformasi	33
1.10.2 Komitmen Organisasi	33
1.10.3 Efikasi Kendiri	33
1.10.4 SAR (Sekolah Agama Rakyat)	34
1.10.5 SABK (Sekolah Agama Bantuan Kerajaan)	34
1.10.6 Maktab Mahmud	35
1.11 Rumusan	36

BAB DUA: TINJAUAN LITERATUR

2.1 Pendahuluan	37
2.2 Penjelasan Umum Sekolah Agama	39
2.3 Teori-Teori dalam Bidang Kepemimpinan	46
2.3.1 Pendekatan Teori Karisma	47
2.3.2 Pendekatan Teori Sifat	48
2.3.3 Pendekatan Teori Gelagat	49
2.3.4 Pendekatan Teori Laluan Matlamat	50
2.3.5 Pendekatan Teori Kontingensi <i>Fiedler</i>	51
2.3.6 Pendekatan Teori Perwatakan	52
2.3.7 Pendekatan Teori Perlakuan	54
2.3.8 Pendekatan Teori Kepemimpinan Situasi	55
2.3.9 Pendekatan Teori Kepemimpinan Pengajaran	57
2.3.10 Pendekatan Teori Kepemimpinan Transformasi	61
2.4 Kepemimpinan Transformasi dan Transaksi serta Kajian Berkaitan	63
2.5 Sumbangan Teori terhadap Kajian	71
2.6 Kepemimpinan Transformasi dan Pencapaian Organisasi	72
2.7 Kepemimpinan Transformasi dari Dimensi Islam	74

2.8	Komitmen Organisasi	76
2.9	Konsep Komitmen Organisasi	80
2.9.1	Komitmen Afektif	81
2.9.2	Komitmen Penerusan	82
2.10	Komitmen terhadap Organisasi Pendidikan	86
2.11	Model Komitmen- Teori Pertukaran	87
2.12	Komitmen dan Kajian-Kajian Lalu	89
2.13	Konsep Efikasi Kendiri	92
2.14	Tinjauan Kajian Efikasi Kendiri Guru	94
2.15	Kesan Efikasi kepada Pembelajaran Pelajar	100
2.16	Kajian Kepemimpinan Transformasi dengan Komitmen Organisasi	101
2.17	Kajian Kepemimpinan Transformasi dengan Efikasi Kendiri Guru	110
2.18	Kerangka Bidang Teori	116
2.19	Kerangka Konseptual Kajian	118
2.20	Huraian Kerangka Konseptual Kajian	120
2.21	Rumusan	121

BAB TIGA: METODOLOGI

3.1	Pendahuluan	124
3.2	Reka Bentuk Kajian	124
3.3	Populasi dan Persampelan Kajian	126
3.4	Senarai Guru SAR, SABK dan Maktab Mahmud	128
3.5	Unit Analisis dan Rasional Pemilihan	130
3.6	Instrumen	131
3.6.1	Bahagian A: Maklumat Demografi Guru	132
3.6.2	Bahagian B: Instrumen Kepemimpinan Transformasi Pengetua	132
3.6.3	Bahagian C: Instrumen Komitmen Organisasi	135
3.6.4	Bahagian D: Instrumen Efikasi Kendiri Guru	136
3.7	Kebolehpercayaan Instrumen	137
3.7.1	Kebolehpercayaan Instrumen Kepemimpinan Transformasi	139
3.7.2	Kebolehpercayaan Instrumen Komitmen Organisasi	139
3.7.3	Kebolehpercayaan Instrumen Efikasi Kendiri Guru	140
3.8	Kajian Rintis	140
3.9	Prosedur Pengumpulan Data	143
3.10	Cara Analisis Data	145
3.10.1	Statistik Deskriptif	145
3.10.2	Statistik Inferensi	147
3.11	Rumusan	148

BAB EMPAT: DAPATAN KAJIAN

4.1	Pendahuluan	149
4.2	Analisis Deskriptif	150
4.2.1	Analisis Deskriptif Bahagian A (Maklumat Am)	150
4.2.2	Analisis Deskriptif Kepemimpinan Transformasi Pengetua	154
4.2.3	Analisis Deskriptif Komitmen Organisasi	158
4.2.4	Analisis Deskriptif Efikasi Kendiri Guru	161
4.3	Analisis Kesesuaian Data	164
4.3.1	Cronbach <i>Alpha</i>	164
4.3.2	Analisis Faktor (CFA)	167
4.4	Analisis Pemurnian Data	172

4.4.1 Data Terpencil (<i>Outlier</i>)	173
4.4.2 Ujian Kenormalan	176
4.4.3 Ujian Multikolineariti	179
4.4.4 Ujian Homokedastisiti	186
4.4.5 Ujian Autokorelasi	191
4.4.6 Ujian Lineariti	193
4.5 Pengujian Hipotesis	196
4.5.1 Pengujian Hipotesis Satu	196
4.5.2 Pengujian Hipotesis Dua	198
4.5.3 Pengujian Hipotesis Tiga	201
4.5.4 Pengujian Hipotesis Empat	203
4.5.5 Pengujian Hipotesis Lima	207
4.5.6 Pengujian Hipotesis Enam	217
4.5.7 Pengujian Hipotesis Tujuh	219
4.6 Rumusan Dapatan Kajian	220
 BAB LIMA: PERBINCANGAN, CADANGAN DAN KESIMPULAN	
5.1 Pendahuluan	224
5.2 Ringkasan Kajian	224
5.3 Perbincangan Hipotesis dan Dapatan kajian	227
5.3.1 Perbezaan Tingkah laku Kepemimpinan Transformasi Pengetua Berdasarkan Perbezaan Jenis Sekolah Agama	228
5.3.2 Perbezaan Tingkah laku Komitmen Organisasi Guru Berdasarkan Perbezaan Jenis Sekolah Agama	236
5.3.3 Perbezaan Tingkah laku Efikasi Kendiri Guru Berdasarkan Perbezaan Jenis Sekolah Agama	242
5.3.4 Pengaruh Tingkah laku Kepemimpinan Transformasi Pengetua terhadap Komitmen Organisasi Guru di Sekolah Agama	248
5.3.5 Pengaruh Tingkah laku Kepemimpinan Transformasi Pengetua terhadap Efikasi Kendiri Guru di Sekolah Agama	253
5.3.6 Pengaruh Tingkah laku Kepemimpinan Transformasi Pengetua terhadap Komitmen Organisasi Guru yang disederhanakan oleh Jenis Sekolah Agama	257
5.3.7 Pengaruh Tingkah laku Kepemimpinan Transformasi Pengetua terhadap Efikasi Kendiri Guru yang disederhanakan oleh Jenis Sekolah Agama	260
5.4 Implikasi Kajian	263
5.4.1 Implikasi Kajian terhadap Teori	264
5.4.2 Implikasi Kajian terhadap Amalan	267
5.4.2.1 Implikasi kepada Guru	267
5.4.2.2 Implikasi kepada Pengetua dan Pentadbir	268
5.4.2.3 Implikasi kepada Institusi Pengajian Tinggi	268
5.4.2.4 Implikasi kepada Penggubal Dasar	269
5.5 Cadangan untuk Kajian Selanjutnya	269
5.6 Kesimpulan	270
Bibliografi	272
Lampiran	295

SENARAI JADUAL

Jadual 3.1	Senarai Jumlah Guru SAR	128
Jadual 3.2	Senarai Jumlah Guru SABK	129
Jadual 3.3	Senarai Jumlah Guru Maktab Mahmud	130
Jadual 3.4	Senarai Item Tingkah laku Kepemimpinan Transformasi	135
Jadual 3.5	Senarai Item Tingkah laku Komitmen Organisasi	136
Jadual 3.6	Senarai Item Tingkah laku Efikasi Kendiri Guru	137
Jadual 3.7	Nilai Kebolehppercayaan Instrumen Kajian Rintis	141
Jadual 3.8	Nilai Kebolehppercayaan Sub Faktor Kepemimpinan Transformasi Pengetua	141
Jadual 3.9	Nilai Kebolehppercayaan Sub Faktor Komitmen Organisasi	142
Jadual 3.10	Nilai Kebolehppercayaan Sub Faktor Efikasi Kendiri Guru	142
Jadual 3.11	Julat Kepemimpinan Transformasi Pengetua, Komitmen Organisasi dan Efikasi Kendiri Guru	146
Jadual 4.1	Maklumat Demografi Guru	150
Jadual 4.2	Maklumat Deskriptif Sub Faktor Kepemimpinan Transformasi: Karisma	154
Jadual 4.3	Maklumat Deskriptif Sub Faktor Kepemimpinan Transformasi: Bertimbang Rasa Secara Individu	155
Jadual 4.4	Maklumat Deskriptif Sub Faktor Kepemimpinan Transformasi: Merangsang Intelek	156
Jadual 4.5	Maklumat Deskriptif Sub Faktor Kepemimpinan Transformasi: Motivasi Inspirasi	157
Jadual 4.6	Maklumat Deskriptif Sub Faktor Komitmen Organisasi: Kebanggaan	158
Jadual 4.7	Maklumat Deskriptif Sub Faktor Komitmen Organisasi: Penglibatan Diri	159
Jadual 4.8	Maklumat Deskriptif Sub Faktor Komitmen Organisasi: Kesetiaan	160
Jadual 4.9	Maklumat Deskriptif Sub Faktor Efikasi Kendiri: Strategi Pengajaran	161
Jadual 4.10	Maklumat Deskriptif Sub Faktor Efikasi Kendiri: Pengurusan Bilik Darjah	162
Jadual 4.11	Maklumat Deskriptif Sub Faktor Efikasi Kendiri: Penglibatan Pelajar	163
Jadual 4.12	Nilai Kebolehppercayaan Instrumen Kepemimpinan Transformasi Pengetua	165
Jadual 4.13	Nilai Kebolehppercayaan Instrumen Komitmen Organisasi	166
Jadual 4.14	Nilai Kebolehppercayaan Instrumen Efikasi Kendiri Guru	166
Jadual 4.15	Ujian KMO dan <i>Bartlett's</i> Gabungan Kepemimpinan Transformasi Pengetua, Komitmen Organisasi dan Efikasi Kendiri Guru	168
Jadual 4.16	Ujian KMO dan <i>Bartlett's</i> Kepemimpinan Transformasi Pengetua	169
Jadual 4.17	Ujian KMO dan <i>Bartlett's</i> Komitmen Organisasi	169
Jadual 4.18	Ujian KMO dan <i>Bartlett's</i> Efikasi Kendiri Guru	170
Jadual 4.19	Matriks Putaran Faktor Semua Item Melalui Putaran Varimax untuk $n=607$	171
Jadual 4.20	Hasil Korelasi <i>Pearson</i> Hubungan Kepemimpinan Transformasi dengan Komitmen Organisasi	181

	dan Efikasi Kendiri Guru	
Jadual 4.21	Hasil Korelasi <i>Pearson</i> antara Faktor Karisma, Bertimbang Rasa Secara Individu, Merangsang Intelek dan Motivasi Inspirasi dengan Kebanggaan, Penglibatan Diri dan Kesetiaan	182
Jadual 4.22	Hasil Korelasi <i>Pearson</i> antara Faktor Karisma, Bertimbang Rasa Secara Individu, Merangsang Intelek dan Motivasi Inspirasi dengan Strategi Pengajaran, Pengurusan Bilik Darjah dan Penglibatan Pelajar	184
Jadual 4.23	Ujian <i>Levene's</i> terhadap Pemboleh ubah Utama	189
Jadual 4.24	Ujian <i>Levene's</i> terhadap Pemboleh ubah antara Semua Sub Faktor Utama	190
Jadual 4.25	Pekali <i>Durbin Watson</i> untuk Ujian antara Kepemimpinan Transformasi dengan Komitmen Organisasi dan Efikasi Kendiri Guru	193
Jadual 4.26	Hasil Analisis Varians Perbezaan Tingkah laku Kepemimpinan Transformasi Pengetua di Sekolah Agama	196
Jadual 4.27	Rangkuman Ujian Deskriptif ANOVA ke atas Tingkah laku Kepemimpinan Transformasi Pengetua di Sekolah Agama	197
Jadual 4.28	Hasil Analisis Tingkah laku Kepemimpinan Transformasi Pengetua melalui ujian <i>Post-Hoc</i> ANOVA	197
Jadual 4.29	Hasil Analisis Varians Tingkah laku Komitmen Organisasi Guru di Sekolah Agama	198
Jadual 4.30	Rangkuman Ujian Deskriptif ANOVA ke atas Tingkah laku Komitmen Organisasi Guru di Sekolah Agama	199
Jadual 4.31	Hasil Analisis Tingkah laku Komitmen Organisasi melalui ujian <i>Post-Hoc</i> ANOVA	200
Jadual 4.32	Hasil Analisis Varians Perbezaan Tingkah laku Efikasi Kendiri Guru di Sekolah Agama	201
Jadual 4.33	Rangkuman Ujian Deskriptif ANOVA ke Atas Tingkah laku Efikasi Kendiri Guru di Sekolah Agama	201
Jadual 4.34	Hasil Analisis Tingkah laku Efikasi Kendiri Guru melalui ujian <i>Post-Hoc</i> ANOVA	202
Jadual 4.35	Analisis Korelasi <i>Pearson</i> Tinglah laku Kepemimpinan Transformasi Pengetua dengan Komitmen Organisasi dan Efikasi Kendiri Guru	203
Jadual 4.36	Analisis Korelasi <i>Pearson</i> di antara Sub Faktor Kepemimpinan Transformasi dengan Sub Faktor Komitmen Organisasi di Sekolah Agama	204
Jadual 4.37	Ringkasan Dapatan Keseluruhan Pengaruh Kepemimpinan Transformasi Pengetua terhadap Komitmen Organisasi di Sekolah Agama melalui Ujian Regresi Linear Berbilang <i>Stepwise</i>	206
Jadual 4.38	Analisis Korelasi <i>Pearson</i> di antara Sub Faktor Kepemimpinan Transformasi Pengetua dengan Sub Faktor Efikasi Kendiri Guru di Sekolah Agama	208
Jadual 4.39	Ringkasan Dapatan Keseluruhan Pengaruh Kepemimpinan Transformasi Pengetua terhadap Efikasi Kendiri Guru di Sekolah Agama melalui Ujian Regresi Linear Berbilang <i>Stepwise</i>	210

Jadual 4.40	Analisis Deskriptif Pengaruh Kepemimpinan Transformasi Pengetua terhadap Komitmen Organisasi dan Efikasi Kendiri Guru di Sekolah Agama	212
Jadual 4.41	Hasil Ujian <i>Box's M</i> terhadap Kesamaan (<i>Equality</i>) Matrik Kovarian (<i>Covariance Matrices</i>)	213
Jadual 4.42	Keputusan Ujian <i>Levene's</i> bagi Komitmen Organisasi dan Efikasi Kendiri Guru	213
Jadual 4.43	Analisis MANOVA Perbezaan Kesan Pengaruh Kepemimpinan Transformasi Pengetua terhadap Komitmen Organisasi dan Efikasi Kendiri Guru	214
Jadual 4.44	Analisis Perbandingan Pengaruh Kepemimpinan Transformasi Pengetua terhadap Komitmen Organisasi dan Efikasi Kendiri Guru melalui Ujian MANOVA	215
Jadual 4.45	Analisis Perbandingan Pengaruh Sub Faktor Kepemimpinan Transformasi Pengetua terhadap Komitmen Organisasi dan Efikasi Kendiri Guru	216
Jadual 4.46	Hasil Analisis Pengaruh Kepemimpinan Transformasi Pengetua terhadap Komitmen Organisasi yang di Sederhanakan oleh Jenis Sekolah Agama melalui Ujian Regresi Hierarki	218
Jadual 4.47	Hasil Analisis Pengaruh Kepemimpinan Transformasi Pengetua terhadap Efikasi Kendiri Guru yang di Sederhanakan oleh Jenis Sekolah Agama melalui Ujian Regresi Hierarki	219

SENARAI RAJAH

Rajah 2.1	Model Kepemimpinan Dua Dimensi Universiti Negeri Ohio (1950 an)	55
Rajah 2.2	Angkubah Utama dalam Teori Kepemimpinan Situasi	56
Rajah 2.3	Gaya Kepemimpinan Situasi	57
Rajah 2.4	Proses Pertukaran antara Pekerja dan Organisasi	89
Rajah 2.5	Kerangka Konseptual Kajian	120
Rajah 3.1	Reka Bentuk Kajian Perbandingan	125
Rajah 3.2	Reka Bentuk Kajian Korelasi <i>Ex Post Facto</i>	126
Rajah 4.1	Plot Normal P-P dari Regresi Residual Piawai Komitmen Organisasi	175
Rajah 4.2	Plot Normal P-P dari Regresi Residual Piawai Efikasi Kendiri Guru	176
Rajah 4.3	Plot Graf di antara Nilai Jangkaan Piawai dengan Residual Piawai Komitmen Organisasi	187
Rajah 4.4	Plot Graf di antara Nilai Jangkaan Piawai dengan Residual Piawai Efikasi Kendiri Guru	188
Rajah 4.5	Plot Graf di antara Nilai Jangkaan Terlaras Piawai dengan Residual Lelaran Piawai Komitmen Organisasi	194
Rajah 4.6	Plot Graf di antara Nilai Jangkaan Terlaras Piawai dengan Residual Lelaran Piawai Efikasi Kendiri Guru	195

SENARAI SIMBOL

Adj R^2	-Adjusted R^2
BPI	-Bahagian Pendidikan Islam
B	-Koefisien regresi
β	-Koefisien Beta
EK	-Efikasi Kendiri
F	-Anova
JAİK	-Jabatan Agama Islam Kedah
KUIN	-Kolej Universiti Insaniah
KTP	-Kepemimpinan Transformasi Pengetua
KO	-Komitmen Organisasi
n	-Bilangan Responden
p	-Kebarangkalian
R^2	-Koefisien Penentuan Berganda
r	-Koefisien Korelasi Pearson
SMK	-Sekolah Menengah Kebangsaan
SMKA	-Sekolah Menengah Kebangsaan Agama
SAR	-Sekolah Agama Rakyat
SABK	-Sekolah Agama Bantuan Kerajaan
SAN	-Sekolah Agama Negeri
St.D	-Sisihan Piawai
χ^2	-Kuasa dua
$\sqrt{X}$	-Punca Kuasa dua
X	-Log

BAB SATU

PENDAHULUAN

1.1 Pengenalan

Bidang pendidikan di Malaysia sedang mengalami proses transformasi ke arah menghasilkan kualiti pendidikan bertaraf antarabangsa. Pendidikan berkualiti mampu diakses oleh semua untuk membangun modal insan bagi menjana tenaga kerja yang berkemahiran tinggi. Bagi mencapai pendidikan berkualiti tinggi bidang kepemimpinan sekolah hari ini telah menjadi suatu profesion yang amat mencabar kerana sebagai seorang yang dilantik secara formal dalam organisasi sekolah, pengetua mestilah memainkan peranan bukan sahaja sebagai pemimpin bahkan sebagai pengurus di sekolah. Berdasarkan kajian, pengetua mampu memberi impak yang tinggi ke atas komitmen guru serta kepada pencapaian murid di sesebuah sekolah. Peranan pengetua dalam memainkan peranan menjayakan transformasi dalam bidang pendidikan dilihat amat kritikal (Abd Ghafar, 2010).

Peranan pengetua bukan sahaja setakat memastikan kesinambungan struktur dan sistem yang sedia ada tetapi pengetua juga mesti mampu menggerakkan para guru di sekolahnya untuk berubah supaya organisasi sekolah berkenaan lebih sensitif dan bergandingan bagi menangani arus perubahan yang melanda sistem pendidikan. Berdasarkan laporan *A Nation at Risk (1983)* *Action for Excellence (1983)* *Better Education for Michigan Citizen: A Blue Print for Action (1984)* di Amerika Syarikat mendapati bahawa kepemimpinan pengetua atau guru besar merupakan penggerak utama bagi kejayaan sesebuah sekolah (Edmonds, 1979; Hussein Mahmood, 1993).

The contents of
the thesis is for
internal user
only

BIBLIOGRAFI

- Abdul Aziz Yusuf. (2005). *Perubahan dan Kepimpinan*. Sintok: Penerbitan Universiti Utara Malaysia.
- Abdullah Ahmad Badawi. (2004). *Mencapai Pendidikan Bertaraf Dunia*. Dicapai pada 2012 dari www.utusan.com.my/.
- Abdul Karim Mohd Nor. (1989). Characteristic of effective rural secondary school in Malaysia. *EdD Dissertation*, University of Winconsin, Madison, USA.
- Abdul Kudus, Abu Bakar. (2000). Kepemimpinan Transformasi: Hubungan dengan Kepuasan Kerja dan Motivasi Guru. *Tesis Masters*, Universiti Utara Malaysia.
- Abdul Ghani Kanesan Abdullah. (2010). *Transformasi Kepimpinan Pendidikan*. Batu Caves: PTS Profesional Publishing Sdn. Bhd.
- Abd Ghafar Mahmud. (2010). Pembinaan Jati Diri Pengetua Cemerlang, Ke arah Merealisasikan Kepimpinan Holistik. *Jurnal IAB*, Institut Aminuddin Baki.
- Abdul Ghani Kanesan Abdullah. (1997). Hubungan persepsi kepemimpinan transformasi dengan kepuasan dan komitmen kerja. *Laporan praktikum Ijazah Sarjana Pendidikan Universiti Sains Malaysia* (tidak diterbitkan).
- Abdul Ghani Kanesan Abdullah. (2002). Kajian mengenai mengganti kepimpinan sebagai moderator terhadap caragaya kepimpinan transformasi. *Tesis Ph.D*, Universiti Sains Malaysia. Tidak diterbitkan.
- Abdul Ghani Kanesan Abdullah. (2005). Kesan amalan pengupayaan dalam pengajaran pembelajaran terhadap pertambahan beban dan persekitaran kerja guru. *Educational Management and Leadership Journal*, Institut Aminuddin Baki, Kementerian Pelajaran. Vol. 15, No. 01/2005. pp 19-30.
- Abu Bakar Hashim. (1985). An Analysis of Job Satisfaction Among Academic Staff of University in Malaysia. *Doctoral Thesis*, Ohio University.
- Abd. Monir Yaacob. (2003). Kurikulum Pendidikan di Sekolah-Sekolah Agama Negeri di Malaysia dalam Sazalie Mohamad. Memahami Isu-Isu Pendidikan Islam di Malaysia. Institut kefahaman Islam Malaysia. Kuala Lumpur.
- Abdur Rahman an-Nahlawi. (1995). *Pendidikan Islam di Rumah, Sekolah dan Masyarakat*. Jakarta: Penerbit Gema Insani.
- Abdul Sukor Shaari & Rosna Awang Hashim. (2002). Inequity in social exchange. *Jurnal Dewan Bahasa*, DBP Malaysia.
- Abdul Shukor Abdullah. (1991). *Pengurusan Organisasi, Perspektif, Pemikiran dan Teori*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Abdul Shukor Abdullah. (1995). Membina sekolah berkesan: Aplikasi dasar. *Seminar Sekolah Efektif anjuran Kementerian Pendidikan pada 13-14 Julai 1995*, Institut Aminudin Baki.
- Abdul Shukor bin Abdullah. (1998). *Fokus Pengurusan Pendidikan*. Kuala Lumpur: Kementerian Pendidikan Malaysia.
- Abdul Shukor Abdullah. (2004). Ucapan tema: Kepimpinan unggul tonggak bidang pendidikan cemerlang. *Prosiding Seminar Nasional Pengurusan dan Kepimpinan Pendidikan Ke 12, pada 6 – 9 Disember 2004*. Institut Aminuddin Baki, Genting Highlands, Pahang.
- Abdullah Nasih Ulwan. (1989). *Pendidikan Anak-Anak dalam Islam*. (Jilid 1). Singapura: Pustaka Nasional.

- Abdul Rashid Moten. (2001). *Political Leadership: A Comparative Analysis. Kertas kerja Seminar Antarabangsa Kepimpinan Islam*, Akademi Pengajian Islam. Universiti Malaya.
- Abdul said Ambotang. (2013). *Cabaran Transformasi Agenda Pendidikan Negara*. Halaman Minda Pendidik. Di capai pada Jun 2013 dari www.utusan.com.my/.
- Agho, A., Mueller, C.Y. & Price, J. (1993). Determinants of employee job satisfaction. *An empirical test of a causal model, Human Relations*, 46, 1007-1027.
- Ahmad Mahdzan Ayob. (2005). *Kaedah Penyelidikan Sosioekonomi*. (Edisi Ketiga). Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Ahmad Ibrahim Abu Sin. (1991). *Pengurusan dalam Islam*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Ahmad Zabidi Abdul Razak. (2006). Ciri Iklim Sekolah Berkesan: Implikasinya Terhadap Motivasi Pembelajaran. *Jurnal Pendidikan UKM*, 31. pp. 3-19. ISSN 01266020.
- Ahmad Zabidi Abdul Razak. (2003). The implementation of Islamic management in state religious schools administration organization in facing the challenges of globalization. *The Current National Fiqh Seminar 2003*, Universiti Kebangsaan Malaysia, Bangi, Selangor. 24 25. September 2003.
- Al-Mawardi. (1993). *Al Ahkam As Sultoniyyah*. Kuala Lumpur: Terjemahan Pustaka Salam.
- Alimuddin Mohd Dom. (2006). Meningkatkan prestasi sekolah melalui kerjasama dengan ibu bapa dan komuniti setempat. *Jurnal Edisi Pertama*, Putrajaya. Kementerian Pelajaran Malaysia. 7 – 14.
- Allen, N.J. & Meyer, J.P. (1984). Testing the side-bet theory of organizational commitment: Some methodology considerations. *Journal of Applied Psychology*, 69 (3), 372-378.
- Allen, N.J. & Meyer, J.P. (1990). The measurement and antecedent of affective, continuance and normative commitment of the organization. *Journal of Accupational Psychology*, 63.
- Allen, N.J. & Meyer, J.P. (1991). A three component conceptualization of organizational commitment. *Human Resource Management Review*, 1, 61-98.
- Allen, N.J. & Meyer, J.P. (1997). *Commitment in The Workplace*. London: Sage.
- Allinder, R. M. (1994). The relationship between efficacy and the instructional practices of special education teachers and consultants. *Teacher Education and Special Education Journal*, 17, 86–95.
- Aminuddin Mohd Yusuf. (1990). *Kepimpinan: Satu Analisa Psikologi*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Armstrong, J.S. & Overton, T.S. (1977). Estimating non-response bias in a mail survey. *Journal of Marketing*, 1977, 14, 396–402.
- Aryee, S. & Heng, L. J. (1990). A note on the applicability of an organizational commitment model. *Work and Occupations Journal*, Vol 17(2) May 1990, 229-239.
- Ary, D., Jacobs, L.C. & Razavieh, A. (2002). *Introduction to Research in Education*. Belmont, CA: Wadsworth/Thomson Learning.
- Ashton, P. (1984). *Making a difference: Teacher's sense of efficacy and student achievement*. New York: Longman.

- Avolio, B. J. & Bass, B.M. (1988). *Transformational and Leadership, Charisma, and Beyond*. Emerging Leadership Vistas. J.G. Hunt et al. (eds). Lexington, MA: Lexington Books.
- Aven, F. F., Parker, B. & McEvoy, G. M. (1993). Gender and attitudinal commitment to organizations: A meta-analysis. *Journal of Business Research*, 26, 63-73.
- Ayob Jantan. (2005). *Pengetua Sekolah yang Efektif*. Kuala Lumpur: PTS professional Publishing Sdn Bhd.
- Aziah Ismail, Abdul Ghani Kanesan Abdullah & Abdullah Saad. (2013). Amalan Kepimpinan Transformasi dan Kapasiti Kepimpinan di Dua Buah Sekolah Kluster di Malaysia. USM. Pulau Pinang. Malaysia.
- Aziah Ismail. (2008). Amalan Kepimpinan Transformasi dan Kapasiti Kepimpinan di dua buah Sekolah Kluster di Malaysia. USM Pulau Pinang.
- Aziah Ismail, Nordin Abd. Razak, Abdul Ghani Abdullah, Ahmad Tajuddin Othman, Ishak Ramly dan Nor Shafrin Ahmad. (2009). Membina Inventori Amalan Desentralisasi Dalam Pengurusan Sekolah Kluster. USM. Pulau Pinang.
- Azril Mohd Amin. (2005). Melahirkan Kepimpinan Unggul: Pelan Tindakan dan Strategi. *Kertas kerja dibentangkan di kursus Kepimpinan Perdana di Kaherah pada 15 & 16 November 2005*.
- Azizi Umar. (2003). Pengambilalihan sekolah agama rakyat oleh Kementerian Pendidikan: suatu kajian mengenai sejarah dan tujuan. *Tesis Master*, Akademi Pengajian Islam Universiti Malaya.
- Azizi Umar & Sufian Hussain. (2007). Konflik sekolah agama rakyat dalam dasar pendidikan kebangsaan: suatu analisis awal. *Kertas Kerja Seminar Kebangsaan Isu-isu Pendidikan Negara Kali Ke- Tiga*. Anjuran Fakulti Pendidikan Universiti Kebangsaan Malaysia. Bangi, Selangor, 13-14 Februari.
- Azma Mahmood. (2006). Pengukuran Tahap Penghayatan Pendidikan Islam Pelajar Pelajar Sekolah Menengah di Malaysia. *Tesis Ph.D*, Universiti Kebangsaan Malaysia.
- Balasandran A. Ramiah. (2007). Headmasters' reinforcement behavior and teachers' performance in primary schools in Penang. *Ph.D. Dissertation*, Universiti Sains Malaysia.
- Balasandran A. Ramiah. (2007). Seminar Kebangsaan Kepimpinan Instruksional Ke-2. *Kertas kerja di bentangkan di IAB Cawangan Utara*.
- Balcaena, S. & Ooghe, H. (2006). The 35 years of studies on business failure: an overview of the classic statistical methodologies and their related problems. *The British Accounting Review*, 38, 63–93.
- Barbuto, J.E. (2005). Motivation and transactional, charismatic, and transformational leadership: a test of antecedents. *Journal of Leadership and Organizational Studies*, 11(4), 26-40.
- Bahagian Pendidikan Islam. (2011). Data Kurikulum Sekolah Agama. Dicapai pada 2012 dari www.bpi.edu.my/.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs: NJ: Prentice-Hall.
- Bandura, A. (1991). Self-efficacy mechanism in physiological activation and health-promoting behavior. In J. Madden, IV (Ed.), *Neurobiology of learning, emotion and affect* (pp. 229- 270). New York: Raven.

- Bandura, A. (1991). Self-regulation of motivation through anticipatory and self-regulatory mechanisms. In R. A. Dienstbier (Ed.), *Perspectives on motivation: Nebraska symposium on motivation* Vol. 38, pp. 69-164. Lincoln: University of Nebraska Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions In Psychological Science*, 9 (3), 75-78.
- Barnett, K., Mc Cormick, J. & Conners, R. (2001). *Journal of Educational Administration*, Volume 39, Number 1, pp. 24-46 (23).
- Bashah, S. (2002). Service quality in local banks: A Study on Bancassurance customers. *Unpublished MBA Thesis*, School of Management, Universiti Sains Malaysia, Penang.
- Bass, B.M. (1990). *Handbook of Leadership. A Survey of Theory and Research*. New York: Free Press.
- Bass, B.M. & Avolio, B.J. (1990). Transformational leadership: A response to critiques. *Leadership Theory and Research Review*, p 49-80, San Diego: Academic Press, Inc.
- Bass, B., & Avolio, B. (1991). *Multifactor Leadership Questionnaire (Form 5X-Rater)*. Binghamton University, Center for Leadership Studies.
- Bass, B. M., Avolio, B. J., Jung, D. I. & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*, 88(2), 207-218.
- Bass, B.M. (1985). *Leadership and Performance Beyond Expectation*. New York: Free Press.
- Becker, H.S. (1960). Note on the concept of commitment. *American Journal of Sociology*. 66, 32-34.
- Bernama. (2015). Najib Rasmi Pusat Kajian Pondok KUIN. Di capai pada Mac 2015 dari <http://www.bernama.com/bernama/v8/bm/ge/newsgeneral.php>.
- Benkhoff, B. (1997). Ignoring commitment is costly: New approaches establish the missing link between commitment and performance. *Human Relations Journal*, 50, 701-726.
- Bennis, W. & Nanus, B. (1985). *Leaders the Strategies for Taking Charge*. New York: Harper & Row Publishers, Inc.
- Blake, R. & Mouton, J. (1964). *The Managerial Grid: The Key to Leadership Excellence*. Houston: Gulf Publishing Co.
- Blake, R. & Mouton, J. (1985). *The Managerial Grid III: The Key to Leadership Excellence*. Houston: Gulf Publishing Co.
- Blumberg, A. & Greenfield, W. (1980). *The effective principal perspective on school leadership*. Boston: Allyn and Bacon.
- Bono, J.E. & Judge, T.A. (2004). Personality and transformational and transactional leadership: a meta-analysis. *Journal of Applied Psychology*, 89(5), pp. 901-910.
- Bolman, L. G. & Deal, T. E. (1991). *Leadership and management*. San Francisco: Jossey-Bass.
- Bolman, L.G. & Deal, T.E. (1992). Leading and Managing: Effect of context, culture and gender. *Educational Administration Quartely*, 28: 314-329.
- Brown, A. (2003). The new follower-ship: A challenge for leaders. *Futurist*, 37, 68.

- Brown, A. (2001). A meta-analysis of research on the influence of leadership on student outcomes. *Unpublished Ph.D Thesis*, Virginia Polytechnic Institute and State University, VA.
- Bryant, S.E. (2003). The role of transformational and transactional leadership in creating, sharing and exploiting organizational knowledge. *Journal of Leadership and Organizational Studies*, 9(4), pp. 32-44.
- Brookhart, S. M. & Loadman, W. E. (1992). School-University Collaboration: Across Cultures Teaching Education.
- Burns, J.M. (1978). *Leadership*. New York: Harper & Row.
- Button, B. (2003). A Study Examining The Use Of Transformational Leadership Practices For The Teacher Development. *Masters Thesis*, University of Wisconsin Stout.
- Bycio, P., Hackett, R. D. & Allen, J. S. (1995). Further assessments of Bass's (1985) conceptualization of transactional and transformational leadership. *Journal of Applied Psychology*, 80, 468-478.
- Celep, C. (2000). Teachers' organizational commitment in educational organizations. *Journal of Applied Psychology*, 2: 52-67.
- Celikten, M. (1998). The instructional leadership task of high school assistant principals and factors that enhance or inhibit the enactment of these tanks. *Doctoral dissertation*, University of Wisconsin-Madison, 59/05, 1407.
- Cetin, O. (2006). The Relationship between Job Satisfaction, Occupation and Organization Commitment. *Academy Of Business Journal*, Volume 8, (1), 78 To 90.
- Chairil Marzuki. (1997). Profil sekolah berkesan di Malaysia: Berdasarkan model lima faktor. *Jurnal Pendidikan*, Universiti Malaya, Jld 18, hlm 97-107.
- Chairil Marzuki & Habib Mat Som. (1999). Isu Pendidikan di Malaysia: Sorotan dan Cabaran. *Siri Pengajian dan Pendidikan Utusan Malaysia*, Malaysia.
- Chairil Marzuki. (2000). Ciri-ciri kepimpinan pengetua dan guru besar berkesan yang dapat menghadapi cabaran dan harapan pada abad ke 21. *Kertas kerja Seminar Nasional Pengurusan dan Kepimpinan Pendidikan ke-9, pada 1-3 Ogos 2000*, Institut Aminuddin Baki, Kementerian Pendidikan Malaysia.
- Chen, Y. Cheong. (1996). A school-based management mechanism for school effectiveness and development. *School effectiveness and School Improvement Journal*, 7(1), m/s 35-61.
- Chua, Y.P. (2011). *Kaedah dan Statistik Penyelidikan* (Buku 4). Kuala Lumpur: Mc Graw Hill, Malaysia Sdn. Bhd.
- Clinton, J. R. (1988). *The making of a Leader: Recognizing the Lessons and the Stages of Leadership Development*. Barnabas Publishers.
- Coladarci, T. (1992). Teachers sense of efficacy and commitment to teaching. *Journal of Experimental Education*, 60, 323-337.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd edition). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Gelso, C. J. (1993).
- Cook, K. S. & Emerson, R. M. (1978). Power, equity and commitment in exchange networks. *American Sociological Review*, 43: 721 – 739).
- Conger, J. A. (1989). *The Charismatic Leader: Behind the Mystique of Exceptional Leadership*. San Francisco, CA: Jossey-Bass.
- Conger, J. (1998). The dark side of leadership, in G. R. Hickman (ed.) *Leading Organizations: Perspectives for a New Era*. London: SAGE.

- Conger, J. & Kanungo, R. N. (1987). Towards a Behavioral Theory of Charismatic Leadership in Organizational Settings. *Academy of Management Review* 12: 637–47.
- Conley, S.C., Bacharach, S.B. & Bauer, S. (1989). The school work environment and teacher career dissatisfaction. *Educational Administration Quarterly*, 25(1), m/s 58-81.
- Covey, S.R. (1989). *The 7 Habits of Highly Effective People*. New York: Simon and Shuster.
- Cox, P.L. (2001). Transformational leadership: a success story at Cornell University. *Proceedings of the ATEM/aappa 2001 conference*. Retrieved March 17, 2004, from http://www.anu.edu.au/facilities/atemaappaa/full_papers/Coxkeynote.html.
- Cummins, R.C. (1972). Leader-Member Relations as a Moderator of the Effects of Leader Behaviour and Attitude. *Personnel Psychology Journal*, Vol. 25, pp.655-660.
- Curry, J.P., Wakefield, D.S., Price, J.L. & Mueller, C.W. (1986). On the causal ordering of job satisfaction and organizational commitment. *Academy of Management Journal*, 29(4), 847-858.
- Davis, K. & Newstrom, J.W. (1985). *Human Behaviour at work: in Organizational*. (7th ed). London: McGraw-Hill.
- DeBevoise, W. (1984). Synthesis of research on the principal as instructional leader. *Education Leadership Journal*, 41:14-20.
- Deluga, R.J. (1988). Relationship of transformational and transactional leadership with employee in• influencing strategies. *Group and Organization Studies*, Vol. 13 No. 4, pp. 456-67.
- Den Hartog, D. N., van Muijen, J. J. & Koopman, P. L. (1997). Transactional versus transformational leadership: an analysis of the MLQ. *Journal of Occupational and Organizational Psychology*, 70, 19-34.
- Den Hartog, D. N., House, R. J., Hanges, P. J., Ruiz-Quintanilla, S. A., Dorfman, P. W. (1999). Culture specific and cross-culturally generalizable implicit leadership theories: Are attributes of charismatic/transformational leadership universally endorsed?. *Leadership Quarterly*, 10: 219–56.
- Dian Erliyani. (2013). Komitmen Organisasi Guru Memediasi Kepemimpinan Transformatif dan Efikasi Kolektif Guru. *Student Journal of Economic and Management Indonesia*, Vol. 2, No. 1, Edisi Pertama.
- Downton, J.V. (1973). *Rebel Leadership: Commitment and Charisma in the Revolutionary Process*. New York: Free Press.
- Dubinsky, A. J. (1994). Transformational leadership: An initial investigation in sales management. *Journal of Personal Selling & Sales Management*, 6, 17-31.
- Edmonds, R.R. (1979). Effective school for the urban poor. *Educational Leadership Journal*, Vol 37, m/s 15-24.
- Enochs, L.G. & Riggs, I. M. (1990). Further development of an elementary science teaching efficacy belief instrument: A preservice elementary scale. *School Science and Mathematics Journal*, 90(8), 695-706.
- Etzioni, A. (1964). *Social Change*. New York: Basic Books.
- Evans, E.D. & Tribble, M. (1986). Perceived teaching problems, self-efficacy and commitment to teaching among preservice teachers. *Journal of Educational Research*, 80 (2), 81-85.

- Everett, G.L. (1991). Teacher attitudinal commitment: a function of the school, the teacher, and the principal's leadership. University of California, Berkeley. *Dissertation Abstracts International*, 52(08A): 2766.
- Faridah Mohd Fauzi. (2000). Hubungan antara stail kepimpinan pengetua dengan kepuasan bekerja guru di sebuah sekolah menengah. *Kertas Projek Sarjana Pendidikan*, Universiti Malaya. Bahan yang tidak diterbitkan.
- Fatin Hanim Mohd Fadzil. (1996). Sekolah Agama Rakyat di Negeri Kedah: Satu Kajian dari Sudut Pentadbiran. *Tesis Master*, Universiti Islam Antarabangsa, Kuala Lumpur.
- Fairholm, G.W. (1995). Values leadership: A values philosophy model. *International Journal of Values- Based Management*, Vol. 8, 65-77.
- Firestone, W. A. & Pennell, J. R. (1993). Teacher commitment, working conditions, and differential incentive policies. *Review of Educational Research*, 63(4), 489-525.
- Felfe, J. (2002). *Transformational Leadership*. TU Chemnitz, June 2002 in Chemnitz.
- Felfe, J. (2005). Transformational Leadership and Commitment. *Research Colloquium of the Department of Psychology*, TU, Braunschweig.
- Feinberg, B.J., Ostroff, & Burke, W.W. (2005). The role of within-group agreement in understanding transformational leadership. *Journal of Occupational and Organizational Psychology*, 78, 471-488.
- Fiedler, F.E. (1967). *A Theory of Leadership Effectiveness*. New York: Mc Graw-Hill.
- Firestone, W.A. & Rosenblum, S. (1988). Building commitment in urban high school. *Educational evaluation and policy analysis*, 10 (4), 285-299.
- Fortmann. K. (2003). The effects of transformational and transactional leadership on affective organizational commitment. *Poster session presented at the 24th annual IOOB conference*, Akron.
- Fullan, M. (1979). Research in curriculum and instructional implommentation. *Review of Educational Research*. 47(4): 569-582.
- Fullan, M. (1991). *The New Meaning of Education Change*. New York: Teachers College Press.
- Gay, L.R. (1996). *Educational research competencies for analysis and application*, (5th edition). Upper Saddle River, New Jersey: Prentice Hall.
- Gellis, Z.D. (2001). Social work perceptions of transformational and transactional leadership in health care. *Social Work Research*, 25(1), pp. 17-25.
- Ghazali Othman. (1979). An Integration of the sources of job satisfaction of Malaysia school teacher. *Doctoral Dissertation*, Los Angeles: University of California.
- Gibson, S. & Dembo, M. H. (1985). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76, 569-582.
- Gibson, S. & Dembo, M.H. (1985). Teachers sense of efficacy: An important factor in school. *Elementary School Journal*, 86, 173-184.
- Glickman, C. D. & Tamashiro, R. T. (1982). A comparison of first-year, fifth-year, and former teachers on efficacy, ego development, and problem-solving. *Psychology in the schools Journal*.
- Green, S. & Taber, T. (1986). The Effects of Three Social Decision Schemes on Decision Group Process. *Journal of Organizational Behavior and Human Performance*, vol. 25, 97-106.

- Greenberg, J. & Baron, R.A. (1997). *Behaviour in Organizations*. Upper Saddle River, New Jersey: Prentice-Hall.
- Greenfield, W. (1987). *Instructional Leadership: Concepts, Issues and Controversies*. Newton, MA: Allyn & Bacon, Inc.
- Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover and school performance. *Journal of Educational Administration*, 42,(3), 333-347.
- Griffin, E. A. (2003). *A First Look at Communication Theory* (5ed.). Boston: McGraw-Hill.
- Griffin, R. W. & Bateman, T. S. (1986). Job satisfaction and organizational commitment. *International review of industrial and organizational psychology*. USA: John Wiley and Sons, 157-181.
- Gordon, M. & Melby, L.C. (2001). High teacher efficacy as a marker of teacher effectiveness in the domain of classroom management. San Diego, CA. *Presented at the Annual Meeting of the California Council on Teacher Education*, (Fall 2001).
- Goddard, R. D. & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507.
- Goddard, R., Sweetland, S. & Hoy, W. (2000). Academic emphasis of urban elementary schools and student achievement in reading and mathematics: A multilevel analysis. *Educational Administration Quarterly*, 36(5), 683-702.
- Guskey, T. R. (1981). Measurement of responsibility teachers assume for academic successes and failures in the classroom. *Journal of Teacher Education*, 32, 44-51.
- Guskey, T. R. (1982). Differences in teachers' perceptions of personal control of positive versus negative student learning outcomes. *Journal of Contemporary Educational Psychology*, 7, 70-80.
- Guskey, T. R. (1984). The influence of change in instructional effectiveness upon the affective characteristics of teachers. *American Educational Research Journal*, 21, 245-259.
- Guskey, T. R. (1987). Context variables that affect measures of teacher efficacy. *American Educational Research Journal*, 81(1), 41-47.
- Guskey, T. R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, 4, 63-69.
- Guskey, T. & Passaro, P. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal*, 31, 627-643.
- Hackman, J. R. dan Oldham, G. R. (1980). *Work Redesign*. Reading, MA: Addison-Wesley.
- Hafizi M. Ali & Zawiyah M. Yusof. (2004). Amalan Pengurusan Pengetahuan (PP) dalam Aspek Polisi & Strategi dan Kepimpinan: Kajian Empirikal di Bank Perdagangan di Malaysia. *Proceedings National Human Resource Management Conference 2004*. Sintok: Fakulti Pembangunan Sosial dan Manusia, Universiti Utara Malaysia. (CD-ROM), h. 84 – 96.
- Hafizi M. Ali & Zawiyah M. Yusof. (2004). Teknologi Pengurusan Pengetahuan: Pengaruh Sikap, Norma Subjektif dan Persepsi Kawalan Gelagat. *International Journal of Management Studies* vol. 13 (1), June: 149-173.

- Hafizi M. Ali & Zawiyah M. Yusof. (2004). Knowledge Management in Malaysia Banks: A Study of Causes and Effects. *Information Development*, vol. 20 (3) September: 161-8.
- Hall, B., Burley, W., Villeme, M. & Brockmeier, L. (1992). An attempt to explicate teacher efficacy beliefs among first year teachers. *Paper presented at the annual meeting of the American Educational Research Association*, San Francisco.
- Halaby, C. & Weakliem, D. (1989). Worker control and attachment to the firm. *American Journal of Sociology*, 95, 549-591.
- Halpin, A.W. (1996). *Theory and research in administration*. New York: Mac Millan Press.
- Hallinger, P. & Murphy, J. (1985). Assessing the instructional leadership behavior of principals. *Elementary School Journal*, 86(2), 217-248.
- Hallinger, P. & Heck, R.H. (1996). Exploring the principal's contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement*, Vol. 9, 157-191.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of Education*, 33 (3), 329-351.
- Harris, M. & Willower, D. J. (1998). Principal's optimism and perceived school effectiveness. *Journal of Educational Administration*, vol. 36.
- Hassan N. (2002). Factors Influencing The Extent of Usage of Accounting By SMEs.
- Hair, J. F. (2010). *Multivariate data analysis: A global perspective*. Upper Saddle River, N.J: Pearson Education.
- Hair, J. F., Black, B., Babin, B., Anderson, R. E. & Tatham, R. L. (2010) *Multivariate Data Analysis: A Global Perspective*, New Jersey, USA: Pearson Education Inc.
- Harackiewicz, J. M. & Larson, J. R. (1986). Managing motivation: The impact of supervisor feedback on subordinate task interest. *Journal of Personality and Social Psychology*, 51, 547-556.
- Heck, R.H. & Marcoulides, G.A. (1996). School culture and performance: testing the variance of an organizational model. *School Effectiveness and School Improvement*, Vol 7 (1), m/s 76-95.
- Hendrick, C. (1992). Notes on the concept of commitment. *American Journal of Sociology*, 66, 32-44.
- Hertog. (1999). Charisma and rhetoric: Communicative techniques of international business leaders. *The Leadership Quarterly*, 8(4), 355-391.
- Hemphill, J. K. (1955). Leadership behavior associated with the administrative reputation of college departments. *Journal of education psychology*, 46, 385-401.
- Hemphill, J.K. & Coons, A.E. (1957). Development of the leader behavior description questionnaire. In Stogdill, R. & Coons, A. (Eds). *Leader behavior: Its description and measurement*. Columbus, Ohio: *Bureau of Business Research*.
- Henson, R.K. (2001). Teacher self-efficacy: Substantive implication and measurement dilemmas. Retrieved 2012 from <http://www.des.emory.edu/mfp/ERE/Keynote>.
- Hersey, P. & Blanchard, K. H. (1969). *Management of Organizational Behavior – Utilizing Human Resources*. New Jersey: Prentice Hall.

- Hersey, P. & Blanchard, K.H. (1977). *Management of organizational behavior: Utilizing human resources*, Englewood Cliffs, NJ: Prentice Hall.
- Hersey, P. & Blanchard, K. H. (1993). *Management of Organizational Behavior: Utilizing Human Resources*. Englewood Cliffs, NJ: Prentice Hall.
- Hinkin, T.R. & Tracey, J.B. (1999). The relevance of charisma for transformational leadership in stable organizations. *Journal of Organizational Change Management*, Vol. 12 Iss: 2, pp.105 – 119.
- Hinkin, T.R. & Tracey, J.B. (1999). An analysis of variance approach to content validation. *Organizational Research Methods*, 2, 175-186.
- Hipp, K.A. (1991). Teacher Efficacy influence of principal leadership behaviour. *Paper presented at Annual Meeting of The American Educational Research Association*, New York.
- Hipp, K.A. (1996). Teacher efficacy: Influence of principal leadership behavior. *Paper presented at the annual Meeting of the American Educational Research Association*, New York: ED396409.
- Hipp, K.A. & Bredeson, P.V. (1995). Exploring connections between teacher efficacy and principal's leadership behaviour. *Journal of School Leadership*, 5(2), 136-150.
- Hills, P.J. (1982). *A Dictionary of Education*. London: Routledge & Kegan Paul.
- Hilman, S. J. (1984). Contributions to achievements: The Role of expectations and selfefficacy in students, teachers and principals. *Paper presented at the Annual Meeting of the American Educational Research Association*. New Orleans, LA.
- Hrebiniak, L.C. & Alutto, J.A. (1972). Personel and role-related factors in the development of organizational commitment. *Administrative science quartely*, 17, 555-572.
- House, R. J. (1977). *A 1976 theory of charismatic leadership*. In Hunt, J.G. & Larson, L.L. (Eds.). Carbondale, IL: Southern Illinois University Press.
- Hoy, W.K. & Woolfolk, A.E. (1993). Teachers' sense of efficacy and the organizational health of school. *The Elementary School Journal*, 93, 356-372.
- Hoog, J., Olof, J. & Olofsson, A. (2005). *Journal of Educational Administration*, Vol. 43, No. 6, pp. 595-606.
- Hopkins, R.L. (1976). Freedom and Education: The Philosophy of Summer-hill. *Educational Theory. Volume 26 Issue 2*, pages 188-213.
- Hollway, W. (1991). *Work psychology and orgazational behaviour*. Managing the Individual at work. London: Sage.
- Hoppock, R. (1935). *Effectiveness and quality of school*. In Hoy, W.K., Miskel, C.G. *Educational administration: Theory, research and practice*. New York: Random House.
- House, R. J. (1977). *A 1976 theory of charismatic leadership*. In Hunt, J.G. & Larson, L.L. (Eds.), *Leadership: The cutting edge* (pp. 189–204). Carbondale: Southern Illinois University Press.
- House, R.J. & Dessler, G. (1974). *The Path Goal of Leadership: Some Post Hoc and Priori tests*. In Hunt, J. G. dan Iarson, L.L. *Contingency Approaches to leadership*. Southern Illinois University.
- Hoy, W. K. & Miskel, C. G. (1996). *Educational administration: Theory research, and practice*. New York, NY: McGraw Hill, Inc.
- Hoy, W.K. & Miskel, C.G. (2001). *Education administration: Theory, research and practice*. New York: Random House.

- Hoy, W.K. & Miskel, C.G. (2005). *Educational Administration: Theory, research And practice*, 7th edition. New York : Mc Graw-Hill, Inc.
- Hoy, W.K, Tarter, C.J. & Kottkamp, R. (1991). *Open schools/healthy schools: Measuring organizational climate*. Beverly Hills, CA: Sage.
- Hussein Mahmood. (1993). *Kepimpinan dan keberkesanan sekolah*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Hunt, S.D. & Morgan, R.M. (1994). The commitment-trust theory of relationship marketing. *Journal of Marketing*, 58, 20-38.
- Ibnu Khaldun. (1993). *Muqaddimah Ibnu Khaldun*. Kuala Lumpur: Terjemahan Dewan Bahasa dan Pustaka.
- Ibrahim Mamat. (1998). *Pengetua sekolah menangani isu dan cabaran Kepemimpinan*. Kuala Lumpur: Kumpulan Budiman Sdn Bhd.
- Ishak Sin. (2001). Pengaruh kepimpinan pengajaran, kepimpinan transformasional dan gantian kepada kepimpinan ke atas komitmen terhadap organisasi, efikasi dan kepuasan kerja guru. *Tesis Ph.D*, University Kebangsaan Malaysia.
- JAIK. (2010). Data Sekolah Bahagian Kurikulum Jabatan Agama Islam Kedah.
- JAIK. (2011). Data Guru Bahagian Kurikulum Jabatan Agama Islam Kedah.
- Jackson, A. P. (2000). Maternal self-efficacy and children's influence on stress and parenting among single black mothers in poverty. *Journal of Family Issues*, 21, 3-16.
- Jamil Khir. (2009). Ke arah Pemantapan SAR. Utusan Online. Dicapai pada 2011 dari www.utusan.com.my/.
- James O. McDowelle. (2009). A Contemporary Consideration of Transformative Leadership. *Journal of Curriculum and Instruction (JoCI)*, November 2009, Volume 3, Number 2.
- Jarrett, J. & Kraft, A. (1989). *Statistical Analysis for Decision Making*. Allyn & Bacon.
- Jaros, S., Jermier, J., Koehler, J. & Sincich, T. (1993). Effect on continuence, affective, and moral commitment on the withdrawal process: an evaluation of eight structural equation model. *Academy of management journal*, 38(5), 951-995.
- Jantzi, D., Leithwood, K. & Yu .(2002). School leadership and teachers' motivation to implement accountability policies. *Education Administration Quarterly*, 38(1), 94-119.
- Jaafar Muhammad. (1997). *Kelakuan Organisasi*. Kuala Lumpur: Leeds Publication.
- JPN Negeri Kedah (2010). Data kurikulum sekolah Agama. Dicapai pada Ogos 2012 dari <http://JPNKedah.moe.gov.my/>.
- Juhari Ali. (1987). *Asas Pengurusan (edisi awal)*. Pulau Pinang: Penerbitan Universiti Sains Malaysia.
- Jung, D.I. & Berson, Y. (2003). An examination of the relationships between leadership style, quality, and employee satisfaction in R&D versus administrative environments. *Journal of R&D Management*, 35(1), 51–60.
- Jung, D.I. (2003). Group potency and collective efficacy: Examining their predictive validity, level of analysis and effects of performance feedback on future group performance. *Group & Organization Management*, 28 (3), 366-391.
- Jurnal Pendidikan. (2009). Persidangan Kebangsaan Pengetua Pengetua Sekolah Menengah Johor.

- Julie, P., (2011). *SPSS Survival Manual: A Step by Guide to Data Analysis Using SPSS*. 4th edition. Australia: Allen & Unwin.
- Judge, T. A. & Bono, J. E. (2000). Five-factor model of personality and transformational leadership. *Journal of Applied Psychology*, 85: 751-765.
- Kamus Dewan. (2000). Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Kamaruddin Deraman. (1998). Hubungan gaya kepemimpinan pengetua dengan tahap motivasi guru sekolah menengah di zon Pudu, Kuala Lumpur. *Tesis Masters*, Universiti Malaysia Sarawak. Tidak diterbitkan.
- Kamaruddin Latif. (2000). Gaya kepemimpinan pengetua: Satu kajian kes di daerah Pasir Mas, Kelantan. *Tesis Sarjana Pendidikan*, Universiti Kebangsaan Malaysia. Bahan yang tidak diterbitkan.
- Kamaruddin Kachar. (1989). *Pendidikan dan Masyarakat*. Kuala Lumpur: Teks Publishing Sdn Bhd.
- Kanter, R.M. (1968). Commitment and Social Organization: A Study of Commitment. Mechanisms in Utopian Communities. *American Sociological Review*, 33, 499-517.
- Kanter, R.M. (1990). How to compete. *Harvard Business Review* 68, 7-8.
- Kanter, R.M. (1994). Collaborative advantage. *Harvard Business Review*.
- Kanungo, R.N. (2001). Ethical values of transactional and transformational leaders. *Canadian Journal of Administrative Science*.
- Kerlinger, F.N. (1986). *Foundations of behavioral research*. (3rd ed.). Fort ed.). Fort Worth: Holt Rinehart and Winston.
- Kelly, M.L. (2003). Academic advisers as transformational leaders. Current Issues in Education. Retrieved August 3, 2012, from <http://www.psu.edu/dus/mentor/>.
- Khamis Edin. (1990). Profesionalisme guru besar dan cabaran-cabarannya dalam konteks reformasi pendidikan masakini. *Jurnal Pendidikan Kementerian Pendidikan Malaysia*, Bil 34/Isu XXXIV, Jun 1990.
- Khalid Johari. (2009). Perkembangan Efikasi Guru Sekolah Menengah di Sabah. *Jurnal Kemanusiaan*, Vol. 20: ISN 1675-1930. UTM
- Khalid Ashari. (1997). Hubungan gaya kepemimpinan dan gaya kepemimpinan transformasi pengetua dengan kepuasan dan motivasi. *Usul kajian Master Pendidikan*, Universiti Sains Malaysia. Tidak diterbitkan.
- Kirby, P.C. (1992). Teacher empowerment depends on need, expectation of principals schools, districts. *NASSP Bulletin*, 76(540), 89-95.
- Klein, S. & Ritti, R. (1984). *Understanding Organisational Behaviour*. Boston: Kent Publishing Company.
- Kline, R. B. (1998). *Principles and Practice of Structural Equation Modeling*. New York: Guilford Press.
- Kootkamp, R.B. & Mulhern, J.A. (1987). Teacher expectancy motivation, open to closed climate and pupil control ideology in high schools. *Journal of Research and Development in Education*, Vol 20 (2), Winter 1987, m/s 9-18.
- Koh, W.L., Steers, R.M. & Terborg, J.R. (1995). The effects of transformational leadership on teacher attitudes and student performance in Singapore. *Journal of Organizational Behavior*, Vol. 16 p. 3. 19-333.
- Kouzes, J.M. & Posner, B.Z. (2002). *The Leadership Challenger*. (Ed ke-3). San Leadership (Second Edition). Allyn & Bacon Corp.
- Krejcie, R. V. & Morgan, D. W. (1970). Determining sample size for research activities. *Educational Psychology Measurement*, (3), 607 – 610.

- Kristen Fortman, Benjamin A. Feinzimer, Chris Thompson, Brooke Glover, Alethea Moraes dan Mark Frame. (2003). The Effect of Transformational and Transactional Leadership on Affective Commitment Organizational. *Paper Presented at Annual Conference of IOOB 24th*.
- Kushman, J. W. (1992). The organizational dynamics of teacher workplace commitment: A study of urban elementary and middle schools. *Educational Administration Quarterly*, 28, 5-42.
- Lagomarsino, R. & Cardona, P. (2003). Relationships among leadership, organizational commitment and OCB in Uruguayan health institutions. *WP No 494, IESE Business School, Universidad de Navarra*.
- Lapierre, L.M. (2005). Supervisor trustworthiness and subordinates' willingness to provide extra-role efforts. *Journal of Applied Social Psychology*, 37(2):272-297.
- LaPierre, L. M. & Allen, T. D. (2006). Work-supportive family, family-supportive supervision, use of organizational benefits, and problem-focused coping: implications for work-family conflict and employee well-being. *Journal of Occupational Health Psychology*, 11(2), 169-181.
- LaPierre, L.M., Hackett, R.D. & Taggar, S. (2006). A test of the links between Family Interfering with Work, Job Enrichment and Leader member exchange. *Applied Psychology: An International Review*, 55(4),489-511.
- Lawler, E. J. & Yoon, J. (1993). Power and the emergence of commitment Behavior in negotiated exchange. *American Sociological Review*, 58, 465-481.
- Lembaga Maktab Mahmud. (2011). Data Kurikulum Maktab Mahmud. Alor Setar Kedah.
- Lee, J. S. K. (1992). Quantitative versus qualitative research methods - Two approaches to organisation studies. *Asia Pacific Journal of Management*, 9(1), 87.
- Lee, L.L. (2000). Knowledge sharing metrics for large organizations, in Morey, D., Maybury, M. & Thuraishingham, B. (Eds), *Knowledge Management: Classic and Contemporary Works*, MIT Press, Cambridge, MA.
- Leithwood, K.A. (1992). The move towards transformational leadership. *Educational Leadership Journal*, Vol 49 (5), Feb 1992, m/s 8-12.
- Leithwood, K., Tomlinson, D. & Genge, M. (1996). Transformational school leadership. Dalam Leithwood, K. et al. (ed.). *International handbook of educational leadership and administration*. Netherlands: Kluwer Academic Publishers, 785–840.
- Likert, R. (1961). *New Patterns of Management*. NY: McGraw-Hill.
- Lim Peng Lai. (1997). Kepimpinan transformasi dan kepuasan kerja guru. *Tesis Sarjana*, Sintok: Universiti Utara Malaysia.
- Lipham, H. (1974). *The Principal: Foundation and functions*. New York: Harper & Row Publisher.
- Lipham, J.M. & Hoeh, J.A. (1974). *The principalship: Foundations and functions*. New York: Harper & Row.
- Lucas, F.C. & Valentine, J.W. (2002). Transformational Leadership: principals, leadership teams, and school culture. *Paper presented at the Annual Meeting of the American Educational Research Association*, (New Orleans, LA, April 1-5, 200).

- Lunenberg, F.C. & Ornstein, A.C. (2000). *Educational administration concepts and Practices*, 3rd edition. Belmont, CA: Wadsworth Thomson Learning.
- Lunenberg, F.C. (2003). Emerging perspectives: The usefulness of the construct of transformational leadership in educational organizations. *Paper Presented at the Annual Meeting of the National Council of Professors of Educational Administration*, (Sedona, AZ, Aug 5-8, 2003).
- MacKenzie, S. B., Podsakoff, P.M. & Richard, F. (2001). Organizational Citizenship Behavior and Objective Productivity as Determinants of Managerial Evaluations of Salesperson Performance. *Organizational Behavior and Human Decision Processes*, 50 (October), 123-50.
- Mathieu, J. & Zajac, D. (1990). A review of meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108, 171-194.
- McLean, J. W. & Mary, W. (1992). *Leadership-magic, myth, or method ?* New York: AMACOM.
- McLean, E. R. & Smits, S. J. (1993). The I/S leader as "innovator." In J. F. Nunamaker, Jr. & R. H. Sprague, Jr. (Eds.). *Proceedings of the Twenty-Sixth Hawaii International Conference on Systems Sciences*, (pp. 352-358.). Los Alamitos, CA: IEEE Computer Society.
- Mc Gee, G.W. & Ford, R.C. (1987). Two (or more)? Dimensions of organizational commitment: Reexamination of the affective and continuance commitment scales. *Journal of applied psychology*, 72(4), 638-642.
- McMillan, J.H. & Schumacher, S. (1984). *Research in education: A conceptual introduction*. Boston, MA: Little, Brown.
- Majlis Agama Islam Kedah. (2010). Data kurikulum sekolah agama Kedah. Dicapai pada 2011 dari www.maik.gov.my/.
- Marican, S. (2005). *Kaedah Penyelidikan Sains Sosial*. Petaling Jaya, Selangor: Prentice Hall.
- Majalah Ilham. (2008). Lembaga Maktab Mahmud. Alor Setar, Kedah.
- Malaysia. (2009). Sejarah Penubuhan SMKA dan SMA. Dicapai pada 3 Mac 2009 dari www.moe.gov.my/.
- Malaysia. (2009). Peranan pengetua dalam pengurusan sekolah. Dicapai pada 5 Mei 2012 dari <http://yik.itgo.com>.
- Maslow, A.H. (1954). *Motivation and Personality*. New York: Harper and Row Inc.
- Meindl, J.R. (1990). On leadership: An alternative to the conventional wisdom. In Staw, B.M. & Cummins, L.L. (Eds.). *Research in Organizational Behavior*, 12, 159-203.
- Melby, G. L. (2001). High teacher efficacy as a marker of teacher effectiveness in the domain of classroom management. *Paper presented at the annual meeting of the California council on teacher education*, San Diego, CA.
- Milner, (1979). Relationship between sex and leadership behaviour of department heads in physical education. *Research Higher Education*.
- Mohd. Majid Konting. (1998). Teacher effectiveness: the beliefs of effective Bahasa Melayu teachers. *Pertanika Journal of Social Science and Humanities*, 6(1)
- Mohd. Majid Konting. (2005). *Kaedah Penyelidikan Pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.

- Mohd. Nasir Amir. (1999). Stail Kepimpinan pengetua serta hubungkaitnya dengan kepuasan bekerja dan self esteem di kalangan guru sekolah menengah agama rakyat di negeri Johor Darul Takzim. *Tesis Sarjana Pendidikan*, Universiti Kebangsaan Malaysia. Bahan yang tidak diterbitkan.
- Mohd Najib Abdul Ghafar. (1999). *Penyelidikan Pendidikan*. Skudai: Penerbit Universiti Teknologi Malaysia.
- Mohd Nor Jaafar. (2005). Kepemimpinan pengajaran guru besar, komitmen dan kepuasan kerja guru: Kajian perbandingan antara Sekolah Berkesan dan Sekolah Kurang Berkesan. *Tesis Phd*, Universiti Sains Malaysia, Pulau Pinang.
- Mohd Rodzi Aziz. (1997). Komitmen Terhadap Organisasi di Kalangan Guru Guru Sekolah Rendah Bandar dan Luar Bandar. *Tesis Masters*, Universiti Utara Malaysia.
- Mohd Salleh Abu & Zaidatun Tasir. (2001). *Analisis data berkomputer SPSS 10.0 for windows*. Kuala Lumpur: Venton Publishing.
- Mohd Salleh Lebar. (2000). *Pentadbiran Pendidikan dan Pendidikan di Malaysia*. Petaling Jaya: Addison Wesley Longman Malaysia Sdn. Bhd.
- Mortimore, P. (1995). Key characteristics of effective schools. *Seminar Sekolah Efektif, Kementerian Pendidikan Malaysia*. Institut Aminuddin Baki, Genting Highland.
- Morrow, P. C. (1983). Concept redundancy in organizational research: The case of work commitment. *Academy of Management Review*, 8(3), 486-500.
- Moran, M. & Gareis, C. (2004). Principals' sense of efficacy: Assessing a promising construct. *Journal of Educational Administration*, 42, 573-583.
- Mottaz, C. (1988). Determinants of Organizational Commitment, *Human Relations*, Vol. 41 No. 6, pp. 467-82.
- Morgan, R. M. & Hunt, S.D. (1994). The commitment-trust theory of relationship marketing. *Journal of Marketing*, 58(3), 20-38.
- Mowday, R.T., Porter, L.W. & Steers, R.M. (1982). *Employee-Organization Linkages: The Psychology of Commitment, absenteeism, and turnover*. New York: Academic Press.
- Mowday, R.T., Porter, L.W. & Steers, R.M. (1979). The measurement of organizational commitment. *Journal of Vocational Behavior*, 14, 224-227.
- Mustafa Daud (1994). *Pengurusan Islam*. Kuala Lumpur: Utusan Publications & Distributors.
- Muhammad Bustaman Abdul Manaf. (1995). Stail kepimpinan pengetua, guru penolong kanak dan guru kanan pelajaran di sekolah-sekolah menengah di daerah Besut, Terengganu. *Tesis Sarjana Sains Pengurusan*, Universiti Utara Malaysia. Bahan yang tidak diterbitkan.
- Muhammad Awais. (2010). Investigating the weak form efficiency of an emerging market by using parametric tests: evidence from Karachi stock market of Pakistan. pages: 52 – 64.
- Musa Mohamed. (2002). Teks ucapan perasmian persidangan pengurusan pendidikan pengetua-pengetua sekolah menengah Malaysia. Kuala Terengganu.
- Mueller, C.W., Wallace, J.E. & Price, J.L. (1992). Employee Commitment: Resolving Some Issues. *Work and Occupations*, 19(3): 211-236.

- Muhammed Sulaiman. (1996). Kepimpinan dan pengurusan strategik untuk kecemerlangan organisasi. *Siri syarahan perlantikan professor 1995/bil .5*, Universiti Sains Malaysia.
- Najib Abdul Razak. (1997). Tanpa Perubahan Kita Ketinggalan. *Massa*, Halaman 24-31.
- Ndiritu A., (2013). Transformational leadership practices of school principals: Does school ownership matter?. In: *Second Annual International Interdisciplinary Conference. Catholic University of Eastern Africa (CUEA)*.
- Neil, P., Carlisle, K., Knipe, D. & McEwen, A. (2001). Principals in action: an analysis of school leadership. *Research in Education*, 66, 40-53.
- Nelson, D.L. & Quick, J.L (2002). *Understanding Organizational Behaviour*. New York: Mc Graw Hill.
- Nguni, S., Slegers, P. & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary school: The Tanzanian case. *Journal of School Effectiveness and School Improvement*, 17(2), 145-177.
- Nik Mutasim. (2001). Employee involvement in Malaysia issues and challenges: A case of employee share option scheme. *Kertas Kerja dibentang di UKM*, Universiti Kebangsaan Malaysia.
- Nik Pa, N. A. (2003). *Pendidikan Matematik di Malaysia dalam Abad Ke-21: Cabaran dan Harapan*. Kuala Lumpur: AND Multi Works.
- Norazlinda Saad. (2010). The Effects of Teachers' Participation in Decision Making on Commitment. *International Journal of Interdisciplinary Social Sciences*, Volume 6, Issue 9, pp. 1-16.
- Norhafizah Shoheme. (2001). SMKA (P) Al-Mashoor: Sejarah Penubuhan Dan Perkembangan Serta Peranannya Dalam Membentuk Generasi Islam. *Tesis Sarjana*, USM. Tidak diterbitkan.
- Noran Fauziah Yaakob & Mazlan Abdullah. (1995). Hubungan antara faktor motivator dan hygiene dengan kepuasan kerja di kalangan pengetua. *Prosiding Seminar Nasional Ke 4 Pengurusan Pendidikan*, 133-141.
- Noran Fauziah Yaakub. (2002). *Psikologi Personaliti*. Kuala Lumpur. Edisi Kedua: Dewan Bahasa dan Pustaka.
- Northouse, P.G. (2004). *Leadership Theory and Practice*. (3rd Ed) Sage Publications.
- Nunally, J.C. (1978). *Psychometric theory*. New York: Mc Graw Hill.
- Ogawa, R. T. & Bossert, S. T. (1995). Leadership as an organizational quality. *Educational Administration Quarterly*, 31(2), 224-243.
- Othman bin Mohd Yunus. (1994). Kesan kepemimpinan transaksi dan transformasi ke atas hubungan antara budaya organisasi dengan jiwa polis, prestasi kerja dan tekanan kerja: Satu kajian di kalangan anggota polis Di Raja Malaysia. *Tesis Ph.D*, Universiti Kebangsaan Malaysia, Bangi.
- Owens, R.G. (1995). *Organizational Behaviour in Education*, 5th edition. Needham Heights. MA : Allyn And Bacon.
- Patrick, J.E. (1995). *Correlation between administrative style and school climate*. Illinois: Country of Publications.
- Penley, L. E. & Gould, S. (1988). Etzioni's model of organizational involvement: A perspective for understanding commitment to organizations. *Journal of Organizational Behavior*, 9, 43-59.

- Phillips, J. M. & S. M. Gully (1997). Role of Goal Orientation, Ability, Need for Achievement, and Locus of Control in the Self-Efficacy and Goal-Setting Process. *Journal of Applied Psychology*, 82, 792-802.
- Pinegar, K.K. (1994). An investigation of the effect of transformational leadership and substitutes for leadership upon the job satisfaction of academic professionals in higher education. *Dissertation Abstracts*. DAT- A 55 (6) 142.
- Porter, L. W. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 1974, 59, 603-609.
- Podsakoff, P.M., MacKenzie, S.B. & Bommer, W.H. (1996). Transformational leader behaviours and substitutes for leadership as determinants of employee satisfaction, commitment, trust, and organizational citizenship behaviours. *Journal of Management*, 22, 259-298.
- Poon & June, M.L. (1995). Effect of perceived transformational leadership behavior of followers satisfaction and motivation: Survey results of Malaysian managers. *Journal of Malaysian management review*, Jun 1995, Halaman 42-49.
- Poplin, M.S. (1992). The leaders new role: looking to the growth of teachers. *Educational Leadership*, Vol 49 (5), Feb 1992, m/s 10-11.
- Powel, Farrar, & Cohen. (1985). The shopping mall high school. Boston: Houghton Mifflin Company.
- Premeaux, S.R. (1993). *Human Resource Management*, MA: Allyn and Bacon.
- Purkey, S.C. & Smith, M.S. (1983). Effective schools. *A Review: Elementary School Journal*. 83, 427-452.
- Rafisah Osman. (2009). Hubungan kualiti penyeliaan pengajaran-pembelajaran oleh pengetua dengan komitmen organisasi dan efikasi guru. *Tesis Ph.D*, Tidak diterbitkan. Universiti Utara Malaysia.
- Rahimah Ahmad. (2005). Kepengetuaan dan kepemimpinan sekolah: Pembangunan dan penambahbaikan pengajaran. *Jurnal Pemimpin*, 5,1-10.
- Rahimah Ahmad. (1982). Perkaitan di antara corak kepimpinan guru besar, iklim sekolah dan pencapaian murid di sekolah rendah di dalam Wilayah Persekutuan Kuala Lumpur. *Jurnal Pendidikan, Universiti Malaya*, 1982, Jld. 9, hlm 75-86.
- Ramaiah, A.L. (1999). *Kepemimpinan pendidikan cabaran masa kini*. Petaling Jaya: IBS Buku Sdn Bhd.
- Reames, E. H. & Spencer, W. A. (1998). *The Relationship between Middle School Culture and Teacher Efficacy and Commitment*. Georgia.
- Reichers, A. (1985). A review and reconceptualization of organizational commitment. *Academy of a management review*, 10 (3), 465-476.
- Reyes, P. (1990). *Teachers and their workplace*. Newbury Park, CA: Sage Publications Inc.
- Robbins, S. P. (1993). *Organizational behavior: Concepts, controversies, and applications* (6th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Robbins, S.P. (1998). *Organizational Behavior*. New Jersey: International Prentice hall.
- Robiah Sidin. (1988). *Asas Pentadbiran Pendidikan*. Kuala Lumpur: Dewan Bahasa & Putaka.
- Rosen, M. (1990). *Effective leadership: research and practice in school administration*. Alexandria VA : Capitol Publications Inc.

- Rosenholtz, S. J. & Simpson, C. (1990). Workplace conditions and the rise and fall of teachers' commitment. *Sociology of Education*, 63, 241-257.
- Rudner, R.S. (1966). *Philosophy of social science*. Englewood Cliffs, NJ. Prentice-Hall.
- Rutherford, W.L. (1985). School principals as effective leaders. *Phi Delta Kappan*, 67 (1), Sept. 1985, 31-34.
- Rusmini Ku Ahmad. (2006). Hubungan antara kepemimpinan, komitmen guru, kompetensi guru, amalan amalan terbaik dan keberkesanan sekolah. *Tesis Ph.D*, Tidak diterbitkan. Universiti Utara Malaysia.
- Rousseau, D.M. (1989). New hire perspectives of their own and their employer's obligations: A study of psychological contracts. *Journal of Organisational Behaviour* 11, pp. 389-400.
- Rousseau, D.M. (1995). *Psychological contracts in organizations: Understanding written and unwritten agreements*. Thousand Oaks, CA: Sage Publications.
- Rousseau, D.M. & Parks, J.M. (1993). The contracts of individuals and organizations. In L. L. Cummings and B.M. Staw (Eds), *Research in Organizational Behavior*, 15, 1-47. Greenwich, CT: JAI Press.
- Ross, J. A. & Gray, P. (2006). Transformational leadership and teacher commitment to organizational values: The mediating effects of collective teacher efficacy. *School Effectiveness and School Improvement*, 17(2), 179-199.
- Sahari Nordin. (2000). Sense of Efficacy Among Secondary School Teachers in Malaysia. *Journal of Management and Education Leadership*, Institut Aminuddin Baki, Ministry Of Education, Issue 10, Vol.1.June 2000. Pp 24-39.
- Sagor, R.D. (1992). Three principals who make a difference. *Educational Leadership*, Vol 49 (5), Feb 1992, m/s 13-18.
- Salancik, G. (1977). Commitment and the control of organizational behavior and belief. R.E: Krieger Pub. Co.
- Salancik, G. (1977). Commitment is Too Easy! *Organizational Dynamics*, Vol. 6:62-80.
- Samsudin Awang. (2008). Pengambilalihan SAR dan SAN Lonjak Kecemerlangan Pelajar Sekolah Agama. Di capai pada 2011 dari <http://agamaberitaharian.blogspot.com/2008/>.
- Saklofske, D. H. (1998). Teachers' efficacy and teaching behaviours. *Psychological Reports*, 63(2), 407-414.
- Sapie Madani. (2004). Tingkah laku kepimpinan pengetua Sekolah Agama Arab Menengah Perempuan Raja Isteri Pengeran anak Damit Brunei Darussalam. *Tesis Sarjana*, Bangi: Universiti Kebangsaan Malaysia.
- Schaffer, R.H. (1953). Job satisfaction as related to need satisfaction in work. *Psychological Monographs*, 67, (Whole Serial Number 364).
- Schuster, J.P. (1994). Transforming your leadership style. *Leadership*. Dalam format CD –ROM, Business Source Elite.
- Schultz, D. & Schultz, S. E. (1994). *Theories of personality*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Schwarzer, R. & Jerusalem, M. (1997). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, Measures in health psychology: A user's portfolio. Causal and control beliefs (pp. 35-37). Windsor, UK: NFER-NELSON.

- Sergiovanni, T. J. (1992). Why we should seek substitute for leadership. *Educational Leadership*, 49, 41–45.
- Sekaran, U. (1992). *Research Methods for Business: A Skill Building Approach*. New York: John Wiley.
- Sekaran, U. (2000). *Research Methods for Business A Skill Building Approach*. Third Edition. New York, NY: John Wiley and Sons, Inc.
- Sergiovanni, T. J. (1995). *The Principalship; A Reflective Practice Perspective*. 3rd. ed. Needham Heights, MA: Allyn and Bacon.
- Sergiovanni, T.J. (2001). *Ten principles a reflective practice perspectives*, 4th edition. Needham Heights, MA: Allyn and Bacon.
- Seyfarth, J.T. (1991). *Personnel management for effective schools*. Massachusetts: Allyn and Bacon.
- Shahril Abd. Karim.(1992). Pendidikan Swasta Menjelang Wawasan 2020, dibentangkan dalam Seminar Nasional ke-2 Pengurusan Pendidikan: Ke arah Pengurusan Pendidikan Berkualiti Abad 21, 26-28 November 1992, Institut Aminuddin Baki.
- Shanti Parajasingam. (1999). Self-efficacy as an indication of the psychological well-being of the lecturers in a private college. *Master Dissertation*, University of Malaya.
- Shin, S.J. & Zhou, J. (2003). Transformational leadership, conservation, and creativity: evidence from Korea. *Academy of Management Journal*, 46 (6), pp. 703-714.
- Sillins, H. & Murray-Harvey, R. (2000). Under Stress: The concerns and coping strategies of teacher education students. *European Journal of Teacher Education*, 23:19-35.
- Silvern S. & Brogdan, R. (1985). Teacher efficacy and teacher competency ratings Psychology in the Schools, 22: 343–352.
- Simosi, M. & Xenikou, A. (2006). Organizational culture and transformational leadership as predictors of business unit performance. *Journal of Managerial Psychology*, Vol. 21 Iss: 6, pp.566 – 579.
- Siow Heng Loke. (1999). Self-Regulated Learning: The Learner's Role as a Proactive One. *Jurnal Penyelidikan Pendidikan*, 3, 36-48, IPBL.
- Siow Heng Loke. (1999). Government and private secondary schools: a comparison of academic achievement and educational equity. *Laporan projek PIER*, Fakulti Pendidikan, Univeristi Malaya, Kuala Lumpur.
- Simic, I. (1998). Transformational leadership - the key to successful management of transformational organizational changes. *Facta Universitas*, 1(6), pp. 49-55.
- Singh, I. (1984). The effect of headmaster's leadership on teacher job satisfaction and morale as perceived by teacher in Nepal. *Doctoral Thesis*, Columbia University College. United State of America.
- Singh, K. & Billingsley, B. (1998). Professional support and its effects on teachers commitment. *The Journal of Educational Research*, 91(4), 229-239.
- Smith, P.C. Kendala, L.M. & Hullin, C.L. (1969). *The measurement of job satisfaction in work and retirement*. A strategy for the study of attitudes, Chicago. Illinois: Rand Mc Nally and Company.
- Smith, P.C. Kendala, L.M. & Hullin, C.L. (1975). *The measurement of job satisfaction in work and retirement*, Chicago, Illinois: Rand Mc Nally and Company.

- Smith, R. (1995). *Introduction to education: successful school management*. London: Cassell.
- Smith, G. A., Organ, D. W. & Near, J. P. (1983). Organizational citizenship behavior: Its nature and antecedents. *Journal of Applied Psychology*, 68, 65–663.
- Solomon, C. (2007). The relationships among middle level leadership, teacher commitment, teacher collective efficacy and student achievement. *Doctoral Thesis*, University of Missouri-Columbia..
- Southworth, G. (2002). Instructional leadership in schools: Reflections and empirical evidence. *School Leadership & Management*, 22(1), 73-91.
- Staw, B. M. (1977). *New Directios in Organizational Behavior*. Chicago: St. Claire Press.
- Steers, R.M. (1977). Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, 22, 46-56.
- Stadjkovic, A. D. & Luthans, F.(1988). Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin*, 124 (2), 240-261.
- Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research*. New York: The Free Press.
- Stone, A.G., Russell, R.F. & Patterson, K. (2003). Transformational versus servant leadership – a difference in leader focus. *Servant Leadership Roundtable – October 2003*, Retrieved August 3, 2011 from <http://www.Regent.edu/acad/cls/2003/servantleadershiproundtable>.
- Stokes, D. & Blackburn, R. (2002). Learning the hard way: the lessons of owner-managers who have closed their businesses. *Journal of Small Business and Enterprise Development*, 9(1), pp. 17-27. ISSN (online) 1462-6004.
- Suzalie Mohamad. (2003). *Memahami Isu-Isu Pendidikan Islam di Malaysia*. Kuala Lumpur: IKIM.
- Sweeney, J. (1982). Research Synthesis On Effective School Leadership. *Educational Leadership*, Vol 39 (5), Feb 1982, m/s 346-352.
- Syed Omar Syed Agil. (2009). *The Muqaddimah of Ibnu Khaldun- Religion, Human Nature and Economics*. Kolej Universiti Islam Antarabangsa, Selangor.
- Tabachnick, B.G. & Fidel, L.S. (1996). *Using Multivariate Statistics*. (Third Edition). Harper Collins College Publishers, P.p. 1-31.
- Tarr, H. C. (1992). The commitment and satisfaction of Catholic school teachers. *Doctoral dissertation*, The Catholic University of American, 1992. *Dissertation Abstracts International*, 41 , 964.
- Tannenbaum, R., Weshler, I. R. & Massarick, F. (1961). *Leadership and organization*. New York: McGraw Hill.
- Taylor, F.W. (1911). *The Principles of Scientific Management*. New York: Harper Bros, (5-29).
- Teng Lung Kiu. (2006). Pengaruh Faktor Terpilih Terhadap Efikasi Kendiri Guru Sekolah Menengah di Negeri Sarawak. *Tesis Ph.D*, Universiti Putra Malaysia.
- Tead, O. (1935). *The art of leadership*. New York: McGraw-Hill.
- Timm, P. R. & Peterson, B. D. (2000). *People at work, human behaviour in organizations*. (Fifth Edition). Ohio: South Western College Publishing.
- Trentham, L., Silvern, S. & Brogdon, R. (1985). Teacher efficacy and teacher competency ratings. *Psychology in Schools*, 22, 343-352.

- Tichy, M. & Devanna, M. (1986). *The Transformational Leader*. New York: John Willey.
- Truckenbrodt, Yolanda B. (2000). The Relationship between Leader-Member Exchange and Commitment and Organizational Citizenship Behavior, *Acquisition Review Quarterly*, 233-244.
- Troye, S.V. (1994). *Evaluation of Theory and Research*. Oslo: Tano.
- Tschannen-Moran, M. & Woolfook Hoy, A. (2007). The Differential antecedents of self-efficacy beliefs of novice and experienced teachers. Retrieved on Mac 2011 from [http://mxtsch.people.wm.edu/Scholarship/TATE Antecedents of TSE-05-06.pdf](http://mxtsch.people.wm.edu/Scholarship/TATE%20Antecedents%20of%20TSE-05-06.pdf)
- Tschannen-Moran, M. & Woolfolk-Hoy, A. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.
- Tschannen-Moran, M. & Gareis, C. (2004). Principals sense of efficacy: Assessing a promising construct. *Journal of Educational Administration*, 42, 573-585.
- Tschannen-Moran, M. & Barr, M. (2004). Fostering student achievement: The relationship between collective teacher efficacy and student achievement. *Leadership and policy in school*, 3, 187-207.
- Tuckman, B. W. (1972). *Conducting Educational Research*, New York: Harcourt Brace.
- Ubben, G.C. & Hughes, L.W. (1987). *The Principle creative leadership for Effective Schools*, Newton, MA: Allyn and Bacon.
- Vanderstoep, S.W., Anderman, E. & Midgley, C. (1994). The relationship among principal venturesomeness, a stress on excellence, and the personal engagement of teachers and students. *School effectiveness and school improvement*, 5, 254-271.
- Wahbah Zuhaili. (2001). Al-Qiyadah al-'alam al-Islami al-hadir wa al-mustaqbal. *Kertas kerja Seminar Antarabangsa Kepimpinan Islam*, Akademi Pengajian Islam, Universiti Malaya.
- Waldman, D. A., Bass, B. M. & Yammarino, F. J. (1990). Adding to contingentreward Behavior-the augmenting effect of charismatic leadership. *Group & Organization Studies*, 15, 381-394.
- Walsh, A. (1990). *Statistics for the Social Sciences: With Computer Applications*. New York: Harper & Row.
- Wan Mohd Zahid Wan Mohd Noordin. (1994). *Wawasan pendidikan: Agenda pengisian*. Kuala Lumpur: Cahaya Pantai Publishing (M) Sdn. Bhd.
- Weber, M. (1947). *The Theory of Social and Economic Organization*. (Translated by AM Henderson & Talcott Parsons). NY: The Free Press.
- Weber, G. (1971). *Inner-city children can be taught to read: For successful schools*. Washington, D.C.: Council for Basic Education.
- Weichun Zhu, Irene K.H Chew, William D. Spangler. (2005) CEO Transformational Leadership and organizational outcomes: The Mediating Role of Human-Capital-Enhancing Human Resource Management. *The Leadership Quartely*, Vol 16, m/s 39-52.
- Wexley, K.N. & Yukl, G.A.(1984). *Organizational behavior and personnel Psychology*, Illinois: Homewood.
- Whitener, E.M. & P.M. Walz. (1993). Exchange Theory Determinants of Affective and Continuance Commitment and Turnover. *Journal of Vocational Behavior*, 42 (June), 265.

- Wilson, K. (1982). An Effective School Principal, *Educational Leadership*, Vol 39 (5), Feb 1982, m/s 357-361.
- Woolfolk, A. E. & Hoy, W. K. (1993). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology*, 82(1), 81-91.
- Wu, K. C. (2003). The study of the impact of managerial leadership and organizational culture on the organizational effectiveness and the public reconstruction's efficiency-a case of the public reconstruction team of Nantou county. *Masters Thesis*, Nan Hua University.
- Yaakob Daud. (2008). Budaya sekolah rendah: hubungannya dengan kepemimpinan, komitmen organisasi dan pencapaian akademik. *Tesis Ph.D*, Pulau Pinang: Universiti Sains Malaysia.
- Yammarino, F.J. & Bass, B.M. (1990). Transformational leadership and multiple levels of analysis. *Human Relations*, Vol. 43 No. 1 p. 975-995.
- Yammarino, F.J., Spangler, W.D. & Bass B.M. (1993). Transformational leadership and performance: a longitudinal investigation. *Leadership Quarterly*, 4, 81-102.
- Yong Suan. (2004). Nota Kuliah Statistik Kursus Perguruan M.Ed, Universiti Sains Malaysia.
- Yukl, G.(1989). *Leadership in organizations*. Englewood Cliffs, N.J: Prentice_Hall.
- Yukl, G. (1989). Managerial leadership: A Review of Theory and Research. *Journal of Management*, Vol. 15 No. 2 p. 251-289.
- Yukl, G. (1994). *Leadership in organizations*. 3th edition, New Jersey: Prentice Hall.
- Yukl, G. (1998). *Leadership in organizations* (4th ed.). Prentice Hall: Upper Saddle River, NJ.
- Yukl, G. (1999). An evaluation of conceptual weakness in transformational and charismatic leadership theories. *Leadership Quarterly*, 10(2), 285–305.
- Yukl, G. (2002). *Leadership in organizations*. 5th edition, Upper Saddle, New Jersey: Prentice Hall.
- Zamri Ahmad. (2007). Kepimpinan dalam Islam. Dicapai pada 18 Disember 2012 dari <http://ustaz-Zamri.Com>.
- Zainuddin. (2002). *Komitmen Organisasi*. Dicapai pada Ogos 2012 dari www.e-psikologi.com.
- Zaidatol Akmaliah Lope Pihie. (2001). *Perancangan strategik untuk memperkasakan sekolah*. Kuala Lumpur: Pustaka Cipta Sendirian Berhad.
- Zaidatol Akmaliah Lope Pihie. (2005). Asas Kepemimpinan Transformational dalam Pendidikan: Satu bab dalam Zaidatol Akmaliah Lope Pihie dan Foo Say Fooi. *Pengurusan dan Kepemimpinan: Satu Langkah Ke hadapan*. UPM Serdang.
- Zainal Abidin Che Omar. (1997). Pengaruh kepimpinan transformasi pengetua ke atas komitmen kerja guru. *Tesis Sarjana*, Universiti Kebangsaan Malaysia, Bangi, Selangor.
- Zulmajdi Alias. (2009). Gaya Kepimpinan Transformasional Dengan Komitmen Pekerja Bawahan. *Tesis Sarjana*, Universiti Utara Malaysia (UUM).
- Zulmajdi Alias. (2002). Hubungan Antara Kepimpinan Transformasional Dengan Komitmen Organisasi: Kajian Empirikal di Politeknik Sultan Abdul Halim Mu'Adzam Shah. *Tesis Sarjana*, Universiti Utara Malaysia.

Zawawi Jahaya. (1999). Kepemimpinan transformasional dan kegemilangan sekolah. *Jurnal Pengurusan Dan Kepemimpinan*, Penerbitan Institut Aminuddin Baki Dan Kementerian Pendidikan Malaysia, m/s 79-97.