

**FAKTOR-FAKTOR DEMOGRAFI YANG MEMPENGARUHI
STAIL KEPIMPINAN GURU**

**Tesis ini diserahkan kepada Sekolah Siswazah
untuk memenuhi sebahagian daripada keperluan
Ijazah Sarjana Sains (Pengurusan)
Universiti Utara Malaysia**

Oleh

ASIAH BT HAMZAH

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PENGHARGAAN

Syukur ke hadhrat Allah s.w.t. kerana dengan limpah kurnianya berjaya juga saya menyelesaikan penyelidikan ini. Di sini saya merakamkan penghargaan dan terima kasih saya kepada penyelia yang amat dihormati iaitu Tuan Syd Abdul Rahman bin Syd Zin dari Sekolah Bahasa dan Pemikiran Saintifik, Universiti Utara Malaysia, di atas segala tunjuk ajar, nasihat dan bimbingan beliau yang tidak mengenal jemu.

Ribuan terima kasih juga diucapkan kepada Dr. Ibrahim Ahmad Bajunid, Pengarah Institut Aminudin Baki (IAB) dan Profesor Madya Dr. Ibrahim Abdul Hamid yang telah menjadikan program ini satu kenyataan dan seterusnya memberi saya peluang untuk melanjutkan pelajaran.

Saya juga mengucapkan terima kasih kepada pegawai pendidikan daerah Kuantan, Tn Hj. Hadi bin Shirin, semua pengetua dan penolong kanan serta guru-guru yang terlibat di sekolah menengah gred B daerah Kuantan yang telah memberikan kerjasama kepada saya bagi menyempurnakan penyelidikan ini.

Teristimewa buat suami tercinta, Noor Hisham bin Baharudin, anak-anak yang amat dikasihi, Noor Liyana, Syahrul Nizam dan Syahrul Nazreen, pengorbanan kalian amat besar ertinya. Semoga Ijazah ini akan menjadi

perangsang kepada anak-anak untuk terus menimba ilmu tanpa batasan waktu. Kepada kedua ibu bapa dan ibu bapa mertua, terima kasih kerana mendoakan kejayaan saya serta memberi sokongan moral sepanjang pengajian saya di Universiti Utara Malaysia.

Akhirnya, saya bermohon kepada Allah s.w.t. semoga memberikan keberkatan kepada saya dan mereka yang telah banyak memberikan bantuan baik dari segi mental serta spiritual dalam menjayakan penyelidikan ini.

ASIAH BT HAMZAH
Sarjana Sains Pengurusan
Universiti Utara Malaysia
1997

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ABSTRAK

Tujuan kajian ini ialah untuk mengenalpasti faktor-faktor demografi yang mempengaruhi stail kepimpinan guru-guru di sekolah menengah gred B daerah Kuantan. Faktor-faktor demografi yang dipilih adalah umur, jantina, pengalaman, personaliti minat pekerjaan dan status perkahwinan

Sebanyak 201 borang soal selidik telah diedarkan kepada responden yang terdiri dari guru-guru sekolah menengah gred B di daerah Kuantan. Dari jumlah tersebut, seramai 168 telah memberikan kerjasama dengan menjawab soal selidik tersebut. Data yang diperolehi dianalisis dengan statistik deskriptif dan korelasi koefisien Pearson (Pearson correlation coefficient).

Hasil kajian ini mendapati faktor umur dan pengalaman mempunyai hubungan yang signifikan dengan stail kepimpinan seseorang guru, walaupun hubungannya lemah. Faktor-faktor lain yang dikaji iaitu jantina, personaliti minat pekerjaan dan status perkahwinan tidak mempunyai hubungan yang signifikan. Guru-guru juga didapati mengamalkan stail kepimpinan demokrasi berdasarkan skor yang tinggi dalam kepimpinan mengadakan struktur dan pendekatan pertimbangan.

ABSTRACT

The purpose of this study is to identify the demographic factors that influence teacher's teaching style in grade B secondary schools in Kuantan district, Pahang. The selected demographic factors were age, gender, experience, vocational interest personality and marital status.

A total of 201 sets of questionnaires were distributed to the respondents which comprised of teachers in grade B secondary schools in Kuantan district. Out of that, 168 were answered and returned. The data obtained were analysed using descriptive statistic and Pearson correlation coefficient.

The result of the study showed that there were a significant relationship between age and experience with teacher's leadership style, even though their relationship were weak. Other demographic factors studied i.e. gender, vocational interest personality and marital status were found to have no significant relationship with teacher's leadership style. Teachers were also found to practice democratic style of leadership based on their "high structure and high consideration" style of leadership.



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Nama Penyelia
(Name of Supervisor) : Tuan Syd Abdul Rahman bin Syd Zin

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BAB 1

Pengenalan

Latar belakang

Pendidikan merupakan proses mengubah seseorang individu itu bagi membolehkannya menyesuaikan diri dari segi fizikal, mental, emosi, moral dan kerohanian mengikut keadaan semasa (Omardin, 1996). Kidd (1973) mengatakan bahawa pendidikan ialah perkembangan dan penyuburan fikiran dan kuasa-kuasa semula jadi yang sistematik. Hal ini bermula ketika prasekolah dan berterusan seumur hidup.

Pendidikan juga berhubung kait dengan rancangan pembangunan negara. Berseesuaian dengan Wawasan 2020, sistem pendidikan di Malaysia mempunyai peranan yang amat besar seperti yang termaktub dalam Falsafah Pendidikan Negara yang sedang direalisasikan oleh Kementerian Pendidikan Malaysia (1990) iaitu:

Pendidikan di Malaysia adalah suatu usaha berterusan ke arah memperkembangkan lagi potensi individu secara menyeluruh dan bersepadu untuk mewujudkan insan yang seimbang dan harmonis dari segi intelek, emosi dan jasmani berdasarkan kepercayaan kepada Tuhan. Usaha ini adalah bagi melahirkan rakyat Malaysia yang berilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberi sumbangan terhadap keharmonian dan kemakmuran masyarakat dan negara.

(hal 9)

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