

**KOMITMEN TERHADAP ORGANISASI DI KALANGAN GURU-GURU
SEKOLAH RENDAH BANDAR DAN LUAR BANDAR**

**Tesis ini diserahkan kepada Sekolah Siswazah sebagai memenuhi
sebahagian daripada syarat-syarat pengijazahan
Program Ijazah Sarjana Sains (Pengurusan)
Universiti Utara Malaysia**

Oleh

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KEBENARAN MERUJUK TESIS

Tesis ini dikemukakan sebagai memenuhi sebahagian daripada keperluan pengizajahan program sarjana Universiti Utara Malaysia. Saya bersetuju membenarkan pihak perpustakaan Universiti mempamerkannya sebagai bahan rujukan umum. Saya juga bersetuju bahawa sebarang bentuk salinan samada secara keseluruhan atau sebahagian daripada tesis ini untuk tujuan akademik adalah dibolehkan dengan kebenaran penyelia tesis ataupun Dekan Sekolah Siswazah. Sebarang bentuk salinan dan cetakan bagi tujuan-tujuan komersial dan membuat keuntungan adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Pernyataan rujukan kepada penulis dan Universiti Utara Malaysia pertulah dinyatakan jika sebarang bentuk rujukan dibuat ke atas tesis ini.

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ABSTRAK

Kajian ini dijalankan bagi mengenalpasti faktor-faktor yang mempengaruhi komitmen terhadap organisasi di kalangan guru-guru sekolah rendah di daerah Seberang Perai Utara, Pulau Pinang. Objektif kajian adalah untuk mengenalpasti a) hubungan di antara ganjaran intrinsik, ganjaran ekstrinsik dan faktor-faktor demografi dan komitmen terhadap organisasi, dan perbezaannya di kalangan guru-guru sekolah rendah bandar dan luar bandar. b) perbezaan komitmen terhadap organisasi di kalangan guru-guru sekolah rendah bandar dan luar bandar. c) pengaruh pembolehubah kajian terhadap komitmen.

Kajian ini telah disertai oleh seramai 310 orang guru sekolah rendah yang diambil dari dua lokaliti iaitu 165 orang daripada sekolah luar bandar dan 145 orang lagi daripada sekolah bandar. Set soal selidik mengandungi 51 item berskala lima *Likert* telah digunakan bagi mendapatkan maklumbalas responden. Sebanyak 23 hipotesis telah dibentuk bagi kajian ini. Kaedah-kaedah statistik yang telah digunakan bagi menguji hipotesis ialah *Korelasi Pearson*, *Ujian-t* dan *Regresi Berganda*.

Hasil kajian menunjukkan a) terdapat hubungan signifikan di antara ganjaran intrinsik autonomi tugas, signifikan tugas dan penyertaan tugas dengan komitmen terhadap organisasi, b) terdapat perbezaan dari segi signifikan tugas di kalangan guru-guru sekolah rendah bandar dan luar bandar, c) terdapat hubungan yang signifikan di antara ganjaran ekstrinsik gaji, kenaikan, rakan sekerja dan persekitaran kerja dengan komitmen terhadap organisasi. d) terdapat perbezaan dari segi kepuasan gaji dan persekitaran kerja di kalangan guru-guru sekolah rendah bandar dan luar bandar. e) tidak terdapat hubungan yang signifikan di antara jantina dan komitmen terhadap organisasi. f) ada perbezaan komitmen terhadap organisasi di kalangan guru-guru perempuan sekolah rendah bandar dan luar bandar. g) tidak terdapat hubungan yang signifikan di antara umur dan tempoh perkhidmatan dengan komitmen terhadap organisasi h) guru-guru sekolah rendah luar bandar lebih tinggi tahap komitmen terhadap organisasi berbanding dengan guru-guru sekolah rendah bandar. i) faktor-faktor signifikan tugas, penyertaan tugas, kenaikan dan persekitaran kerja memberi pengaruh yang signifikan kepada komitmen terhadap organisasi.

ABSTRACT

The purpose of this study is to examine the factors related to organizational commitment among primary school teachers in Seberang Perai Utara, Pulau Pinang. The objectives of this study were to investigate a) the relationship between extrinsic reward, intrinsic reward and demography with organizational commitment and the differences of these factors among teachers in rural and urban primary schools. b) the differences of organizational commitment among rural and urban primary schools c) the influence of independent variables on organizational commitment.

Three hundred and ten teachers have participated in this study. They represented two localities of primary schools, 165 of them from rural primary schools and 165 from urban primary schools. A set of questionnaires containing 51 items using five points Likert-type scale was applied to measure the teachers' responses. 23 hypotheses were constructed for this study. Statistical tools such as Pearson Correlation, t-Test and Multiple Regression were used to test hypotheses.

The results revealed that a) there was significant relationship between task autonomy, task significant, task involvement and organizational commitment b) there was significant different of task significant among rural and urban primary schools. c) there was significant relationship between extrinsic reward (salary, promotion, co-workers and work environment) and organizational commitment. d) There was a significant difference of salary and satisfaction of work environment among rural and urban primary school teachers. e) There was no significant relationship between gender and organizational commitment. f) there was a significant difference of organizational commitment among rural and urban female primary school teachers. g) There was no significant relationship between age and period of services and organizational commitment h) Teachers from rural primary schools showed higher organizational commitment compared to urban primary schools. i) Task significance, task involvement, promotion and co-workers showed significant influences on the teachers' organizational commitment.

PENGHARGAAN

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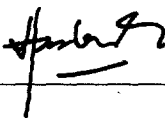
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BAB SATU

PENGENALAN

1.1 PENDAHULUAN

Kajian komitmen guru terhadap organisasi sekolah menjadi begitu penting sekarang ini kerana tugas mendidik para pelajar di sekolah menjadi semakin mencabar serta memerlukan penglibatan guru sepenuhnya. Hal ini di sokong oleh Abu Bakar (1994), dengan menyatakan perubahan dalam arah aliran perkembangan pendidikan dewasa ini, telah mencorakkan satu sistem kerja yang lebih kompleks. Had daripada beberapa penemuan terdahulu telah dapat memberikan gambaran tentang faktor-faktor yang menjadi penentu kepada komitmen terhadap organisasi pendidikan seperti kepuasan kerja, peluang kenaikan pangkat, di kaji oleh Mottaz,(1989). Faktor-faktor lain seperti umur, jantina, lokaliti sekolah, tempoh perkhidmatan dan tahap pendidikan yang diterima.

Senario sekolah rendah di luar bandar yang serba kekurangan termasuk kekurangan bilik darjah, kekurangan peralatan, ketiadaan bekalan elektrik, ketiadaan bilik khas, kekurangan kemudahan bilik kerjaya, perpustakaan, bilik rawatan dan berbagai-bagai kekurangan lain lagi, semacam menjanjikan suatu persekitaran yang cukup mencabar kewibawaan guru-guru untuk berkhidmat dengan cemerlang. Hal ini ditambah pula oleh keadaan persekitaran sosial yang tidak memberansangkan,

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