

**HUBUNGAN PERSEPSI LATIHAN DENGAN KEPUASAN KERJA  
DI KALANGAN GURU-GURU KOPERASI SEKOLAH-SEKOLAH  
MENENGAH DI ZON SENTUL, WILAYAH PERSEKUTUAN -  
SATU KAJIAN EMPERIKAL.**

Kerlas Projek diserahkan kepada Sekolah Siswazah bagi  
memenuhi sebahagian syarat untuk  
Sarjana Sains Pengurusan  
Universiti Utara Malaysia

oleh  
Nor Aishah Binti Abdullah

## KEBENARAN MENGGUNA

Kertas Projek ini adalah memenuhi sebahagian daripada keperluan pengajian lepas ijazah Universiti Utara Malaysia (UUM). **Saya** bersetuju supaya pihak perpustakaan UUM menggunakan kertas projek ini untuk tujuan rujukan. **Saya juga** bersetuju bahawa kebenaran untuk membuat salinan, keseluruhan atau sebahagian daripadanya, **bagi** tujuan akademik mestilah mendapat kebenaran daripada penyelia **saya** atau semasa ketiadaan beliau, kebenaran **tersebut** boleh diperolehi daripada Dekan Sekolah Siswazah. Sebarang penyalinan, penerbitan atau penggunaan ke **atas** keseluruhan atau sebahagian daripada tesis ini untuk perolehan kewangan tidak dibenarkan **tanpa** kebenaran bertulis daripada **saya**. Di **samping** itu pengiktirafan kepada **saya** dan UUM seharusnya diberikan dalam sebarang kegunaan bahan-bahan yang terdapat dalam kertas projek ini.

Permohonan untuk kebenaran membuat salinan atau lain-lain kegunaan **sama ada** secara keseluruhan atau sebahagiannya boleh dibuat dengan menulis kepada:

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## ABSTRAK

Kajian emperikal **ini** mengenai persepsi latihan di kalangan guru-guru koperasi di 11 buah Sekolah Menengah di Zon Sentul, Wilayah Persekutuan. Tujuan kajian **ini ingin** melihat; (i) persepsi latihan mencukupi dengan kepuasan kerja, (ii) persepsi latihan berfaedah dengan kepuasan kerja , (iii) menentukan faktor demografi yang terpilih yang mempunyai hubungan yang signifikan dengan kepuasan kerja, (iv) tahap kepuasan kerja guru-guru koperasi, dan (iv) faktor-faktor penentu kepuasan kerja.

**Soal** selidik yang dibina berasaskan ukuran yang dicipta oleh Koning, 1993 - 6 item latihan mencukupi, 12 item latihan berfaedah oleh Garavan dan Cinneide, 1996 , dan 15 item kepuasan kerja oleh Chalykoff dan **Kochan, 1989**. 7 faktor demografi terpilih diuji. Responden kajian terdiri daripada 53 orang guru koperasi.

Dapatan kajian adalah (i) latihan berfaedah mempunyai hubungan yang **positif** dan signifikan dengan kepuasan kerja, (ii) bilangan waktu mengajar mempunyai hubungan yang negatif dan signifikan dengan kepuasan kerja, dan (iii) terdapat perbezaan tahap kepuasan kerja di kalangan guru-guru koperasi manakala ujian ke **atas** hipotesisi yang lain adalah tidak signifikan dan tidak disokong.

Berdasarkan hasil dapatan kajian **ini**, pengkaji menyarankan kepada pihak pengurusan agar **sama-sama** member-i komitmen yang menyeluruh **tanpa** mengharapkan pengawasan daripada pihak Jabatan Pembangunan Koperasi **semata-mata** dan **cuba** menggunakan kaedah-kaedah di dalam Pengurusan Strategik untuk meningkatkan prestasi kerja yang tinggi.

## ABSTRACT

This **empirical** study was conducted among the co-operative teachers at 11 secondary schools in Sentul Zone, Wilayah Persekutuan. The main aim of this research is to investigate; (i) perception of adequate training and job satisfaction; (ii) perception of beneficial training and job satisfaction, (iii) demographic factors that have significant relationship with job satisfaction, (iv) the level of job satisfaction among the co-operative teachers, and (v) to detect the predictors of job satisfaction.

Questionnaire was constructed based on the measurement suggested by; (I) Koning, 1993, which focused on 6 items on adequate training, (ii) Garavan and Cinneide, 1994, which consists of 12 items on beneficial training, and (iii) 15 items on job satisfaction by Chalykoff and **Kochan**, 1989. Selected demographic factors analysed are age, gender, academic qualification, working experience, teaching periods, performance appraisal and rewards.

Research findings showed that; (i) there is a positive and significant relationship between beneficial training and job satisfaction, (ii) teaching periods a negative and significant relationship with job satisfaction, and (iii) there is a difference in job satisfaction among the co-operative teachers. Other hypotheses testing are not significant and are not supported.

Finally, researcher would like to make recommendations to the administrators which are; (i) to give full commitment to the co-operative activities without depending totally on Jabatan Pembangunan Koperasi, and (ii) it is an advantage to apply Strategic Management techniques to improve the work and the school co-operative performance.

## PENGHARGAAN

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**Sekolah Siswazah  
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Saya, yang bertandatangan, memperakukan bahawa  
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**GURU-GURU KOPERASI SEKOLAH-SEKOLAH MENENGAH DI 'ZON SENTUL,**

**WILAYAH PERSEKUTUAN - SATU KAJIAN EMPERIKAL.**

seperti yang tercatat di muka surat tajuk dan kulit kertas projek  
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(Date) :

20 SEPT. 1997

## BAB SATU

### PENGENALAN

#### 1 .1 Latar Belakang

##### ***1.1.1 Latar Belakang Pendidikan***

Perkataan education berasal daripada perkataan Latin ***educare*** yang bermaksud mengasuh, memelihara serta membimbing. Konsep pendidikan secara umum merupakan satu proses mengasuh dan membimbing pelajar agar emosi, mental, fizikal dan rohani mereka dapat berkembang serta membentuk akhlak yang mulia.

Dalam Ee Ah Meng (1996), John Dewey mentakrif pendidikan sebagai satu proses pertumbuhan atau perkembangan untuk menambahkan **lagi** pengetahuan semula jadi.

Pendidikan bukan sahaja mengandungi makna sesuatu yang **kita** lakukan untuk diri **kita** atau sesuatu yang dilakukan oleh orang lain untuk **kita** agar membawa kepada kesempurnaan tabii **kita**, malahan **ia memberi** kefahaman kepada potensi yang terdapat dalam diri **kita**. Pendidikan yang lengkap dan sempurna membolehkan

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