THE INFLUENCE OF EFFICACY AND EMOTIONAL INTELLIGENCE OF TECHNICAL SECONDARY SCHOOL ADMINISTRATORS AND TEACHERS' PROFESSIONAL COLLABORATION ON TEACHERS' JOB SATISFACTION

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THE INFLUENCE OF EFFICACY AND EMOTIONAL INTELLIGENCE OF TECHNICAL SECONDARY SCHOOL ADMINISTRATORS AND TEACHERS' PROFESSIONAL COLLABORATION ON TEACHERS' JOB SATISFACTION

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by
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.

ABSTRAK

Kajian ini bertujuan untuk mengenalpasti pengaruh efikasi kolektif dan Kompetensi kecerdasan emosi pentadbir dan kolaborasi profesional guru ke atas kepuasan kerja guru. Soal selidik diedarkan kepada responden kajian yang terdiri daripada pentadbir (N-444) dan guru-guru (N=1426) Sekolah Menengah Teknik di Malaysia. Empat instrumen kajian digunakan iaitu *'Administrators' Collective Efficacy Scale (ACES), Emotional Competency Inventory – Version 2 (ECI-V2), Teacher Professional Collaboration Questionnaire (TPCQ)* dan *Minnesota Job Satisfaction Questionnaire (MSQ)*. Analisis data dimulai dengan menilai normaliti taburan data serta menilai integriti psikometrik instrumen kajian melalui ujian analisis faktor. Beberapa analisis statistik digunakan untuk menguji hipotesis-hipotesis kajian. Analisis-analisis tersebut termasuklah ujian-t, analisis korelasi bivariate, dan analisis regresi. Akhir sekali, analisis laluan (*path analysis*) digunakan untuk menyokong dapatan-dapatan kajian yang melibatkan hubungan secara langsung dan tidak langsung antara pembolehubah-pembolehubah yang dikaji. Data pentadbir dan data guru dianalisis secara berasingan kerana terdapat perbezaan persepsi yang signifikan antara kedua-dua kumpulan tersebut. Data guru digunakan sebagai menyokong persepsi pentadbir. Dapatan kajian menunjukkan terdapat hubungan yang signifikan antara kesemua konstruk yang dikaji. Walau bagaimanapun, hanya kolaborasi profesional guru, efikasi kolektif dan kompetensi pengurusan hubungan (kemahiran sosial) pentadbir merupakan penentu kepada kepuasan kerja guru. Efikasi kolektif dan kompetensi pengurusan hubungan pentadbir merupakan pengantara separa kepada hubungan antara kolaborasi profesional dan kepuasan kerja guru. Beberapa cadangan dan implikasi kajian turut disaran dan dipetik daripada kajian ini.

The Influence of Efficacy and Emotional Intelligence of Technical Secondary
School Administrators and Teachers' Professional Collaboration on Teachers' Job
Satisfaction

ABSTRACT

The purpose of this study was to determine the influence of administrators' collective efficacy and emotional intelligence competencies and teachers professional collaboration on teachers' job satisfaction. Survey instruments were distributed to the respondents comprising of administrators (N=444) and teachers (N=1,426) of the Technical Secondary Schools in Malaysia. Four measures were used; Administrators' Collective Efficacy Scale (ACES), Emotional Competency Inventory-Version 2 (ECI-V2), Teacher Professional Collaboration Questionnaire (TPCQ) and Minnesota Job Satisfaction Questionnaire (MSQ). Data analysis started with evaluating data normality and psychometric integrity of the instruments using exploratory and confirmatory factor analyses. Several statistical analyses were employed to assess the hypotheses. Analyses include t-tests, bivariate correlation analysis, and stepwise and hierarchical regression analyses. Finally, path analysis was used to support earlier findings on the direct and indirect relationships of all the variables. Since there was significant difference between the administrators and the teachers' perceptions pertaining to the seven variables studied, data were analysed separately. Teachers' data only act as a support to the findings based on administrators' data. It was found that there were significant relationships between all the constructs studied. However, only teachers' professional collaboration, administrators' collective efficacy and emotional intelligence competency for relationship management (social skills) were predictors of teachers' job satisfaction. Administrators' collective efficacy and relationship management partially mediate the relationship between teachers' professional collaboration and teachers' job satisfaction. Several recommendations and implications were drawn from the study.

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CHAPTER ONE

INTRODUCTION

1.1   Introduction

Education in Malaysia has profoundly changed due to the rapid global change especially in the expansion of knowledge that takes place in every endeavour of human life. The success of the educational sector in coping with the drastic change will portray the nation's future directions. The Malaysian government is giving its utmost attention to the education system by pumping in huge investments in this sector. There is an increase by RM2.4 billion in the budgetary allocation of RM40.3 billion on educational sector in the Ninth Malaysia Plan for the period 2006 – 2010 as compared to RM37.9 billion in the Eighth Malaysia Plan (2001 – 2005). This substantiates the government's continuous commitment to the educational sector.

The educational changes pose a dramatic challenge to the management and academic staff which affect their entire organizational activities. The management team is faced with new challenges in carrying out their responsibilities. One of the challenges is to provide world-class quality education that is flexible and innovative in response to the advancement of globalization, liberalization and technological expansion. In conjunction to this challenge, primary issues pertaining to

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