

**PENGARUH KEPIMPINAN PENGETUA DAN
AMALAN PENGURUSAN KUALITI MENYELURUH (TQM)
TERHADAP KEPUASAN KERJA SERTA KOMITMEN GURU**

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Abstrak

Kepuasan kerja dan komitmen guru adalah penting dalam peningkatan prestasi sekolah. Namun begitu, kajian lalu di Malaysia menunjukkan kedua-dua pemboleh ubah ini berada pada tahap sederhana. Di samping itu, kajian hubungan antara kepemimpinan transformasional pengetua dan Pengurusan Kualiti Menyeluruh (TQM) dengan kepuasan kerja serta komitmen guru menunjukkan dapatan yang tidak konsisten. Kajian ini dijalankan bertujuan untuk mengenal pasti pengaruh kepemimpinan transformasional terhadap amalan TQM, kepuasan kerja dan komitmen guru. Kajian ini juga bertujuan mengenal pasti tahap kepemimpinan transformasional, amalan TQM, kepuasan kerja dan komitmen guru. Seramai 309 orang guru daripada 31 buah sekolah menengah berprestasi tinggi di Semenanjung Malaysia telah dipilih secara rawak untuk terlibat dalam kajian tinjauan rentasan ini. Sebanyak empat soal selidik piawai, iaitu *The Principal Leadership Questionnaire* (PLQ), TQM, *Teaching Satisfaction Scale* (TSS) dan *Organizational Commitment Questionnaire* (OCQ) telah digunakan untuk mengumpul data. Data dianalisis dengan menggunakan kaedah model persamaan berstruktur (SEM). Dapatan kajian menunjukkan kepemimpinan transformasional pengetua mempengaruhi amalan TQM, kepuasan kerja dan komitmen guru. Sebaliknya, amalan TQM tidak mempengaruhi kepuasan kerja dan komitmen guru. Amalan TQM juga bukan pemboleh ubah pengantara kepada hubungan antara kepemimpinan transformasional dengan kepuasan kerja dan komitmen guru. Kajian ini juga mendapati pengetua mengamalkan stail kepemimpinan transformasional pada tahap tinggi dan amalan TQM pada tahap sangat tinggi. Kepuasan kerja dan komitmen guru pula berada pada tahap tinggi. Ujian kesepadanan terbaik model (*goodness-of-fit model*) selepas modifikasi menunjukkan model ini adalah sepadan dengan data. Kajian ini menyumbang kepada perkembangan teori kepemimpinan transformasional, TQM, kepuasan kerja dan komitmen guru dalam konteks Malaysia. Selain itu, kajian ini mencadangkan bahawa untuk meningkatkan amalan TQM, kepuasan kerja dan komitmen guru, maka pengetua sekolah hendaklah mempraktikkan stail kepemimpinan transformasional.

Kata kunci: Kepimpinan transformasional, Pengurusan Kualiti Menyeluruh (TQM), Kepuasan kerja guru, Komitmen guru

Abstract

Teacher job satisfaction and commitment are essential in improving school performance. However, previous studies in Malaysia showed that the two variables are moderate. Additionally, research on the relationship between transformational leadership, Total Quality Management (TQM) and teacher job satisfaction and commitments have showed inconsistencies in their findings. Therefore, this study aims to identify the influence of transformational leadership on the TQM practices, teacher job satisfaction and commitment. This study also aims to determine the level of transformational leadership, TQM practices, teacher job satisfaction and commitment. A total of 309 teachers from 31 high-performance schools in Peninsular Malaysia were randomly selected to participate in this cross sectional survey. A total of four standardised questionnaires, namely the Principal Leadership Questionnaire (PLQ), the TQM, the Teaching Satisfaction Scale (TSS) and the Organizational Commitment Questionnaire (OCQ) were used to collect the data. The data were analysed using the structural equation modeling method (SEM). The results revealed that transformational leadership does influence the TQM practices, teachers' job satisfaction and teachers' commitment. On the other hand, TQM practices do not affect the teachers' job satisfaction and commitment. The results revealed that TQM practices are not a mediating variable on the relationships between transformational leadership, teachers' job satisfaction and teachers' commitment. The results also found a high level of transformational leadership practiced by the principal, and a very high level on the TQM practices. The teachers' job satisfaction and commitment were also at a high level. Upon modification, the best compatibility test model (goodness-of-fit model) showed that it is able to match the data. This study has further contributed to the development of the transformational leadership theory, TQM, job satisfaction and commitment of teachers in the Malaysian context. In addition, this study suggests that in order to improve the TQM practices, as well as the job satisfaction and commitment of teachers, school principals must practice transformational leaderships style.

Key words: Transformational leadership, Total Quality Management (TQM), Teacher job satisfaction, Teacher commitment

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Senarai Lampiran

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LAMPIRAN 2

Instrumen Kajian Sebenar – 84 item303

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Glosari dan Istilah

Etos

Sifat (ciri) sesuatu bangsa, budaya, era, dll yang benar-benar mencerminkan aspirasi, falsafah, masyarakat dan negara kita. (Dewan Eja Pro, 2008)

Kemenjadian

Yang berkaitan dengan sahsiah, akhlak dan keterampilan murid (JNS, 2003)

Kepemimpinan

Keupayaan (kebolehan, pencapaian, dsb) sbg pemimpin, daya (tindak-tanduk, kecekapan, dsb) seseorang pemimpin: dlm pentadbirannya (Dewan Eja Pro, 2008)

Komprehensif

Luas liputannya dan lengkap atau banyak butiran di dalamnya (Kamus Dewan, 2002:698)

Konklusif

Tidak dapat dipertikaikan lagi (bukan keterangan, keputusan dsb), pasti, kukuh, muktamad (Dewan Eja Pro, 2008)

Modifikasi

Proses (perbuatan, tindakan dsb) mengubah sedikit sesuatu (keadaan, sifat dsb) supaya sesuai dengan keperluan (situasi, sifat, tujuan dsb) yang dikehendaki, pengubahsuaian. (Dewan Eja Pro, 2008)

Proposisi

Usul atau inti karya (Dewan Eja Pro, 2008)

Pengitlakan

Kesimpulan (pernyataan dsb) secara umum atau menyeluruh (Kamus Dewan, 2002:503)

Postulat

Sesuatu yang dianggap benar, atau diterima sebagai asas penaaakulan atau perhitungan, sesuatu usul yang dikemukakan sebagai bukti kebenaran (Dewan Eja Pro, 2008)

Teoretikal

Berdasarkan teori (tidak pada pengalaman), teoretis (Dewan Eja Pro, 2008)

Teoretis

(téorétis) berdasarkan teori, berhubung dengan atau menurut teori, teoretikal (Dewan Eja Pro, 2008)

Senarai Singkatan

KT	Kepimpinan Transformasional
KTMV	Kepimpinan Transformasional Menjelaskan Visi
KTMMT	Kepimpinan Transformasional Memimpin Melalui Teladan
KTDKK	Kepimpinan Transformasional Dorongan Kerjasama Kumpulan
KTPI	Kepimpinan Transformasional Pertimbangan Individu
KTRI	Kepimpinan Transformasional Rangsangan Intelekt
KTHPT	Kepimpinan Transformasional Harapan Pencapaian Tinggi
TQM	<i>Total Quality Management</i>
TQMKK	TQM Komitmen Kualiti
TQMPK	TQM Perancangan Kualiti
TQMFP	TQM Fokus Pelanggan
TQMKMG	TQM Keterlibatan Menyeluruh Guru
TQMPP	TQM Penghargaan dan Pengiktirafan
TQMPBF	TQM Pengurusan Berdasarkan Fakta
TQMLPG	TQM Latihan dan Pembangunan Guru
TQMPB	TQM Penambahbaikan Berterusan
TQMFPP	TQM Fokus Proses dan Pencegahan
TQMPPP	TQM Proses Pencegahan dan Penambahbaikan
KP	Kepuasan Kerja
KM	Komitmen
PLQ	<i>The Principal Leadership Questionnaire</i>
TSS	<i>Teaching Satisfaction Scale</i>
OCQ	<i>Organizational Commitment Questionnaire</i>
SBT	Sekolah Berprestasi Tinggi
EFA	Analisis Faktor Penerokaan (<i>Exploratory Factor Analysis-EFA</i>)
CFA	Analisis Faktor Pengesahan (<i>Confirmatory Factor Analysis-CFA</i>)
KMO	<i>Kaiser-Mayer-Olkin</i>

BAB SATU

Pengenalan

1.1 Pendahuluan

Misi 2057 yang dibentangkan oleh Perdana Menteri Malaysia kelima pada 12 Mac 2007 adalah sebagai kesinambungan Wawasan 2020 untuk menjadikan Malaysia sebuah negara maju dari segi ekonomi, keadilan sosial, kerohanian, moral dan etika. Lantaran itu, Pelan Hala Tuju Program Transformasi Kerajaan Malaysia dilancarkan oleh Perdana Menteri keenam pada 28 Januari 2010 bertujuan memacu Malaysia ke arah pencapaian tersebut. Untuk mencapai matlamat ini, pendidikan menjadi salah satu saluran pelaksanaannya kerana pendidikan diyakini mampu menjayakannya. Keyakinan ini telah dimuatkan dalam dokumen perundangan Malaysia, iaitu Akta Pendidikan 1996 (Malaysia, 1996) yang menyatakan:

DAN BAHAWASANYA pendidikan mempunyai peranan penting dalam menjayakan wawasan negara demi mencapai taraf negara maju sepenuhnya dari segi kemajuan ekonomi, keadilan sosial, dan kekuatan rohani, moral dan etika, ke arah mewujudkan suatu masyarakat yang bersatu padu, demokratik, liberal dan dinamik:

DAN BAHAWASANYA adalah menjadi suatu misi untuk menghasilkan sistem pendidikan yang bertaraf dunia dari segi kualiti bagi memperkembangkan potensi individu sepenuhnya dan mencapai aspirasi negara Malaysia. (Malaysia, 1996, ms. 2)

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