

KEPIMPINAN PENGAJARAN DI KALANGAN

PENGETUA DAN HUBUNGANNYA DENGAN KOMITMEN GURU

Oleh

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Tesis yang diserahkan untuk memenuhi keperluan bagi Ijazah Sarjana

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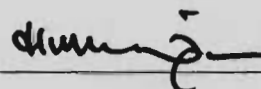
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ABSTRACT

Recent developments in the world of education and awareness of societies toward the critical role of school principals leadership and school effectiveness being the focus of a number of studies today. Therefore, the purpose of this study is to identify the relationship between instructional leadership among principals and teachers commitment towards organization. Each teacher surveyed responded to 59 questions from Principals' Instructional Leadership Questionnaire and 17 questions from Teachers' Job Commitment Questionnaire which were used to collect data. The usable data were collected from 350 secondary school teachers in Kuala Muda. T-test technique was used to determine the differentials in principals' instructional leadership behavior. Pearson Correlation technique was used to determine the strength of relationship between principals' leadership behavior with teachers' commitment. The results of this study shows that there are high levels of principals' instructional leadership in schools. They play significant roles in controlling teaching and learning in schools and encouraging efforts to increase profesionalisme among teachers. It was also found that there is significant correlation between principals' instructional leadership behavior with teachers' job commitment.

ABSTRAK

Perkembangan terkini dalam dunia pendidikan dan kesedaran masyarakat terhadap peranan sekolah untuk melahirkan pelajar yang cemerlang akademik dan sahsiah telah menyebabkan tingkah laku kepimpinan pengajaran pengetua dan keberkesanan sekolah menjadi dua fokus utama kajian pada masa kini. Tujuan penyelidikan ini adalah untuk menyiasat hubungan di antara tingkah laku kepimpinan pengajaran pengetua dengan komitmen guru terhadap organisasi. Kajian ini juga bertujuan mengkaji peranan pengetua menentukan matlamat dan menjelaskan visi dan misi sekolah, mengenalpasti peranan pengetua dalam kawalan mutu pengajaran dan pembelajaran serta peranan pengetua dalam menggalakkan peningkatan profesionalisme guru. Guru-guru bertindakbalas terhadap 59 soalan dalam soal selidik kepimpinan pengajaran pengetua dan 17 soalan dalam soal selidik komitmen kerja guru. Data-data yang digunakan dalam analisis dan tafsiran dikumpulkan daripada 350 orang guru daripada 10 buah sekolah di daerah Kuala Muda. Teknik pengiraan statistik Ujian-t digunakan bagi menentukan tahap pelaksanaan tingkah laku kepemimpinan pengajaran pengetua. Teknik analisis Pekali Korelasi Hasil Darab Momen Pearson digunakan bagi menentukan kekuatan dan kesignifikanan hubungan antara tingkah laku kepemimpinan pengajaran pengetua dengan komitmen guru. Keputusan daripada kajian ini menunjukkan bahawa pertama, pengetua memainkan peranan yang tinggi dalam menentukan matlamat dan menjelaskan visi dan misi sekolah, memainkan peranan yang signifikan dalam mengawal mutu pengajaran dan pembelajaran serta juga memainkan peranan sederhana dalam menggalakkan peningkatan profesionalisme guru. Kedua, hasil kajian juga menunjukkan terdapat perhubungan

signifikan di antara tingkahlaku kepemimpinan pengajaran pengetua dengan komitmen guru terhadap organisasi.

BAB1: PENGENALAN

1.1 Pendahuluan

'Leadership is usually defined as the process of influencing people to achieve organizational objectives'. (Mc Shane, 2003). Menurut Fielder & Garcia leadership is a function of the leader characteristics, his managerial competence, his followers, the organizational climate and the demands and needs environment. (Fielder & Garcia,1987).

Pengajaran dan pembelajaran merupakan nadi dan aktiviti utama di sekolah. Ia adalah satu proses kompleks yang memerlukan perhatian, penilaian dan kajian yang berterusan. Sebagai pemimpin kurikulum dan ko-kurikulum, pengetua bertanggungjawab sepenuhnya bagi menjadikan sekolah mereka sebagai organisasi pembelajaran. Oleh itu, bagi menjayakan hasrat tersebut semua guru termasuk penolong kanan, ketua bidang dan ketua panitia perlu berkongsi tanggungjawab bersama-sama pengetua untuk mengukuhkan kepimpinan pengajaran di sekolah.

Wildy dan Dimmioc(1993) mengatakan bahawa kajian-kajian mengenai kepemimpinan pengetua dalam pengajaran yang dilakukan di kebanyakan negara mendapati bahawa pengetua yang mempunyai kemahiran dalam kepimpinan pengajaran boleh membawa perubahan kepada pengajaran guru dan pembelajaran para muridnya.

Matlamat pendidikan sekolah pada asalnya adalah untuk menjalankan keberkesanan pengajaran dan pembelajaran. Dalam pada itu kepimpinan sekolah adalah dipertanggungjawabkan untuk mewujudkan serta mengekalkan suasana yang kondusif

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