

PENGARUH KECERDASAN EMOSI TERHADAP
STRES DAN KOMITMEN GURU NOVIS

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Kebenaran Mengguna

Tesis ini dikemukakan sebagai memenuhi keperluan pengijazahan Doktor Falsafah Universiti Utara Malaysia, Sintok, Kedah Darul Aman. Saya bersetuju membenarkan pihak perpustakaan Universiti Utara Malaysia mempamerkannya sebagai bahan rujukan umum. Saya bersetuju bahawa sebahagian bentuk salinan sama ada secara keseluruhan atau sebahagian daripada tesis ini untuk tujuan akademik adalah dibolehkan dengan kebenaran penyelia-penyelia projek penyelidikan ini atau Dekan Awang Had Salleh, *Graduate School of Arts and Sciences*. Sebarang bentuk salinan dan catatan bagi tujuan komersil adalah dilarang sama sekali tanpa kebenaran bertulis daripada penyelidik. Adalah dimaklumkan bahawa pengiktirafan harus diberikan kepada saya dan Universiti Utara Malaysia dalam sebarang kegunaan kesarjanaan terhadap petikan daripada tesis ini.

Sebarang permohonan untuk menyalin atau menggunakan tesis ini sama ada keseluruhan atau sebahagian daripadanya hendaklah dipohon kepada:

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Abstrak

Tinjauan literatur berkaitan guru novis menunjukkan 33 peratus mula meninggalkan bidang keguruan di awal profesion manakala kajian tempatan lebih menumpu kepada keberkesanan program Kursus Perguruan Lepas Ijazah, kualiti dan kesediaan di bilik darjah sahaja. Ia juga mendedahkan bahawa aspek kecerdasan emosi, stres kerja dan komitmen dalam kalangan guru novis kurang dikaji walau pun terbukti ia memberi impak yang tinggi kepada mereka. Justeru kajian ini bertujuan untuk meneliti pengaruh kecerdasan emosi ke atas stres dan komitmen dalam kalangan guru novis di utara semenanjung Malaysia. Tiga instrumen kajian digunakan untuk mengumpul data iaitu Skala Penilaian Emosi, Inventori Stres Guru dan Soal Selidik Komitmen Organisasi. Reka bentuk kajian tinjauan dilaksanakan melalui pensampelan rawak berlapis dan rawak mudah. Sampel kajian terdiri daripada 325 orang guru novis yang berkhidmat di antara satu hingga tiga tahun. Teknik analisis data pelbagai iaitu ujian min, analisis korelasi dan Model Persamaan Struktural diaplikasikan dalam kajian ini. Analisis Kumpulan Berganda telah dilaksanakan untuk melihat perbezaan di mana keputusannya tidak terdapat perbezaan dalam faktor demografi kecuali bagi aspek jantina dan umur guru novis manakala analisis korelasi menunjukkan nilai yang positif dan rendah. Seterusnya kecerdasan emosi dan stres mempamerkan sebanyak 18 peratus perubahan varian kepada komitmen guru novis. Analisis juga menunjukkan wujud pengaruh kecerdasan emosi terhadap komitmen dan stres kerja serta pengaruh stres ke atas komitmen menerusi analisis Model Persamaan Struktural. Stres kerja juga terbukti menjadi perantaraan sepenuhnya pada nilai 91 peratus dalam hubungan antara kecerdasan emosi dengan komitmen. Secara keseluruhannya kajian ini menunjukkan pentingnya guru novis mengukuh dan memantapkan kecerdasan emosi. Guru novis juga perlu bijak dalam menguruskan stres kerja bagi meningkatkan komitmen kepada profesion keguruan. Kekuatan ini tentunya akan dapat mengupayakan modal insan guru serta mampu menangani perubahan pendidikan yang semakin mencabar.

Kata kunci: Kecerdasan emosi, Stres, Komitmen, Guru novis, Model persamaan struktural

Abstract

The literature review on novice teachers shows 33 percent teachers leave the teaching profession at the early stage meanwhile local studies emphasis mainly on the aspects related to classroom, effectiveness and the quality of the Post Graduate Teacher Training Programme. It also showed that aspects related to emotional intelligence, work stress and work commitment amongst novice teachers are less researched on although it is proven that they have high impact on these teachers. Hence, this research aims to thoroughly look into the influence of emotional intelligence on the stress and commitment levels among novice teachers in the northern region of Peninsular Malaysia. Three data collection methods used in this research were Assessing Emotions Scale, Teachers Stress Inventory and Organisational Commitment Questionnaire. Observational research design was conducted through stratified random sampling and simple random sampling. Sample of respondents comprised of 325 novice teachers with one to three years of teaching experience. Various data analysis techniques were applied in this research such as mean, correlation analysis and Structural Equation Model. Multiple Group Analysis was carried out whereby the result shows no demographic differences except for gender and age of the novice teachers. However, correlation analysis showed low positive value whereas the emotional intelligence and stress factors showed 18 percent changes of the variant towards novice teachers' commitment. The analysis from SEM also showed that emotional intelligence and work stress contribute to the teachers' level of work commitment. Work stress also influences 91 percent of the relationship between emotional intelligence and work commitment. Hence, this research shows that it is important for novice teachers to have a solid emotional intelligence. They should be able to manage their work stress wisely in order to improve their work commitment in the teaching profession. This strength will help to develop and maintain human capital amongst teachers and to undergo dynamic changes in the education.

Keywords: Emotional intelligence, Stress, Commitment, Novice teachers, Structural equation model.

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BAB SATU

PENGENALAN

1.1 Pendahuluan

Agenda polisi pendidikan negara telah meletakkan pembinaan guru yang berkualiti sebagai suatu keutamaan. Ini jelas termaktub dalam misi utama Kementerian Pendidikan Malaysia (KPM) yang berhasrat untuk melahirkan guru-guru yang memiliki jiwa pendidik serta sentiasa berusaha melaksanakan pendidikan guru setanding dengan negara maju yang lain seperti mana dinyatakan dalam Pelan Pembangunan Pendidikan Malaysia (PPPM) (KPM, 2013). Sesungguhnya apa yang dirancang dan dilaksanakan ini adalah bagi menambah baik sistem pendidikan negara bertujuan untuk menyediakan guru yang mempunyai pengetahuan, kemahiran berfikir, profisiensi dwibahasa, kemahiran kepimpinan, memiliki identiti nasional dan etika kerohanian serta mampu menyumbangkan kepada kesejahteraan diri, keluarga, masyarakat dan negara (Khair, 2014).

Yang Amat Berhormat Tan Sri Muhyidin bin Mohd Yassin, Menteri Pendidikan Malaysia dalam perutusan tahun baru 2010 Kementerian Pelajaran Malaysia turut mengakui bahawa guru yang berkualiti merupakan kunci kepada proses perubahan dalam menyediakan pendidikan berkualiti di negara ini (Kementerian Pelajaran Malaysia, 2010). Ini kerana seseorang guru perlu membina bentuk pengajaran dan pembelajaran yang berkesan, mewujudkan suasana keseronokan untuk menimba ilmu serta memupuk ciri-ciri guru profesional yang disanjung tinggi masyarakat (Bahagian Pendidikan Guru, 2007). Dengan itu matlamat ini bertepatan dengan usul

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