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**KEPIMPINAN DISTRIBUTIF PEMIMPIN SEKOLAH,
PENGURUSAN KONFLIK DAN PERSEKITARAN SEKOLAH
BERKESAN DAN SEKOLAH KURANG BERKESAN**



ZURAI DAH JULIANA BINTI MOHAMAD YUSOFF

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Universiti Utara Malaysia

**DOKTOR FALSAFAH
UNIVERSITI UTARA MALAYSIA
2016**

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PENGURUSAN KONFLIK, DAN PERSEKITARAN SEKOLAH
BERKESAN DAN SEKOLAH KURANG BERKESAN**



Tesis ini dikemukakan kepada Kolej Sastera dan Sains UUM sebagai
memenuhi keperluan untuk Ijazah Doktor Falsafah
Universiti Utara Malaysia

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Zuraidah Juliana Mohamad Yusoff

Kebenaran Mengguna

Dalam menyerahkan tesis ini sebagai memenuhi syarat sepenuhnya untuk ijazah lanjutan Universiti Utara Malaysia, saya bersetuju supaya pihak perpustakaan Universiti Utara Malaysia boleh secara bebas membenarkan sesiapa sahaja untuk memeriksa. Saya juga bersetuju bahawa penyelia saya atau jika ketiadaannya, Awang Had Salleh Graduate School of Arts and Sciences diberi kebenaran untuk membuat sesalinan tesis ini dalam sebarang bentuk, sama ada keseluruhannya atau sebahagiannya bagi tujuan keserjanaan. Adalah dimaklumkan bahawa sebarang penyalinan atau penerbitan atau kegunaan tesis ini sama ada sepenuhnya atau sebahagian daripadanya bagi tujuan kewangan, tidak dibenarkan kecuali setelah mendapat kebenaran bertulis daripada saya. Juga dimaklumkan bahawa pengiktirafan harus diberi kepada saya dan Universiti Utara Malaysia dalam sebarang kegunaan keserjanaan terhadap sebarang petikan daripada tesis saya.

Sebarang permohonan untuk menyalin atau mengguna mana-mana bahan dalam tesis ini, sama ada sepenuhnya atau sebahagiannya, hendaklah dialamatkan kepada:

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Abstrak

Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 menekankan amalan kepimpinan distributif dalam kalangan pemimpin sekolah menjelang tahun 2016. Usaha ini dilakukan ke arah meningkatkan modal sosial dan modal ekonomi negara melalui peningkatan sekolah berkesan, peningkatan kualiti modal insan, dan pertumbuhan aset negara bagi mencapai negara maju menjelang tahun 2020. Namun begitu, isu-isu transformasi pendidikan dan kompleksiti kepimpinan yang semakin rumit telah menimbulkan konflik berterusan yang turut menjejaskan kualiti dan prestasi sekolah. Kajian ini dijalankan bertujuan untuk mengkaji amalan kepimpinan distributif pemimpin, pengurusan konflik, dan persekitaran sekolah di dua kategori sekolah yang berbeza iaitu sekolah berkesan dan sekolah kurang berkesan. Secara khususnya, kajian ini mengkaji hubungan dan pengaruh amalan kepimpinan distributif pemimpin sekolah terhadap pengurusan konflik dan persekitaran sekolah di samping mengkaji peranan pengurusan konflik yang bertindak sebagai mediator dalam perkaitan tersebut. Kaedah tinjauan keratan rentas diaplikasikan dalam proses pengumpulan data melalui soal selidik *Leadership Performance Inventory (LPI)* yang dibentuk oleh Kouzes dan Posner pada tahun 2003, soal selidik *Rahim Organizational Conflict Inventory – II (ROCI-II)* yang dibentuk pada tahun 1983, dan *Teacher School Environment Questionnaire (TSEQ)* yang dibentuk oleh Lemerle pada tahun 2005. Seramai 460 pemimpin sekolah telah diambil sebagai responden kajian. Dapatan menunjukkan kepimpinan distributif terbukti memberi pengaruh ke atas pengurusan konflik di sekolah berkesan dan sekolah kurang berkesan. Di samping itu, kepimpinan distributif juga mempunyai hubungan dengan persekitaran sekolah dan turut memberi pengaruh ke atas persekitaran sekolah di sekolah berkesan dan sekolah kurang berkesan. Kesimpulannya, dapatan membuktikan pengurusan konflik berperanan sebagai pembolehubah mediator antara hubungan kepimpinan distributif dengan persekitaran sekolah yang mana pengurusan konflik bertindak sebagai mediator separa. Kajian ini berjaya menghubungkan tiga teori utama yang mana amalan pengurusan konflik yang tinggi membantu meningkatkan kemahiran kepimpinan distributif dan seterusnya meningkatkan kualiti persekitaran sekolah. Kajian ini juga dapat dimanfaatkan oleh pemimpin sekolah sebagai panduan dalam menilai kelemahan dan kekuatan aspek kepimpinan selain menjadi rujukan asas untuk meningkatkan pelbagai pengetahuan, kemahiran dan ilmu pengurusan kepimpinan seperti perkongsian visi, nilai, tugas dan tanggungjawab organisasi khususnya, serta penelitian dalam aspek pengurusan konflik dan persekitaran sekolah amnya.

Kata kunci: Kepimpinan distributif, Pengurusan konflik, Persekitaran sekolah, Sekolah berkesan, Sekolah kurang berkesan

Abstract

Malaysia Education Blueprint (MEB) 2013-2025 emphasizes distributive leadership practices among school leaders by the year 2016. These efforts be conducted towards improving social capital and economic capital through effective school improvement, quality improvement of human capital, and the growth of state assets to achieve a developed nation by 2020. However, issues of education transformation and the complexity of leadership has led to increasing complexity of continuous conflict and affects the school's quality and performance. This study was conducted, to reviewing the distributive leadership among school leaders, conflict management, and the school environment in two different categories of schools namely effective school and less effective school. Specifically, this study examines the effect and relationship of distributive leadership practices for the conflict management and the school environment in addition to review the role of conflict management that acts as a mediator in the association relations. Cross-sectional survey method was applied in the process of collecting data through Leadership Performance Inventory (LPI) formed by Kouzes and Posner in 2003, Rahim Organizational Conflict Inventory – II (ROCI-II) that was formed in 1983, and Teacher School Environment Questionnaire (TSEQ) formed by Lemerle in 2005. 460 school leaders were chosen as respondents. The findings show distributive leadership proved affects on conflict management in effective schools and less effective schools. In addition, the distributive leadership also has a relationship with the school environment and influence on the school environment in effective schools and less effective schools. In conclusion, the findings prove conflict management as mediator variables between distributive leadership with the school environment relationship which acts as a partial mediator in conflict management. This study successfully links three main theories which high practices of conflict management lead to increased distributive leadership skills and thus improve the quality of school environment. This study also can be used by school leaders as a guide in assessing the strengths and weaknesses of the leadership aspects in addition to the basic reference to improve the range of knowledge, skills, and leadership management as sharing the vision, values, duties and responsibilities of the organization in particular, as well as research in aspects of conflict management and schools environment generally.

Keywords: Distributive leadership, Conflict management, School environment, Effective school, Less effective school

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Penyelidik:

Zuraidah Juliana Mohamad Yusoff



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Senarai Jadual

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BAB SATU

PENDAHULUAN

1.1 Pengenalan

Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025 telah digubal bagi membentuk sebuah kerangka pendidikan yang lebih efektif dan efisien melalui proses transformasi sistem pendidikan tahap tinggi (Muhyiddin Yassin, 2013). Transformasi pendidikan memfokuskan peningkatan kefahaman dan penambahbaikan proses pengajaran dan pembelajaran (P&P) ke arah pembentukan sekolah berkesan (Najib Razak, 2013). Melalui transformasi pengurusan, penstrukturan semula sistem sekolah, serta aplikasi beberapa inisiatif polisi dan pembudayaan organisasi sekolah, dijangka dapat meningkatkan modal insan serta memberi impak dalam pembangunan negara yang mana mampu menghadapi cabaran dan pemikiran kritikal dalam dunia globalisasi (Muhyiddin Yassin, 2013).

Ini adalah sejajar dengan usaha kerajaan yang bertujuan meningkatkan bilangan sekolah berkesan di Malaysia dengan menetapkan 10 000 sasaran sekolah berkesan menjelang tahun 2020 (Abdul Shukor Abdullah, 2007). Selain itu, adalah jelas bahawa matlamat penting Pelan Induk Pembangunan Pendidikan (PIPP) ialah pembangunan pengurusan sekolah berkesan, tetapi batasan dan keupayaan sistem persekolahan untuk menjadi 100% berkesan bukan sahaja dihadapi oleh Malaysia, malah di negara-negara yang maju seperti Amerika Syarikat, United Kingdom, dan negara-negara Eropah (Abdul Shukor Abdullah, 2007; Razik & Swanson, 2010). Justeru itu, PPPM 2013-2025 telah dibentuk untuk menghadapi pelbagai batasan dan rintangan yang membendung keupayaan sesebuah sekolah untuk menjadi sekolah berkesan (Abdul Shukor Abdullah, 2007; Muhyiddin Yassin, 2013).

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