

KEPIMPINAN GURU DAN HUBUNGAN DENGAN EFIKASI GURU SERTA SOKONGAN ORGANISASI GURU SEKOLAH MENENGAH NEGERI SELANGOR

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Abstrak

Kajian ini bertujuan untuk mengenalpasti hubungan kepimpinan guru dengan efikasi guru serta sokongan organisasi. Kajian ini menggunakan soal selidik dan ditadbir kepada guru-guru di sekolah menengah di Selangor. Seramai 348 responden telah dipilih secara rawak daripada 23,589 orang guru sekolah menengah di negeri Selangor. Teori Tindakan Kepimpinan Guru, Model Sfera Tindakan Kepimpinan Guru serta Teori Efikasi merupakan antara teori dan model yang mendasari kajian ini. Data dalam kajian ini dianalisis menggunakan analisis faktor eksploratori (*EFA-Exploratory Factor Analysis*), analisis faktor konfirmatori (*CFA-Confirmatory factor analysis*) dan Model Persamaan Struktural (*SEM*). Dapatan kajian menunjukkan bahawa terdapat hubungan yang signifikan di antara kepimpinan guru dan efikasi guru, kepimpinan guru dan sokongan organisasi serta sokongan organisasi dan efikasi guru. Namun begitu dapatan kajian ini menunjukkan bahawa sokongan organisasi bukanlah *mediator* di antara kepimpinan guru dan efikasi guru. Ini menunjukkan bahawa ketiga-tiga pemboleh ubah ini saling berkaitan di antara satu sama lain dan dianggap penting bagi meningkatkan tahap kepimpinan guru. Implikasi kajian ini diharap dapat memberi maklumat tambahan dalam teori kepimpinan guru, efikasi guru dan sokongan organisasi dan memberi garis panduan terhadap latihan dan program peningkatan profesionalisme kepada guru, pihak sekolah dan Kementerian Pendidikan Malaysia.

TEACHER LEADERSHIP AND RELATIONSHIP WITH TEACHER EFFICACY AND ORGANIZATIONAL SUPPORT IN SECONDARY SCHOOL TEACHER OF SELANGOR

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Abstract

This study identifies the relationship between teacher leadership and its relationship with teacher efficacy and organizational support. This study used questionnaires and was administered to teachers in national secondary schools in Selangor. A total of 348 respondents was selected from 235899 school teachers using simple random sampling. Teacher leadership action theory, teacher leadership action sphere model and efficacy theory were among the theories and models underlying this study. The data in this study were analysed using exploratory factor analysis (EFA), confirmatory factor analysis (CFA) and Structural Equation Model (SEM). The findings show that there is a significant relationship between teacher leadership and teacher efficacy, teacher leadership and organizational support as well as organizational support and teacher efficacy. The results also indicate that organizational support is not the mediator between teacher leadership and teacher efficacy. This shows that these three variables are interrelated with each other and are important to increase the level of teacher leadership. The implications of this study are anticipated to provide additional knowledge on teacher leadership theory, teacher efficacy and organization support and to provide teachers, schools and the Ministry of Education of Malaysia guidance on enhancing training and professional development programs towards teachers.