

AMALAN KEPIMPINAN DISTRIBUTIF, KECERDASAN EMOSI PENGETUA LEPASAN NPQEL DAN HUBUNGANNYA DENGAN KOMITMEN ORGANISASI

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ABSTRAK

Kajian ini bertujuan untuk menentukan tahap amalan kepimpinan distributif, kecerdasan emosi dan hubungannya dengan komitmen organisasi pengetua lepasan NPQEL. Kajian ini turut mengkaji hubungan dan sumbangan amalan kepimpinan distributif dan kecerdasan emosi terhadap komitmen organisasi. Kajian ini berbentuk kajian kuantitatif dengan kaedah tinjauan sebagai reka bentuk kajian. Seramai 391 orang pengetua dari 1169 pengetua lepasan NPQEL seluruh Malaysia dipilih sebagai responden kajian. Persampelan kelompok pelbagai peringkat, nisbah berkadar dan seterusnya persampelan rawak mudah digunakan bagi menentukan responden kajian. Data kajian dianalisis menggunakan perisian SPSS 25 dan SmartPLS 3.0. Hasil analisis deskriptif menunjukkan tahap amalan kepimpinan distributif ($\text{min}=4.61$) dan kecerdasan emosi ($\text{min}=4.59$) pengetua lepasan NPQEL berada pada tahap tinggi dan tahap komitmen organisasi ($\text{min}=3.42$) berada pada tahap sederhana. Ujian Kruskal Wallis menunjukkan terdapat perbezaan yang signifikan amalan kepimpinan distributif pengetua berdasarkan umur dan ujian Manova menunjukkan terdapat hubungan yang signifikan kepimpinan distributif berdasarkan lokasi sekolah. Manakala tidak terdapat perbezaan yang signifikan kecerdasan emosi dan komitmen organisasi berdasarkan umur, lokasi sekolah, pengalaman pentadbiran, tahap pendidikan dan tempoh kursus NPQEL. Analisis ujian kesignifikan PLS-SEM pula menunjukkan terdapat hubungan yang signifikan antara kepimpinan distributif dengan komitmen organisasi ($t=2.402$), antara kecerdasan emosi dengan komitmen organisasi ($t=2.192$) dan antara kecerdasan emosi dengan kepimpinan distributif ($t=21.633$). Dimensi kesedaran diri didapati menyumbang kepada komitmen organisasi, dimensi penyeliaan dan dimensi kerjasama pasukan menyumbang kepada komitmen organisasi dan dimensi kesedaran diri, kesedaran sosial dan pengurusan perhubungan pula menyumbang kepada amalan kepimpinan distributif. Analisis VAF membuktikan kepimpinan distributif berperanan sebagai pengantara separa (39.6%) kepada hubungan di antara kecerdasan emosi dengan komitmen organisasi. Implikasi kajian ini memberi nilai tambah kepada amalan kepimpinan distributif pengetua di sekolah. Kesimpulannya, amalan kepimpinan distributif dan kecerdasan emosi yang tinggi mampu meningkatkan komitmen organisasi pengetua. Amalan kepimpinan distributif sebagai pengantara separa boleh membantu untuk menjelaskan hubungan di antara kecerdasan emosi dengan komitmen organisasi.

DISTRIBUTED LEADERSHIP PRACTICE, EMOTIONAL INTELLIGENCE OF NPQEL GRADUATE PRINCIPALS AND THE RELATIONSHIP WITH ORGANIZATIONAL COMMITMENT

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ABSTRACT

This study aims to determine the level of distributed leadership practices, emotional intelligence, and the relationship with organizational commitment of NPQEL graduate principals. This study also examines the relationship and contribution of distributed leadership and emotional intelligence with organizational commitment. This study is a quantitative study with survey method as the study design. A total of 391 principals from 1169 NPQEL graduate principals were selected as study respondents. Cluster sampling of various levels, proportional ratio and simple random sampling were employed to determine the respondents of the study. Study data were analyzed using SPSS 25 and SmartPLS 3.0 software. The descriptive analysis shows that the distributed leadership (mean=4.61) and emotional intelligence (mean=4.59) levels of NPQEL graduate principals are high, and the organizational commitment (mean=3.42) level is moderate. The Kruskal Wallis test show that there is a significant difference in the level of distributed leadership practices of principals based on age and the Manova test show that there is a significant difference in the level of distributed leadership base on school location. Meanwhile, there is no significant difference in emotional intelligence and organizational commitment based on age, school location, administrative experience, academic level, and the principal's NPQEL course duration. The PLS-SEM significance test analysis shows that there is a significant relationship between distributed leadership and organizational commitment ($t=2.402$), between emotional intelligence and organizational commitment ($t=2.192$) and between emotional intelligence and distributed leadership ($t=21.633$). The dimension of self-awareness contributes to organizational commitment, the dimension of supervision and the dimension of team collaboration contributes to organizational commitment and the dimensions of self-awareness, social awareness and relationship management contribute to distributed leadership practices. VAF analysis show that distributed leadership serves as a partial mediator (39.6%) between emotional intelligence and organizational commitment. The implications of this study added value to principal's distributed leadership practices in schools. In conclusion, the practice of distributed leadership and high emotional intelligence are able to increase the organizational commitment of the principals. Distributed leadership as a partial mediator can help to clarify the relationship between emotional intelligence and organizational commitment.