

UNIVERSITI TEKNOLOGI MARA

**COMMUNICATION SATISFACTION LEVEL AMONG
INSTRUCTIONAL LEADERS AT AN INTEGRATED ISLAMIC
PRIVATE SCHOOL**

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Dissertation submitted in partial fulfilment of the requirements
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

In the event that my dissertation be found to violate the condition the condition mentioned above, I voluntarily waive the right conferment of my degree and agree be subjected to the disciplinary rules and regulations of UNIVERSITI TEKNOLOGI MARA.

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Abstract

The main purpose of this study was to examine the communication satisfaction level among Instructional Leaders (IL) at an Integrated Islamic Private School (IIPS). The instrument employed was the Communication Satisfaction Questionnaire (CSQ) developed by Downs and Hazen (1977). The data for this study was collected from 33 respondents which comprised 12 males and 21 females. At the same time there the 33 respondents comprised 18 novice and 15 experienced teachers. Four teachers were randomly selected for interview session. Descriptive data revealed that majority of the respondents were satisfied with the following dimensions of communication: i.e. supervision communication, organizational integration, horizontal communication and subordinate communication. They were moderately satisfied with communication climate, personal feedback, media quality and corporate information. The t-test analysis also revealed that there was no significant difference between male and female teachers in their communication satisfaction level. Furthermore, there was also no significant difference between novice and experienced teachers in their communication. Nevertheless, the main challenges faced by respondents with regards to communication are miscommunication, unclear information, lack of personal feedback, nature of the environment and the fact that employees are not open to each other. This study recommends that school leaders must take steps to ensure clear and open channels of communication are maintained at all times to build effective learning organisations.

Key concepts: Communication satisfaction, instructional leaders, communication satisfaction questionnaire, effective communication

Abstrak

Tujuan utama kajian ini adalah untuk mengkaji tahap kepuasan komunikasi di kalangan Pemimpin Pengajaran (IL) di sebuah Sekolah Swasta Islam Bersepadu (IIPS). Instrumen yang digunakan adalah Soal Selidik Kepuasan Komunikasi (CSQ) yang dibangunkan oleh Downs dan Hazen (1977). Data untuk kajian ini telah dikumpul daripada 33 orang responden yang terdiri daripada 12 lelaki dan 21 perempuan. Pada masa yang sama terdapat 33 responden terdiri 18 orang baru dan 15 orang guru yang berpengalaman. Empat orang guru dipilih secara rawak untuk sesi temuduga. Data deskriptif mendedahkan bahawa majoriti responden berpuas hati dengan dimensi komunikasi berikut: iaitu komunikasi pengawasan, integrasi organisasi, komunikasi mendatar dan komunikasi subordinat. Mereka kurang berpuas hati dengan iklim komunikasi, maklum balas peribadi, kualiti media dan maklumat korporat. Analisis *t-test* juga menunjukkan bahawa tidak terdapat perbezaan yang signifikan di antara guru lelaki dan perempuan dalam tahap kepuasan komunikasi mereka. Tambahan pula, tidak terdapat perbezaan yang signifikan antara guru baru dan guru-guru yang berpengalaman dalam komunikasi mereka. Walau bagaimanapun, cabaran utama yang dihadapi oleh responden berkaitan dengan komunikasi adalah kesilapan komunikasi, maklumat tidak jelas, kekurangan maklum balas peribadi, sifat alam sekitar dan hakikat bahawa pekerja tidak terbuka antara satu sama lain. Kajian ini mencadangkan bahawa pemimpin-pemimpin sekolah mesti mengambil langkah-langkah untuk memastikan saluran yang jelas dan terbuka terhadap komunikasi dikekalkan pada setiap masa untuk membina organisasi pembelajaran yang berkesan.