

UNIVERSITI TEKNOLOGI MARA

**THE INFLUENCE OF PERCEIVED LEADERSHIP
BEHAVIOR AND PSYCHOLOGICAL EMPOWERMENT
ON ORGANIZATIONAL COMMITMENT AMONG
SECONDARY SCHOOL TEACHERS IN AMPANG,
SELANGOR DARUL EHSAN**

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AUTHOR'S DECLARATION

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

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

The purpose of this study was to investigate the influence of perceived leadership behavior and psychological empowerment on organizational commitment among secondary school teachers in Ampang. Six secondary schools in Ampang were selected for the study. The questionnaire was distributed to a total of 300 randomly selected teachers and 150 questionnaires were returned, however only 142 questionnaires were appropriately completed and able to be used for analysis. Data were analyzed using descriptive and inferential statistics. The findings revealed that the level of organizational commitment and its three components (affective commitment, continuance commitment and normative commitment) were at the moderate levels. The secondary school teachers perceived their principal and heads of department practicing transformational leadership. The levels of psychological empowerment and its four dimensions, namely autonomy, impact, professional growth and decision making, were at moderate level. However, the other dimensions of psychological empowerment, namely status and self-efficacy showed at high levels. The finding reveals organizational commitment was moderately and positively correlates to transformational leadership and psychological empowerment, but poses low and positive relationship with transactional leadership. Overall, the findings of this study have suggested teachers were highly committed and empowered when they perceived their principal and head of department practiced transformational leadership.

Keywords : organizational commitment, psychological empowerment, leadership behavior, transformational leadership

ABSTRAK

Kajian ini dijalankan untuk mengenalpasti pengaruh tingkahlaku kepimpinan dan pengupayaan psikologikal terhadap komitmen organisasi dikalangan guru sekolah menengah di Ampang. Sebanyak enam buah sekolah menengah di Ampang telah dipilih. Soal selidik diedarkan kepada 300 orang guru yang dipilih secara rawak. Hanya 142 dari 150 soal selidik yang diperolehi lengkap diisi dan boleh digunakan untuk tujuan analisa kajian. Data kajian telah dianalisis menggunakan kaedah deskriptif dan statistik inferensial. Dapatan kajian mendapati tahap komitmen organisasi dan tiga komponennya (komitmen afektif, komitmen kontinuiti dan komitmen normatif) adalah pada tahap sederhana. Guru sekolah menengah berpersepsi bahawa pengetua dan ketua unit mempamerkan kepimpinan transformasi. Tahap pengupayaan psikologikal dan empat dimensinya iaitu autonomi, impak, perkembangan profesional dan membuat keputusan adalah tahap sederhana. Walau bagaimanapun, dimensi lain bagi pengupayaan psikologikal iaitu status dan kemandirian diri menunjukkan tahap yang tinggi. Hasil kajian juga mendapati komitmen organisasi menunjukkan hubungan sederhana dan positif dengan kepimpinan transformasi dan pengupayaan psikologikal, tetapi tahap rendah dan positif terhadap kepimpinan transaksi. Secara keseluruhan, hasil dapatan kajian mencadangkan guru menunjukkan komitmen dan pengupayaan psikologikal pada tahap sederhana apabila mereka berpersepsi bahawa pengetua dan ketua unit mengamalkan kepimpinan transformasi.

Kata kunci : komitmen organisasi, pengupayaan psikologikal, tingkahlaku kepimpinan, kepimpinan transformasi