



UNIVERSITI PUTRA MALAYSIA

***INFLUENCE OF TEAMWORK QUALITY, CAREER COMMITMENT, AND
ADMINISTRATOR LEADERSHIP STYLE ON INNOVATIVE BEHAVIOR OF
SELECTED TEACHERS IN SELANGOR, MALAYSIA***

ADUNI BINTI JOHARI

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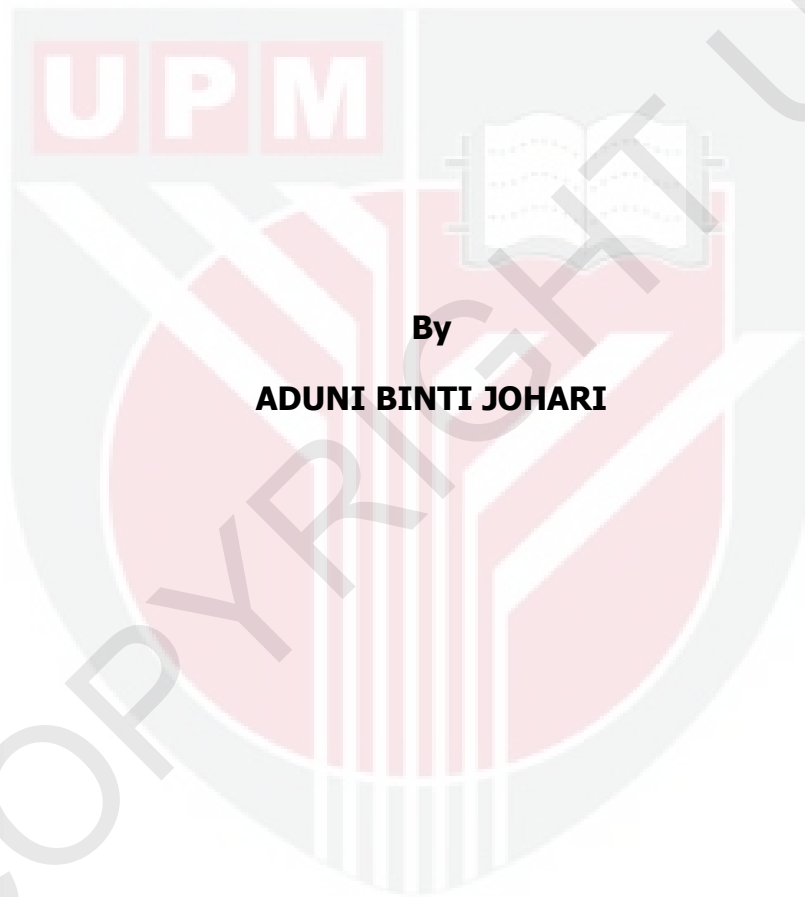
**INFLUENCE OF TEAMWORK QUALITY, CAREER
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ADMINISTRATOR LEADERSHIP STYLE ON INNOVATIVE BEHAVIOR OF
SELECTED TEACHERS IN SELANGOR, MALAYSIA**



By

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**Thesis Submitted to the School of Graduate Studies, Universiti Putra
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of Science**

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Master of Science.

INFLUENCE OF TEAMWORK QUALITY, CAREER COMMITMENT, AND ADMINISTRATOR LEADERSHIP STYLE ON INNOVATIVE BEHAVIOR OF SELECTED TEACHERS IN SELANGOR, MALAYSIA

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April 2012

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Faculty: Educational Studies

In present globalization challenges, education is set to be one of the transformation tools in generating community who are able to face the insistence of societal demands. This is in line with Malaysia's mission in achieving world class human capital development. Hence, teachers play a vital role in building the nation's human capital towards the globalization needs as well as country's development main mechanism. This scenario leads to the innovativeness inculcated by the teachers in education system. As role models to students, teachers must demonstrate innovative behavior themselves.

Therefore, the purpose of this study is to identify the predictors of teachers' innovative behavior in national secondary schools. The three factors that have predictive potential of teachers' innovative behavior are teamwork quality, career commitment and administrator's leadership style. The study also

explored the integration of social exchange theory and stage model of innovative behavior as the foundation.

The design of this study was a correlational research where a quantitative method was applied on 125 teachers who were selected by random sampling from five schools. The data for this study were collected using a set of questionnaires which scales consists of teamwork quality (Vera & Crossan, 2005), career commitment (Blau, 1988), innovative behavior (Janssen, 2000) and simplified MLQ (Avolio & Bass, 2004). Both descriptive and inferential statistics were applied for data analyses. Data on distribution of respondents based on gender, age, academic qualification and levels of teamwork quality; career commitment; and innovative behavior were analyzed from the descriptive statistics. Pearson product-moment correlation coefficient was conducted to determine relationships between the variables and Multiple Linear Regression by enter method was conducted to predict value of teachers' innovative behavior based on value of teamwork quality, career commitment and administrator's leadership style as well as to find the dominant factor among the three predictors.

The findings of this study revealed that the levels of teamwork quality and career commitment was high but was moderate for innovative behavior among the teachers in schools. In identifying the administrator's leadership styles in schools, the findings pointed out that transformational leadership style was highly rated followed by transactional leadership style and Laissez-faire

leadership style practiced in schools. All three predictors were found to have significant positive relationships with teachers' innovative behavior with coefficients for teamwork quality, administrator's leadership style and career commitment by .50, .48 and .23 respectively. Teamwork quality and administrator's leadership style had moderate relationship while career commitment had low relationship with teachers' innovative behavior. The findings also designated teamwork quality as the unique contribution (beta = .39) towards teachers' innovative behavior, compared to career commitment (beta = .01) and administrator's transformational leadership style (beta = .18) and administrator's transactional leadership style (beta = .10).

Consequently, these results proved that teamwork quality, administrator's leadership style and career commitment among teachers are significantly related to the selected teacher's innovative behavior. Thus, the administration and management in the selected teachers' schools should focus more on these three aspects which could drive towards their innovative behavior.

Abstrak tesis ini dikemukakan kepada Senat Universiti Putra Malaysia bagi memenuhi keperluan untuk Ijazah Master Sains.

**PENGARUH KUALITI KERJA BERPASUKAN, KOMITMEN KERJAYA, DAN
GAYA KEPIMPINAN PENTADBIR ATAS KELAKUAN INOVATIF GURU
TERPILIH DI SELANGOR, MALAYSIA**

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Cabaran globalisasi pada hari ini meletakkan pendidikan sebagai salah satu daripada alat transformasi dalam menjana komuniti yang mampu menghadapi desakan tuntutan masyarakat. Ini adalah selaras dengan misi Malaysia dalam mencapai pembangunan modal insan bertaraf dunia. Oleh itu, guru memainkan peranan yang penting dalam membina modal insan negara ke arah globalisasi dan juga sebagai mekanisme utama pembangunan negara. Senario ini menjurus kepada penerapan inovasi guru dalam sistem pendidikan. Sebagai '*role model*' kepada pelajar, guru mesti menunjukkan tingkah laku yang inovatif. Justeru itu, tujuan kajian ini adalah untuk mengenal pasti peranan ramalan perlakuan inovatif guru di sekolah-sekolah menengah kebangsaan. Ketiga-tiga faktor yang mempunyai potensi ramalan perlakuan inovatif guru adalah kualiti kerja berpasukan, komitmen kerjaya dan gaya kepimpinan

pentadbir. Kajian ini juga meneroka integrasi teori '*social exchange theory*' dan '*stage model of innovative behavior*' sebagai asas.

Reka bentuk kajian ini adalah kajian kolerasi di mana kaedah kuantitatif telah dilaksanakan ke atas 125 guru yang dipilih secara rawak daripada lima buah sekolah. Data untuk kajian ini dikumpulkan dengan menggunakan satu set soal selidik yang terdiri daripada skala kualiti kerja berpasukan (Vera & Crossan, 2005), kerjaya komitmen (Blau, 1988), tingkah laku yang inovatif (Janssen, 2000) dan MLQ yang dipermudahkan (Avolio & Bass, 2004). Kedua-dua statistik deskriptif dan inferens digunakan untuk analisis data. Antaranya, data taburan responden berdasarkan jantina, umur, kelayakan akademik dan tahap kualiti kerja berpasukan, komitmen kerjaya dan tingkah laku inovatif telah dianalisis dari statistik deskriptif. Kolerasi Pearson telah dijalankan untuk menentukan hubungan antara semua pembolehubah dan kaedah Regresi Linear Pelbagai telah dijalankan untuk meramalkan nilai tingkahlaku inovatif guru yang berdasarkan nilai kualiti kerja berpasukan, komitmen kerjaya dan gaya kepimpinan pentadbir serta untuk mencari faktor dominan di kalangan tiga ramalan.

Dapatan kajian ini menunjukkan bahawa tahap keseluruhan kualiti kerja berpasukan dan komitmen kerjaya adalah tinggi, tetapi terdapat tahap sederhana tingkah laku inovatif di kalangan guru di sekolah. Dalam mengenalpasti gaya kepimpinan pentadbir, ia menunjukkan bahawa gaya kepimpinan transformasi merupakan pilihan tertinggi diikuti oleh gaya

kepimpinan transaksi dan gaya kepemimpinan Laissez-faire yang diamalkan di sekolah-sekolah. Ketiga-tiga ramalan telah didapati mempunyai hubungan yang signifikan positif dengan tingkah laku inovatif guru dengan pekali untuk kualiti kerja berpasukan, gaya kepemimpinan pentadbir dan komitmen kerjaya oleh .50, .48 dan .23 masing-masing. Kualiti kerja berpasukan dan gaya kepemimpinan pentadbir mempunyai hubungan yang sederhana manakala komitmen kerjaya mempunyai hubungan yang rendah dengan tingkah laku inovatif guru. Hasil kajian juga menetapkan kualiti kerja berpasukan sebagai penyumbang (beta = .39) ke arah tingkah laku inovatif guru, berbanding komitmen kerjaya (beta = .18), gaya kepemimpinan transformasi pentadbir (beta = .10) dan gaya kepemimpinan transaksi pentadbir (beta = .10).

Maka, keputusan kajian ini membuktikan bahawa kualiti kerja berpasukan, gaya kepemimpinan pentadbir dan komitmen kerjaya dalam kalangan guru adalah signifikan dan berkaitan dengan tingkah laku inovatif guru terpilih ini. Pihak pentadbiran dan pengurusan di sekolah guru yang terpilih ini, wajar memberi penekanan lebih terhadap ketiga-tiga aspek ini yang mampu mendorong kearah tingkah laku inovatif dikalangan guru masing-masing.

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Wassalam.

APPROVAL

I certify that a Thesis Examination Committee has met on (23rd. April, 2012) to conduct the final examination of Aduni Binti Johari on her thesis entitled **“Influence of teamwork quality, career commitment, and administrator’s leadership style on innovative behavior of selected teachers in Selangor”** in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Science in Human Resource Development.

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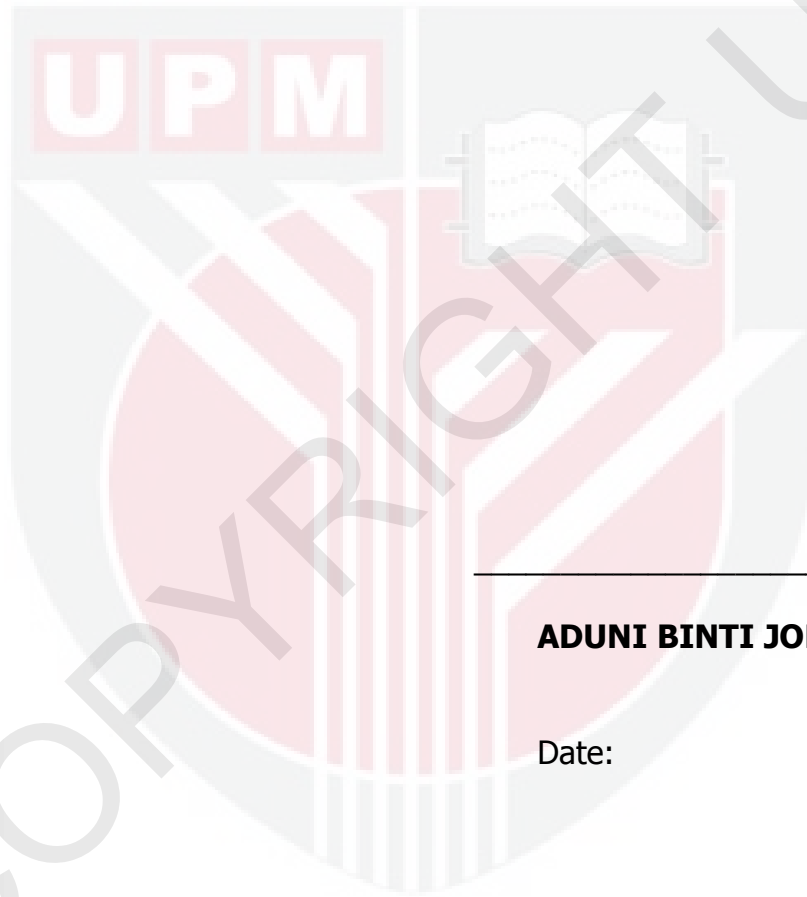
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DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.



ADUNI BINTI JOHARI

Date:

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