



UNIVERSITI PUTRA MALAYSIA

**PSYCHOLOGICAL EMPOWERMENT OF SECONDARY
SCHOOL PRINCIPALS IN SARAWAK**

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**PSYCHOLOGICAL EMPOWERMENT OF SECONDARY SCHOOL
PRINCIPALS IN SARAWAK**

By

LINTON @ JERAH BRITTEN

**Thesis submitted to the School of Graduate Studies, Universiti
Putra Malaysia, in Fulfilment of the Requirement for the Degree
of Doctor of Philosophy**

April 2003



DEDICATION

This thesis is dedicated to:

The memory of my late parents,

My beloved wife and children,

My brothers and sisters.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia
in fulfilment of the requirement for the degree of Doctor of Philosophy

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Chairperson : Foo Say Fooi, Ph.D.
Faculty : Educational Studies

This study is an attempt to assess the level of, and the factors associated with, psychological empowerment of secondary school principals in Sarawak. Two groups of respondents were involved in the study: the school principals, and classroom teachers of the selected school principals' schools. The target population comprised 131 secondary school principals. Self-administered questionnaires were sent to 117 randomly selected school principals, of which 101 were subsequently used in data analyses. From the 585 sets of self-administered questionnaires sent to the teachers, 458 were useable for data analyses.



Five different attitudinal rating scales (or instruments), grouped in two different sets, were used in the study. All the rating scales had reliability estimates (Cronbach's Coefficient Alpha) of above .70.

Overall, the degree of felt psychological empowerment as reported by the school principals was mostly at moderate or higher level. There were however, variations across the four PE dimensions. In a nutshell, the levels of empowerment experienced by the sample during the study were found to be generally moderate or higher.

Only variables that were more directly related in a personal nature to the school principals indicated some significant relationship with scores on the psychological empowerment concept, either at the composite or dimension levels. As expected, scores on the work motivation, and the withdrawal intentions, showed significant relationship with total scores on PE.

This study has implications at the school leadership policy, training and development, administrative, as well as research level, among others. Clearly, the study had demonstrated the need for specific (and urgent) actions to improve psychological empowerment of school principals to harness the potentials of this important concept.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra
Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**PENGUPAYAAN PSIKOLOGIKAL PENGETUA-
PENGETUA SEKOLAH MENENGAH DI SARAWAK**

Oleh

LINTON @ JERAH BRITTEN

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Pengerusi : Foo Say Fooi, Ph.D.

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Kajian ini merupakan satu usaha mengukur tahap, dan faktor-faktor yang berkaitan dengan pengupayaan psikologikal (psychological empowerment) pengetua-pengetua sekolah menengah di Sarawak. Dua kumpulan responden telah terlibat dalam kajian ini: pengetua-pengetua sekolah, dan guru-guru biasa dari sekolah pengetua yang telah dipilih. Populasi yang disasarkan merangkumi 131 pengetua sekolah menengah. Soalselidik yang ditadbir secara persendirian telah dikirimkan kepada 117 pengetua yang dipilih secara rawak dan 101 telah dapat digunakan dalam analisis data. Dari 585 set

soalselidik yang ditadbir secara persendirian yang telah diedar kepada guru, 458 dapat digunakan untuk analisis seterusnya.

Lima jenis instrumen mengukur 'sikap' yang dibahagi kepada dua set berlainan digunakan dalam kajian ini. Kesemua instrumen itu mempunyai nilai kebolehpercayaan melebihi .70 (pekali korelasi Alpha Cronbach).

Pada peringkat keseluruhan, darjah pengupayaan psikologikal yang dirasai pengetua seperti yang mereka laporkan, kebanyakannya berada pada tahap sederhana atau lebih tinggi. Terdapat variasi di antara tahap ke-empat-empat dimensi pengupayaan psikologikal pengetua. Secara ringkas, tahap pengupayaan psikologikal (peringkat komposit atau dimensi) yang dirasai ataupun dialami oleh pengetua semasa kajian dibuat adalah dari tahap sederhana ke tinggi.

Hanya pembolehubah yang mempunyai kaitan yang lebih langsung dengan keperibadian pengetua menunjukkan korelasi signifikan dengan skor pada pembolehubah pengupayaan psikologikal di peringkat komposit ataupun dimensi. Seperti yang dijangka, skor pada motivasi kerja (work motivation), dan kecenderungan berhenti (withdrawal intentions), menunjukkan kaitan yang signifikan dengan kebanyakan skor dari pembolehubah pengupayaan psikologikal.

Kajian ini mempunyai implikasi terhadap beberapa perkara termasuk polisi kepemimpinan sekolah, latihan dan pemajuan, pentadbiran, dan penyelidikan. Jelaslah bahawa kajian ini telah menunjukkan betapa pentingnya tindakan (segera) ke arah meningkatkan tahap pengupayaan psikologikal pengetua sekolah perlu diambil sekiranya kita ingin memanfaatkan potensi konsep yang penting ini.

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To others not specifically mentioned here, my heartfelt thanks to you. Please accept my apology for being seemingly treating your significant contributions puny. No offence intended.

Finally, only God the Almighty knows when and where humans don't, as to the needs necessary to accomplish this arduous battle; and He provided them in many forms and levels.



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