THE MEDIATING EFFECT OF ORGANIZATIONAL TEACHERS' COMMITMENT ON THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEACHERS' PERFORMANCE: A STUDY IN YEMENI PUBLIC SCHOOLS

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UNIVERSITI SAINS ISLAM MALAYSIA
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Thesis submitted in partial fulfilment for the degree of
DOCTOR OF PHILOSOPHY IN
HUMAN RESOURCE MANAGEMENT

UNIVERSITI SAINS ISLAM MALAYSIA

July 2019
AUTHOR DECLARATION

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

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ACKNOWLEDGEMENTS

First and foremost, I am very grateful to the Almighty Allah, for providing me with good health, time to complete this whole challenging of this work. Secondly, I wish to express my sincere appreciation to my main supervisor Assoc. Prof. Othman Bin Abd Rahman, for his invaluable scholarly insights, guidance, encouragement and unfailing patience. Without his guidance and support, this thesis would not have been possible. Likewise, my special thanks go to my second supervisor, Assoc Prof. Mahazan, for the sharing of expertise and knowledge, and also for his supportive attitude.

I would like to thank the academic and non-academic staff at Universiti Sains Islam Malaysia, especially the staff of the Faculty of Leadership and Management for their assistance. Nor will I forget my colleagues, who are encouraging me throughout the whole process of the thesis either at USIM or in different universities in Malaysia for their assistance.

My sincere thanks to my family for their continuous support and their prayers that gave me the strength to complete my study. I would also like to express special thanks to the government of the Republic of Yemen for providing me with a scholarship during my study and for their valuable support. Finally, many thanks to all those academics and individuals who have helped me in many ways with my study.

Lastly, my warmest thanks, appreciation, and gratitude to everyone who encouraged and supported me all period of my study. Special thanks to all colleagues who aided me to administer the questionnaires for this study and all others whose names cannot be readily mentioned.
ABSTRAK

Penyelidikan berkaitan dengan prestasi guru adalah sangat penting, terutamanya dalam konteks sektor pendidikan awam di Yemen yang mengalami prestasi yang lemah. Disebabkan oleh pentingnya guru serta peran besar mereka dalam domain pendidikan, pemimpin dalam bidang pendidikan perlu mempertimbangkan untuk meningkatkan prestasi guru dengan memberikan mereka motivasi untuk melaksanakan tugas mereka dengan berkesan. Oleh itu, kajian ini dijalankan untuk menangani isu-isu berkaitan dengan prestasi guru. Jadi, kajian ini dapat memberikan sumbangan penting terhadap penyelidikan yang sedia ada dalam domain pendidikan di Yaman. Objektif utama kajian ini adalah untuk menguji kesan perantaraan komitmen guru (TC) dalam hubungan antara kepimpinan transformasi (TFL) dan prestasi guru di sekolah-sekolah awam di Yaman. Untuk mencapai objektif ini, soal selidik telah dibangunkan berdasarkan kajian terdahulu. Sebanyak empat ratus lima puluh borang soal selidik telah diberikan menggunakan penampakan rawak berstrata kepada guru yang bekerja di sekolah-sekolah awam di ibu negara di Sana'a, Yaman. Sejumlah 374 (83.11%) soal selidik yang sah telah diperoleh dan dengan itu digunakan dalam analisis menggunakan SPSS versi 24 dan Smart PLS versi 3.0 untuk menguji hipotesis kajian. Penemuan kajian ini menunjukkan kepimpinan transformasi (TFL) mempunyai kesan yang positif dan signifikan terhadap komitmen guru (TC) dengan ($\beta = 0.355$, $p< 0.05$), manakala kepimpinan transformasi (TFL) mempunyai kesan positif dan signifikan terhadap prestasi guru ($\beta = 0.186$, $p< 0.05$), dan komitmen guru (TC) mempunyai kesan yang positif dan signifikan terhadap prestasi guru ($\beta = 0.342$, $p< 0.05$). Di samping itu, kajian ini menunjukkan bahawa komitmen guru mempunyai kesan perantaraan yang positif dan signifikan terhadap hubungan antara kepimpinan transformasi (TFL) dan prestasi guru.
ABSTRACT

Research related to teachers' performance is very significant, particularly in Yemen's public education sector context, which suffers from poor performance, and due to the importance of teachers and their vital role in the education sector, educational leaders should consider improving teachers' performance by motivating them to perform their duties effectively. Therefore, this study is conducted to address the issues related to teachers' performance in this context. Thus, this study could make an important contribution to extant research in the Yemeni education sector. The main objective of the current study is to test the mediating effect of teachers’ commitment (TC) in the relationship between transformational leadership (TFL) and teachers’ performance in Yemeni public schools. To achieve this objective, a questionnaire was developed based on previous studies. Four hundred and fifty questionnaires have been distributed using the stratified random sampling to teachers working in public schools in the capital Sana’a of Yemen. A total of 374 (83.11%) valid questionnaires have been obtained and hence used in the analysis using SPSS version 24, and Smart PLS version 3.0 has been used to test the hypotheses. The findings of this study revealed that there is a positive and significant effect of transformational leadership (TFL) on the teachers’ commitment (TC) (β = 0.355, p< 0.05), while transformational leadership (TFL) had a positive and significant effect on teachers’ performance (β = 0.186, p< 0.05), and teachers’ commitment (TC) had a positive and significant effect on teachers' performance (β = 0.342, p< 0.05). In addition, this study reveals that the teachers’ commitment had mediate the relationship between transformational leadership (TFL) and teachers' performance.
تعتبر البحوث المتعلقة بأداء المعلمين مهمة للغاية، لا سيما في سياق قطاع التعليم العام في اليمن الذي يعاني من ضعف الأداء، ونظراً لأهمية المعلمين ودورهم الحيوي في مجال التعليم، ينبغي على القادة التربويين التفكير في تحسيين أداء المعلمين من خلال تثبيتهم على أداء واجباتهم بفعالية. لذلك، تم إجراء هذه الدراسة لمعالجة القضايا المتعلقة بأداء المعلمين في هذا السياق. وبالتالي، يمكن أن تقدم هذه الدراسة مساهمة مهمة في الأبحاث القائمة في مجال التعليم اليمني. الهدف الرئيسي من الدراسة الحالية هو اختبار التأثير الوسيط لإلتزام المعلمين (OTC) في العلاقة بين القيادة التحويلية (TFL) وقدرته وكفاءته ودراسته لأداء المعلمين في المدارس الحكومية اليمنية. لتحقيق هذا الهدف، تم تطوير استبيان على أساس الدراسات السابقة. وقد تم توزيع خمسمائة استبيان باستخدام العينة العشوائية الطبقية على المعلمين العاملين في المدارس العامة في العاصمة اليمنية صنعاء. تم الحصول على ما مجموعه 374 (83.11%) استبيان صالحة، وبالتالي استُخدمت في التحليل باستخدام الإصدار Smart PLS 4.3 والإصدار تطوير SPSS 4.3 لاختبار الفرضيات. كشفت نتائج هذه الدراسة أن هناك تأثير إيجابي وهام للقيادة التحويلية (TFL) على التزام المعلمين (TC) بلغ (β = 0.355)، وفي حين أن القيادة التحويلية (TFL) كان لها تأثير إيجابي وهام على أداء المعلمين بلغ (β = 0.186)، وكأن التزام المعلمين (TC) له تأثير إيجابي وهام على أداء المعلمين بلغ (β = 0.342). بالإضافة إلى ذلك، كشفت هذه الدراسة أن التزام المعلمين كان له تأثير وسبيط إيجابي وهام على العلاقة بين القيادة التحويلية (TFL) وأداء المعلمين بلغ (β = 0.122)، وكان ذلك يدعم الافتراضات النظرية. وبالتالي، يمكن استخدام نتائج هذه الدراسة لزيادة المعرفة في مجال القيادة التربوية.
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