UNIVERSITI TEKNOLOGI MARA

PRINCIPALS' LEADERSHIP BEHAVIOURS PRACTICES AT SECONDARY SCHOOLS IN SRI AMAN, SARAWAK

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ABSTRACT

The purpose of this study was to identify principals' leadership styles in secondary schools in Sri Aman, Sarawak. Two secondary schools from urban and rural area were selected for the study. Data were collected using questionnaire and interview techniques. The questionnaire was distributed to a total of 188 randomly selected teacher respondents and 155 questionnaires were returned. Data were analysed using descriptive and inferential statistics. The principals' leadership styles of this study are idealized influence-attribute, idealized influence-behaviour, inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management by exception-active, management by exception-passive, laissez-faire leadership, extra effort, effectiveness, and satisfaction. The data reveals that transformational leadership components were practiced at a frequent level by principals. On the other hand, transactional leadership components were still practiced by principals but at a moderate level and principals show low interest in incorporate Laissez-Faire leadership. Furthermore, teachers' gender, and secondary schools' location do not influence the level of leadership behaviours components practiced by principals. Additionally, teachers from different years in service perceived that principals' leadership behaviour increases when teachers' year in service increase, for example, principals' idealized influence-attribute, Laissez-Faire leadership, effectiveness and satisfaction. But in overall, there were no significant difference of others principals' leadership behaviours. Besides, teachers from different teaching departments perceived that although the principals' leadership behaviours were frequently practiced, different teaching departments may have different needs and focus depending types of principals' leadership behaviours. Finally, principals were reported practiced both transformational and transactional leadership with transformation leadership was highly practiced in compared to transactional leadership components. Based on the findings, this study also provides recommendations for improvement of practices and future research.

ABSTRAK

Tujuan kajian ini adalah untuk mengenal pasti tingkah laku kepimpinan amalan pengetua di sekolah-sekolah menengah di Sri Aman, Sarawak. Dua buah sekolah menengah dari kawasan bandar dan luar bandar telah dipilih untuk kajian ini. Data dikumpul dengan menggunakan soal selidik dan soalan temuduga. Soal selidik telah diedarkan kepada seramai 188 responden guru yang dipilih secara rawak dan 155 soal selidik telah dikembalikan. Data dianalisis dengan menggunakan statistik deskriptif dan inferensi. Komponen tingkah laku kepimpinan pengetua yang dikaji adalah pengaruh ideal–atribut, pengaruh ideal-tingkah laku, motivasi inspirasi, rangsangan intelektual, pertimbangan individu, ganjaran luar jangka, pengurusan secara pengecualian-aktif, pengurusan secara pengecualian-pasif, kepimpinan Laissez - Faire, usaha tambahan, keberkesanan, dan kepuasan. Data menunjukkan bahawa komponen kepimpinan transformasi telah diamalkan pada tahap yang kerap oleh pengetua. Sebaliknya, komponen kepimpinan transaksi masih diamalkan oleh pengetua-pengetua tetapi pada tahap sederhana dan para pengetua menunjukkan tahap yang rendah dalam mengadaptasikan kepimpinan Laissez-Faire. Tambahan pula, gender, dan lokasi sekolah menengah tidak mempengaruhi tahap kepimpinan tingkah laku untuk komponen-komponen yang diamalkan oleh pengetua. Selain itu, guru-guru dari jumlah tahun yang berbeza dalam perkhidmatan menilai bahawa komponen tingkah laku kepimpinan pengetua meningkat apabila tahun perkhidmatan guru dalam meningkat, sebagai contoh, komponen tingkah laku pengetua dalam pengaruh ideal-atribut, kepimpinan Laissez - faire, keberkesanan dan kepuasan. Tetapi secara keseluruhan, terdapat perbezaan yang signifikan pada tingkah laku komponan kepimpinan pengetua yang lain. Selain itu, guru-guru dari bidang pengajaran yang berbeza menilai bahawa walaupun semua tingkah laku kepimpinan pengetua kerap diamalkan, guru dari bidang yang berbeza mungkin mempunyai keperluan yang berbeza dan tumpuan bergantung jenis tingkah laku kepimpinan pengetua. Akhir sekali, pengetua dilaporkan mengamalkan kedua-dua kepimpinan transformasi dan transaksi dengan kepimpinan transformasi lebih diamalkan berbanding dengan komponen kepimpinan transaksi. Berdasarkan dapatan, kajian ini juga menyediakan saranan untuk penambahbaikan dan kajian masa depan.

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