UNIVERSITI TEKNOLOGI MARA

THE RELATIONSHIP BETWEEN PRINCIPALS’ INSTRUCTIONAL LEADERSHIP BEHAVIOR AND SCHOOL CLIMATE IN NATIONAL SECONDARY SCHOOLS IN KUALA LUMPUR

SHAZWAATIRAH BINTI AHAMAD WALAT

Dissertation submitted in partial fulfillment of the requirements for the degree of Master of Education (EDUCATIONAL MANAGEMENT & LEADERSHIP)

Faculty of Education

August 2014
AUTHOR'S DECLARATION

I declare that work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledge as referenced work. This dissertation has not been submitted to any other academic institutions 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.

Name of Student : Shazwaatirah binti Ahamad Walat
Student I. D. No : 2011719967
Programme : Master of Education
              (Educational Management and Leadership)
Faculty : Education
Dissertation Title : The Relationship between Principals’ Instructional Leadership Behavior and School Climate in National Secondary Schools in Kuala Lumpur

Signature of Student : ........................................
Date : August 2014
ABSTRACT

The role of the principal as a key determinant of success in school emerged through leadership practiced. Instructional leadership role is seen as realistic and the indicator for determining the intended educational niche. An active role of principals as instructional leaders tends to improve academic standards in the school (Baharom Mohamad, Mohamad Johdi Salleh & Che Noraini Hashim, 2009). The climate of school where effective teaching and learning occur is also known as a positive school environment. It is the principal’s responsibility to build a positive school climate, which provides leadership in developing and maintaining a climate conducive to learning. One factor of school success is the relationship between school climate and leadership behavior (Wheelock, 2005). This study examined the relationship between principal’s instructional leadership behavior and the school climate in national secondary schools. The main purpose of the study was to examine the relationship between the principals’ instructional leadership behavior and the climate of national secondary schools in Kuala Lumpur. This study also investigated teachers’ perception of principals' instructional leadership behavior and school climate based on gender. The Principal Instructional Management Rating Scale – PIMRS (Hallinger, 1983) and Organizational Climate Description Questionnaire for secondary schools (OCDQ-RS) (Hoy, Tarter, and Kottkamp, 1991) were administered to teachers as well as demographic data were collected. The research questions explored teacher’s perception of the principal’s instructional leadership behavior and school climate. The data collected from 219 National Secondary teachers was analyzed using The SPSS Statistical Package version 20. Descriptive statistics, Pearson Product-Moment Correlation and Independent-Samples t-test was employed. The main findings of the study indicated that statistically significant moderate positive relationships were found between the principal’s instructional leadership behavior and the school climate (r = .410, p-value = .000). The study also found significant difference in teachers’ perceptions toward principals’ instructional leadership behavior and school climate between male teachers and female teachers. The implications of this study reveal that the more engage the principals in instructional leadership behavior, the better the climate of the schools. Finally, several suggestions were made to the program planners, director of the institute, and researchers to improve and enhance the professionalism programs of the principals and school leaders.
ACKNOWLEDGEMENT

All the praises be to Allah for His mercy, permission and guidance on my endeavor to complete this dissertation to fulfill the requirement for the degree of Master of Education (Educational Management and Leadership), Universiti Teknologi Mara (UiTM).

I extend my heartfelt gratitude to my supervisor, Professor Dr. Chan Yuen Fook, who has provided me with valuable support, insight, constructive feedback and selfless guidance which ultimately contributed to the completion of this dissertation.

I also wish to express my special appreciation and gratitude to all the lecturers in Faculty in Education who have imparted knowledge and guidance to me. Some of you have inspired me to strive for excellence in all that I attempt. A sincere appreciation is also expressed to all principals and teachers of Zon Sentul involved who were very helpful throughout the process of data collection as well as friends and colleagues for their moral support and encouragement.

To my loving parents, Ahamad Walat bin Sohor and Shamsiah bt Samsudin as well as my caring mother in-law, Yan bt Maliki, may Allah reward all of you with Jannah. Your advices and prayers sustained me through several arduous times. I would like to acknowledge and thank all my family members for never doubting me and continuously encouraging me to keep striving. Finally, thank you to my soul mate, my husband, Nor Azhan bin Abdul Samad and my children, Amar Hafizi, Muhammad Farhan, Ahmad Sufyan and Mustafa Haziq for your love, support and for having greater endurance through this whole bitter sweet experience. Thank you for your patience as I have spent many hours away from home working on this dissertation. Thank you for always be there for my ups and downs throughout this lonely journey. Thus, I dedicated this to you, my love and my children.