

UNIVERSITI TEKNOLOGI MARA

**LISTENING STYLES OF ESL INSTRUCTIONAL
LEADERS IN SECONDARY SCHOOLS IN SRI AMAN,
SARAWAK.**

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Dissertation submitted in partial fulfilment of the requirements for the degree of
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AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. The thesis has not been submitted to any academic institution or non-academic institution for any other 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.

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Abstract

Instructional leaders create the opportunity to develop relationships based on listening. The most obvious problem is, of all the communication skills, listening is the earliest learned and the most frequently used, yet it seems to be the least mastered. Henceforth, this case study was conducted with the aim to identify the listening styles of ESL instructional leaders in secondary schools located in Sri Aman District, Sarawak. The descriptive study comprised 70 ESL teachers from six secondary schools in Sri Aman District, Sarawak. The case study employed a mixed method research design where data were collected via a questionnaire survey and in-depth semi-structured interviews. The quantitative data were analysed using SPSS version 17 for Windows while qualitative data were analysed based on the research questions in order to trace emerging patterns. The findings revealed that People-Oriented listening style was the most preferred listening style among ESL instructional leaders followed by Content-Oriented listening style, Time-Oriented listening style and Action-Oriented listening style. Findings also indicated that there were no significant differences in listening styles between male and female ESL instructional leaders. The analysis also depicted that there was no significant difference in listening styles between the novice and experienced ESL instructional leaders. Moreover, findings revealed that there was no significant difference in listening styles between the urban and the rural ESL instructional leaders. Physical distractions, communication style, personal emotion and attitude and non-verbal cues were some of the main challenges faced by ESL instructional leaders. The findings imply that educational leaders need to be attentive of effective listening styles as it can enhance the teaching and learning process. It also may enhance their communication skill in schools.

Keywords: Instructional leadership, listening, communication.

Abstrak

Kajian ini bertujuan untuk mengkaji gaya-gaya pendengaran di kalangan pemimpin-pemimpin pengajaran di sekolah-sekolah menengah Bahagian Sri Aman , Sarawak, Malaysia. Kajian deskriptif ini melibatkan sejumlah 70 orang guru-guru ESL dari 6 sekolah menengah Bahagian Sri Aman, Malaysia. Kajian ini menggunakan kaedah soal-selidik dan temu bual separa berstruktur yang mendalam. Data kuantitatif telah dianalisis dengan menggunakan SPSS versi 17 untuk Windows manakala data kualitatif dianalisis berdasarkan soalan-soalan penyelidikan untuk melihat pola yang baru muncul. Kajian menunjukkan bahawa gaya pendengaran berorientasikan orang (*People-Oriented listening style*) merupakan gaya mendengar pilihan utama di kalangan pemimpin-pemimpin pengajaran ESL diikuti dengan gaya pendengaran berorientasikan kandungan (*Content-Oriented listening style*), gaya pendengaran berorientasikan masa (*Time-Oriented listening style*) dan gaya pendengaran berorientasikan tindakan (*Action-Oriented*). Dapatan kajian menunjukkan tidak terdapat perbezaan yang signifikan antara pemimpin pengajaran ESL lelaki dan perempuan. Analisis juga mendapati tidak terdapat perbezaan yang signifikan antara pemimpin pengajaran ESL baru dan berpengalaman. Dapatan kajian juga menunjukkan gangguan fizikal, gaya komunikasi, emosi dan sikap dan isyarat bukan lisan adalah merupakan sebahagian daripada cabaran-cabaran utama yang dihadapi oleh pemimpin-pemimpin pengajaran ESL. Ini telah memberi indikasi bahawa pemimpin-pemimpin pendidikan perlu sedar akan gaya mendengar yang berkesan kerana ia boleh meningkatkan proses pengajaran dan pembelajaran. Ia juga boleh dijadikan platform untuk memberi motivasi kepada pemimpin pengajaran di sekolah-sekolah lain agar dapat mengubah gaya mendengar mereka secara lebih produktif, dan seterusnya, meningkatkan kebolehan komunikasi.

Kata kunci: Kepimpinan pengajaran, mendengar, komunikasi.

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