



UNIVERSITI TEKNOLOGI MARA

**LISTENING STYLES OF ESL INSTRUCTIONAL
LEADERS IN INSTITUTIONS OF HIGHER
LEARNING**

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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

Educational leadership for the 21st century puts a critical demand on teachers to become effective Instructional Leaders for successful student learning. Henceforth, this study was conducted with the aim to identify the listening styles of ESL instructional leaders in institutions of higher learning in Malaysia. The descriptive study comprised 62 ESL lecturers from three institutions of higher learning in Malaysia. The 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 deductively and inductively based on the research questions in order to trace emerging patterns. The validity and reliability of the instruments was established through experts' opinions and a pilot study. The overall reliability was established at 0.717 alpha level. The findings revealed that People-Oriented listening style was the most preferred listening style among ESL instructional leaders followed by Content-Oriented listening style, Action-Oriented listening style and Time-Oriented listening style. Findings also indicated that there were no significant differences in listening styles between males and females and ESL instructional leaders in IHLs. The analysis also depicted that there was no significant difference in listening styles between the novice and experienced ESL instructional leaders. Nevertheless, there was a significant difference in the mean score for Action-Oriented listening style between novice and experienced ESL instructional leaders. External distractions and environment, language and sentence organization, communication style, personal emotion and attitude, non-verbal cues and cultural differences were some of the main challenges faced by ESL instructional leaders. The findings imply that educational leaders need to be aware of effective listening styles as it can enhance the teaching and learning process. It may also serve as a platform to motivate instructional leaders in tertiary institutions to productively change their personal listening style into a more appropriate listening behaviour which in turn may enhance their communication aptitude.

Keywords: Instructional leadership, listening, communication.

Abstrak

Kepimpinan pendidikan pada abad ke-21 meletakkan permintaan yang kritikal pada guru-guru untuk menjadi Pemimpin Pengajaran yang efektif, seterusnya menghasilkan pembelajaran pelajar yang berjaya. Oleh itu, kajian ini telah dijalankan dengan matlamat untuk mengkaji gaya-gaya pendengaran di kalangan pemimpin-pemimpin pengajaran di institusi-institusi pengajian tinggi, Malaysia. Kajian deskriptif ini melibatkan sejumlah 62 orang pensyarah-pensyarah ESL dari 3 institusi pengajian tinggi di 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 secara deduktif dan induktif berdasarkan soalan-soalan penyelidikan untuk melihat pola yang baru muncul. Kesahan dan kebolehpercayaan instrumen telah ditubuhkan melalui pendapat pakar-pakar dan kajian perintis. Kebolehpercayaan keseluruhan item di dalam soal selidik telah ditubuhkan pada 0.717 tahap alpha. 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 tindakan (*Action-Oriented listening style*) dan gaya pendengaran berorientasikan masa (*Time-Oriented listening style*). 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. Walaubagaimanapun, terdapat perbezaan yang signifikan dalam skor min untuk gaya pendengaran berorientasikan masa (*Time-Oriented listening style*) antara pemimpin pengajaran ESL baru dan berpengalaman. Dapatan kajian juga menunjukkan gangguan luaran dan persekitaran, bahasa dan organisasi ayat, gaya komunikasi, emosi dan sikap, isyarat bukan lisan dan perbezaan budaya adalah merupakan sebahagian daripada cabaran-cabaran utama yang dihadapi oleh pemimpin-pemimpin pengajaran ESL. Ini memberi indikasi bahawa pemimpin-pemimpin pendidikan perlu sedar akan gaya mendengar yang berkesan kerana ia boleh meningkatkan proses pengajaran dan pembelajaran. Ia juga berfungsi sebagai platform untuk memberi motivasi kepada pemimpin pengajaran di institusi pengajian tinggi untuk mengubah gaya mendengar mereka secara lebih produktif, seterusnya, meningkatkan kebolehan komunikasi.

Kata kunci: Kepimpinan pengajaran, mendengar, komunikasi.

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