

UNIVERSITI TEKNOLOGI MARA

**THE EFFECTIVENESS OF MULTIFACTOR
LEADERSHIP OF HEADMASTER
PERCEIVED BY TEACHERS
AND PARENTS**

MOHAMAD ZAIN BIN BUJANG

Dissertation submitted in partial fulfillment of the requirements
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Candidate's Declaration

I declare that the work in this thesis 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, cited or acknowledge as referenced work. This topic has not been submitted to any other academic or non-academic institutions for any other degree or qualification.

In the event that my thesis be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the discipline rules and regulations of the Universiti Teknologi MARA.

Name of Candidate : MOHAMAD ZAIN BIN BUJANG

Candidate's ID No. : 2009408652

Programme: : Master of Education

(ED725 – Educational Management and Leadership)

Faculty : Education

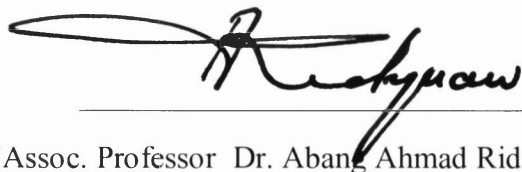
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ABSTRACT

The purpose of this study is to identify the effectiveness of multifactor leaderships of headmaster from the view of teachers and parents. The study acquired a quantitative approach using survey questionnaires and documents analysis to collect data. The research samples were 200 teachers and 200 parents from all the five 5 primary schools in the North Kuching city, Sarawak who worked directly and indirectly with the headmaster. The findings show that there is no significant differences between perception of male teachers and female teachers towards their headmaster's leadership effectiveness, but it is noted that both male and female teachers seemed to share same perceptions that an effective and strong headmaster should possess *"inspirational motivation"* and *"idealized behavior"* (Mean = 3.0). There is significant differences between teachers' and parents' perceptions towards headmaster's leadership effectiveness in term of *"individual consideration"* ($t = 4.014$; $p < .01$) and *"laissez-faire"* ($t = 2.929$; $p < .05$). In regard to ethnicity, the Malay ethnic perceived *"idealized behavior"* ($F = 6.086$; $p < .001$) and *"inspirational motivation"* ($F = 5.168$; $p < .05$) to be the most effective traits of headmaster's leadership, whilst the Chinese ethnic perceived *"intellectual stimulation"* ($F = 3.661$; $p < .05$) and *"individual consideration"* ($F = 3.256$; $p < .05$) to be the most effective traits of headmaster's leadership. The findings also reveal that *"Inspirational motivation"* has highest significant correlation with *"intellectual stimulation"* ($r = .795$; $p < .01$); *"idealized behavior"* ($r = .704$; $p < .01$); and *"satisfaction"* ($r = .702$; $p < .01$), respectively. All of those are traits or characteristics of transformational leadership. Effective and successful leadership is not the result of simply obtaining a position, but rather possessing the knowledge and understanding of effective leadership traits and leadership skills along with the personal adaptability of those traits and the ability to effectively implement those skills. As a conclusion, the findings are significantly important for interested parties in the field of school leadership and some suggestions are also raised for further researches to better understanding of the effectiveness of multifactor leadership in schools.

ABSTRAK

KEBERKESANAN MULTIFAKTOR KEPIMPINAN GURU BESAR

BERDASARKAN PANDANGAN GURU DAN IBU BAPA.

Kajian ini bertujuan untuk mengenalpasti keberkesanan kepimpinan pelbagai faktor (multifactor) gurubesar mengikut pandangan guru dan ibu bapa. Kajian ini menggunakan pendekatan kualitatif iaitu tinjauan soalselidik untuk mendapatkan data. Kajian melibatkan 200 orang sampel terdiri daripada lima buah sekolah rendah dan ibu bapa di kawasan bandaraya Kuching Utara, Sarawak yang sama bekerja dan mengenali gurubesar mereka. Dapatan kajian menunjukkan tidak ada perbezaan yang signifikan di antara persepsi guru lelaki dan guru wanita terhadap keberkesanan kepimpinan guru besar mereka, tetapi mereka sekata mengatakan gurubesar mereka memiliki sifat kepimpinan "motivasi inspirasi" (inspirational motivation) dan "tingkahlaku idaman" (idealized behavior) (Mean = 3.0). Terdapat perbezaan yang signifikan antara guru dan ibu bapa terhadap keberkesanan kepimpinan guru besar dari segi "pertimbangan individu" (individual consideration) ($t = 4.014$; $p < .01$) dan "gaya bersahaja" (laissez-faire) ($t = 2.929$; $p < .05$). Dari segi etnik, orang Melayu bertanggapan "tingkahlaku idaman" (idealized behavior) ($F = 6.086$; $p < .001$) dan "motivasi inspirasi" (inspirational motivation) ($F = 5.168$; $p < .05$) sebagai ciri utama kepimpinan gurubesar yang berkesan, manakala orang Cina bertanggapan "stimulasi intelektual" (intellectual stimulation) ($F = 3.661$; $p < .05$) dan "pertimbangan individu" (individual consideration) ($F = 3.256$; $p < .05$) sebagai ciri utama kepimpinan gurubesar yang berkesan. Kajian juga mendapati bahawa "motivasi inspirasi" (inspirational motivation) mempunyai korelasi signifikan yang paling tinggi dengan "stimulasi intelektual" (intellectual stimulation) ($r = .795$; $p < .01$); "tingkahlaku idaman" (idealized behavior) ($r = .704$; $p < .01$); dan "kepuasan" (satisfaction) ($r = .702$; $p < .01$). Kesemua ciri-ciri kepimpinan ini adalah ciri kepimpinan transformasional. Keberkesanan dan kejayaan sesuatu kepimpinan bukanlah semata-mata kerana kedudukannya, tetapi lebih kepada penguasaan ilmu serta kemahiran peribadi yang boleh diubahsuai menjadikan kepimpinannya berkesan. Kesimpulannya, dapatan kajian adalah amat berguna kepada pihak-pihak yang berminat dalam bidang kepimpinan di sekolah khususnya pemimpin sekolah dan beberapa saranan juga dikemukakan untuk pengkaji-pengkaji yang akan datang supaya kita akan lebih memahami keberkesanan pemimpin sekolah.