

UNIVERSITI TEKNOLOGI MARA

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

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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.

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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 ($r = .410$, $p\text{-value} = .000$). 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.

ABSTRAK

Peranan pengetua sebagai penentu utama kejayaan di sekolah muncul melalui kepimpinan yang diamalkan . Peranan kepimpinan pengajaran dilihat sebagai realistik dan petunjuk untuk menentukan kebitaraan pendidikan yang dicadangkan . Tindakan yang berkesan pengetua sebagai pemimpin pengajaran cenderung untuk meningkatkan taraf akademik di sekolah (Baharom Mohamad, Mohamad Johdi Salleh & Che Noraini Hashim , 2009). Iklim sekolah di mana pengajaran dan pembelajaran yang berkesan berlaku juga dikenali sebagai persekitaran sekolah yang positif. Ia adalah tanggungjawab utama pengetua untuk membina iklim sekolah yang positif , yang memberi kepimpinan dalam membangunkan dan mengekalkan iklim yang kondusif untuk pembelajaran. Salah satu faktor kejayaan sekolah adalah hubungan antara iklim sekolah dan tingkah laku kepimpinan (Wheelock , 2005). Kajian ini meneliti hubungan antara tingkah laku kepimpinan pengajaran pengetua dan iklim sekolah di sekolah-sekolah menengah kebangsaan. Tujuan utama kajian ini adalah untuk melihat hubungan di antara tingkah laku kepimpinan pengajaran pengetua dan iklim sekolah menengah kebangsaan di Kuala Lumpur. Kajian ini juga melibatkan persepsi guru-guru terhadap kepimpinan pengajaran pengetua dan iklim sekolah berdasarkan jantina. Principal Instructional Management Rating Scale - PIMRS (Hallinger , 1983) dan Organizational Climate Description Questionnaire for Secondary Schools - OCDQ-RS (Hoy, Tarter, dan Kottkamp , 1991) telah diberikan kepada guru-guru dan juga data demografi telah dikumpulkan. Soalan-soalan penyelidikan meneroka persepsi guru tentang tingkah laku kepimpinan pengajaran pengetua dan iklim sekolah. Data yang dikumpul dari 219 guru sekolah menengah kebangsaan dianalisis menggunakan SPSS Pakej Statistik versi 20. “Descriptive statistics”, “Pearson Product-Moment Correlation” dan “Independent-Samples t-test” telah digunakan. Penemuan utama kajian ini menunjukkan bahawa hubungan statistik yang signifikan yang sederhana didapati antara tingkah laku kepimpinan pengajaran pengetua dan iklim sekolah ($r = 0,410$, $p\text{-value} = .000$). Kajian ini juga mendapati perbezaan yang signifikan dalam persepsi terhadap kepimpinan pengajaran pengetua dan iklim sekolah antara guru lelaki dan guru perempuan. Penemuan ini memberi implikasi bahawa lebih banyak pengetua melibatkan diri dalam tingkah laku kepimpinan pengajaran, iklim sekolah menjadi lebih baik. Akhir sekali, beberapa cadangan telah dibuat kepada perancang program, pengarah institut, dan penyelidik untuk memperbaiki dan meningkatkan program profesionalisme pengetua dan pemimpin sekolah.

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