

UNIVERSITI TEKNOLOGI MARA

**MANAGING LINUS PROGRAM IN
GOMBAK PRIMARY SCHOOLS:**

**A CASE STUDY OF SCHOOL HEADS'
AWARENESS, LEADERSHIP STYLES
AND COMMITMENT**

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ABSTRACT

LINUS is an abbreviation of Literacy and Numeracy Screening. The program has been implemented by the Ministry of Education (MOE) under the National Key Result Area (NKRA) mandate since 2010 to ensure students master literacy and numeracy. In discovering the implementation of the LINUS Program, this descriptive-correlational study was intended to seek how school heads influence the success of LINUS program, thus the variables to be measured were several attributes of the school heads – awareness, commitment and leadership styles. School heads were selected because they are directly responsible for the main leadership of the schools. The approach taken in this research was largely quantitative. A lot of information have been collected within a short period of time by using quantitative techniques. The questionnaires have been tested through a pilot test involving 20 respondents who had been selected at random among the school heads who were attending courses at Institut Aminuddin Baki (IAB) while the respondents were those who attended meeting at PPD Gombak. All the school heads of primary schools in Gombak district have been randomly selected as the respondents in this study. The analysis from this study shows that most of the school heads were committed with the LINUS program based on the check list of commitment, a moderate awareness of LINUS program by the school heads in Gombak district and a moderate level of commitment of LINUS program by the school heads. Meanwhile for leadership style, the school heads can be marked between the Middle-of-the-Road and the Team style. Data for school performance shows that 65.2% (43 schools) have achieved the KPI, meanwhile 34.8% (23 schools) did not achieved the KPI. In addition, the data shows that there was a moderate and significant relationship between school heads' awareness and school heads' commitment ($r = 0.554$, $p\text{-value} = 0.000$) and there was no statistically significant association between school heads' leadership and school performance ($\chi(1) = 1.898$, $p\text{-value} = 0.168$). Accordingly, all of the proposed recommendations can be presented to the Ministry of Education (MOE) to help school heads, especially in providing appropriate recommendations for the problems involving LINUS program to benefit the students.

Keyword:

Literacy, Numeracy, LINUS Program, Leadership Styles; Awareness and Commitment.

ABSTRAK

LINUS adalah singkatan Literasi dan Numerasi. Program ini telah dilaksanakan oleh Kementerian Pendidikan Malaysia (KPM) di bawah program keberhasilan utama negara (NKRA) yang telah dimandatkan sejak Tahun 2010 untuk memastikan pelajar menguasai asas literasi dan numerasi. Dalam pemerhatian mengenai pelaksanaan Program LINUS, kajian deskriptif-korelasi ini bertujuan untuk mendapatkan pandangan Guru Besar mengenai program LINUS, dengan itu pembolehubah yang diukur ialah - kesedaran, komitmen dan gaya kepimpinan di kalangan Guru Besar. Guru Besar telah dipilih kerana mereka bertanggungjawab secara langsung terhadap kepimpinan utama di sekolah. Pendekatan yang diambil dalam kajian ini adalah secara kuantitatif. Banyak maklumat telah dikumpulkan dalam tempoh yang singkat dengan menggunakan teknik kuantitatif. Soal selidik telah diuji melalui ujian rintis melibatkan 20 orang Guru Besar yang telah dipilih secara rawak di Institut Aminuddin Baki (IAB) manakala sampel kajian ini adalah Guru Besar yang menghadiri mesyuarat di PPD Gombak. Analisis kajian ini menunjukkan bahawa kebanyakan Guru Besar menunjukkan komitmen yg baik dalam melaksanakan senarai tugas yang telah ditetapkan. Tahap kesedaran dan komitmen di kalangan Guru Besar di daerah Gombak berada ditahap sederhana. Sementara itu, bagi gaya kepimpinan Guru Besar, terdapat 2 jenis gaya kepimpinan yang telah dikenal pasti iaitu '*Middle-of-the-Road*' dan '*The Team Style*'. Data untuk prestasi sekolah menunjukkan bahawa 65.2% (43 sekolah) telah mencapai KPI Sementara itu 34.8% (23 buah sekolah) tidak mencapai KPI. Di samping itu, data menunjukkan bahawa terdapat hubungan yang sederhana dan signifikan antara kesedaran terhadap Program LINUS dengan komitmen oleh Guru Besar ($r = 0.554$, $p\text{-value} = 0.000$) dan tidak ada hubungkait yang signifikan antara gaya kepimpinan Guru Besar dengan prestasi sekolah ($\chi (1) = 1,898$, $p\text{-value} = 0.168$). Sehubungan dengan itu, semua cadangan yang dicadangkan boleh disampaikan kepada Kementerian Pendidikan Malaysia (KPM) untuk membantu Guru Besar terutamanya dalam memberikan cadangan penyelesaian masalah yg sesuai untuk memberi faedah kepada pelajar.

Kata Kunci:

Literasi, Numerasi, Program LINUS, Gaya Kepimpinan, Kesedaran dan Komitmen.

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CHAPTER 1

INTRODUCTION

This chapter discusses the background of study, problem statement, research questions, research objectives and hypotheses of the study. In addition, it also includes the importance of research and study limitations.

1.1 Background of Study.

LINUS is an acronym for "Literacy and numeracy screening". LINUS is an intervention program designed to enable students to acquire basic literacy and numeracy in primary schools. LINUS is targeted to students who have not mastered the skills of reading, writing and arithmetic. Definition of literacy is "the ability to read, write and understand the words, single sentences and compound sentences (using conjunctions), teaching and learning in the learning and everyday communication". The definition of numeracy is "the ability to perform basic mathematical operations and understand simple mathematical ideas and apply knowledge and skills in everyday life".

National Key Result Areas (NKRA) of the Ministry of Education is to expand the ability to get affordable and quality education. NKRA of education is divided into four sub-NKRA, one of which is Literacy and Numeracy Program (LINUS program). LINUS program targets all students without special needs, to master the basic literacy and numeracy skills after three years of primary education. Meanwhile, for students with special needs that include students with learning disabilities, hearing problems, speech problems, vision problems, mental