

**UNIVERSITI TEKNOLOGI MARA**

**THE SCHOOL PRINCIPALS' LEADERSHIP STYLES IN  
LOW-PERFORMING SECONDARY SCHOOL IN  
BINTULU DISTRICT**

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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

The study was conducted to explore the principals' leadership styles in low-performing secondary schools in Bintulu district, Sarawak. 100 respondents who were the teachers in the secondary schools involved in this study as the sample. The questionnaire used was adopted from the instrument Leadership Behavioral Description Questionnaire (LBDQ XII) by Hemphill and Coon (1957) then revised by House (1974). The quantitative data was being analyzed by using SPSS version 16. From this study, it was found that the principal practiced more on the style of initiating structure compared to consideration. The findings revealed that there was significance difference between male and female teachers on the principals' leaderships styles. In addition, the study shown that there was a significant difference between novice teachers and experienced teachers. However, there was no significance difference between one and two sessions of schooling. Lastly, the study revealed that the principals' leadership styles in low-performing secondary schools in their management.

**Keywords:** *Principal, leadership, leadership styles, consideration, initiating structure, low-performing school.*

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# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

Leadership is about managing energy; first in yourself and then in those around you. This, however, is not the usual definition. When you walk into an organization, you can tell quickly what the energy level is – and therefore the quality of the leadership in the place. If the energy level is low, the leadership is likely to be weak. If the energy level is high, there is likely good leadership in place (Clawson, 2012). The school manager is encouraged to work with teachers, empower them (Blasé & Blasé, 2000), get them involved in developing wholeness, connectedness at work, deeper values (Gibbons, 2000), initiative, and team spirit in a way which benefits the school as a whole (Robbins, 2005).

Principals as managers in school have to manage their school effectively in order to gain good reputation. To be a leader, the definition of leadership must be understood. A variety of leadership styles and characteristics must be applied for successful leadership to take place. The principal have to adopt leadership approaches that match the particular stage of a school's development.

Not much happens without a dream. And for something great to happen, there must be a great dream. Behind every great achievement is a dreamer of great dreams. Much more than a dreamer is required to bring it to reality; but the dream must be there first (Greenleaf, 1977). A leader must be guided by their mission and vision. This can serve as a motivation in their leadership.