

UNIVERSITI TEKNOLOGI MARA

**A CASE STUDY OF A PRINCIPAL'S LEADERSHIP
STYLE AND ITS RELATIONSHIP WITH THE SCHOOL
CLIMATE**

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A Case Study of a Principal's Leadership Style and its Relationship with the School Climate

Abstract

The purpose of this study was to examine the relationship between the principal's leadership style and school climate. The population sample of the study involved a total of 100 teachers and the school principal of SM Bandar Sri Aman in Sarawak. Data was collected using two main research instruments, namely, The Organizational Climate Description Questionnaire (OCDQ-RS) and the Leader Behavior Description Questionnaire Form XII (LBDQ). The quantitative data were analyzed using SPSS version 16.0 for Windows. The validity and reliability of the instruments was established through experts' views and the overall reliability was established at alpha level of 0.5 or less. The questionnaires were administered on the teachers whilst the interview was conducted with the school principal. The findings of the study indicated that there was significant relationship existed between the teachers perceptions of the school principal leadership style and school climate, but some were found to be weak and negative. However, the analysis also depicted that there was statistically significant relationship existed between the two variables, leadership style and school climate and most of the teachers agreed that the principal exercised his leadership role rather than surrendering leadership to others. The high performing school leaders in every school as announced recently in fifth shift of Malaysia Education Blueprint was among the challenges faced by the school principal. These findings imply that school leaders must be highly principled person, friendly and caring who can manage the school effectively and one who can set himself/herself as a role model. Most importantly, additional training for school leaders and highly qualified candidates for school leaders should include instruction pertaining to foster positive school climate. It may serve as an insight to produce high performing school leaders in every school who can foster positive school climate for teaching and learning to take place.

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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CHAPTER 1

INTRODUCTION

The new millennium has brought great challenges to the educational systems throughout the world. As in Malaysia, the effort of the current government to bring changes to the people through the introduction of the Government Transformation Programme (GTP) is to help them to meet the challenges in achieving the goal of Vision 2020. In line with this, to meet the objectives of becoming a developed and high income nation, the government has addressed Education National Key Results Area (NKRA) which involved a change in Malaysian educational systems. Therefore, in the field of teaching and educating the children, both the principals and teachers play a significant role to meet the challenges. This had resulted in the introduction of a new policy with the purpose of eradicating illiteracy among Malaysians. The government's commitment towards education is contained in the Federal Constitution and the Education Act of 1996. The Education Act 1996 is to ensure that all children are compulsory to receive early education when they reach the age of four to five. Through this Education Act, every child of school-going age is given free education for a period of eleven years in the country. Education for all (EFA) programmes in Malaysia are carried alongside with other educational development programmes which in line with the efforts to cultivate national unity, to achieve unity in a multi-racial society as well as to develop human resources which are important for the next century. To support the efforts to achieve these objectives, the Deputy Prime Minister Tan Sri Muhyiddin Yassin (2010) who is also the Education Minister has implemented the high performance schools (SBT) to identify the eligible school heads to be rewarded with the New Deals performance-based monetary incentive under the Education NKRA of the Government Transformation Plan