UNIVERSITI TEKNOLOGI MARA

THE RELATIONSHIP BETWEEN HEADMSTERS' LEADERSHIP STYLE AND EMPOWERMENT

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Dissertation submitted in partial fulfillment

of the requirements for the degree of

Master of Education

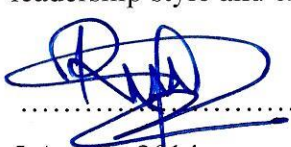**(Educational Management and Leadership)**

Faculty of Education

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AUTHOR'S DECLARATION

I declare that the work in this thesis/dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution 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 purpose of this study was to identify the relationship between Headmasters' leadership style and empowerment. Six primary schools from four types of school namely Daily-Primary school, Residential Primary School, 'Sekolah Kurang Murid' SKM (under enrolment school) and Mission School. Data were collected using questionnaire and interview techniques. The questionnaire was distributed to all the teachers in all six selected schools using cluster sampling. A number of 120 questionnaires were distributed to teacher respondents and a number of 104 questionnaires were collected, which were complete and usable for the analysis. Data were analyzed using descriptive and inferential statistics. The findings showed that Transformational leadership style was the most practiced leadership style followed by Transactional leadership style and lastly *Laissez-faire* leadership style. Other than that, the findings also revealed that level of empowerment in all dimensions was moderate. In addition, findings indicated that there was a significant relationship between Transformational leadership style and Transactional leadership style with decision making, professional growth, status, self-efficacy and impact. However there was no significant relationship between Transformational leadership style and Transactional leadership style with autonomy. Other than that, Laissez-faire leadership style does not show any significant relationship with any of the empowerment dimensions. The study also showed no significance difference in all the demographic factors namely gender, age group, highest academic qualification or experience in teaching. The findings have implications for the role of teachers to enhance empowerment of all dimensions in school. Based on the findings, this study also provides several recommendations for the improvement of practice and future research in the area of study.

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CHAPTER ONE

INTRODUCTION

1.1   INTRODUCTION

Every organization needs leaders that are able to lead and guide in any actions needed. A leader, either be born or created, possess the abilities to inspire others or followers with honesty and trust. A good leadership will be able to predict the outcome and achieve it. Effective leadership is more than building or handling a management, as principals today must be able to consult with, and include others effectively as stated by Sharp (2009).There is without a doubt that educational leadership in this century has become increasingly challenging compared to the last decade. It is the responsibilities of the school leaders to enhance the teachers' morale and motivation, increase levels of job satisfaction and promote a sense of responsibility and commitment to organizational effectiveness and improvement (Sarafidou, 2013).Nevertheless, many are still uncertain of the real meaning of leadership. Furthermore, Sharp (2009) reported that the principals are important in the establishment of autonomy, shifting problem solving to teachers, communicating trust, encouraging risk taking, and valuing teachers' input.

There are various ways of theoretical approaches based on study reviews to construe and illustrate the complexities of the process. Northouse (2010) described leadership as "a process whereby an individual influences a group of individuals to achieve a common goal". Leadership is also often described as the ability to enlist, mobilize, and motivate others to apply their abilities and resources to a given cause (Eyal & Roth, 2011).Whilst, Bass (2008) explains that leadership is literally regarded as the single most important factor in the success or failure of institutions. Thus, leadership is similar to beauty – beauty is hard to define, but is only known when he or she sees it as reported by Bennis (1989).

In any organizations, ministries, government agencies, business corporations or schools, employees are the 'backbone' that keeps the organization running

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