



**UNIVERSITI TEKNOLOGI MARA**

**THE RELATIONSHIP BETWEEN PRINCIPAL'S  
LEADERSHIP BEHAVIOR AND SCHOOL  
CLIMATE IN SMK SIBU JAYA**

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## ABSTRACT

The aim of this study was to examine the relationship between principal's leadership behavior and school climate among secondary school teachers of SMK Sibujaya, Sarawak. The study focused on principal who led and run the school administration. The objectives of the study were: (a) to examine the nature of principal's leadership behavior as perceived by the secondary school teachers of SMK Sibujaya, Sarawak, (b) to examine the nature of school climate as perceived by the secondary school teachers of SMK Sibujaya, Sarawak and (c) to investigate the relationship between principal's leadership behavior and school climate among secondary school teachers of SMK Sibujaya, Sarawak.

The methodology that was used in this study was Descriptive-Correlation approach. The probability systematic sampling was used in this study. The data were collected through questionnaire completed by 137 teachers in SMK Sibujaya, Sarawak. Quantitative data were collected from two instruments. The first instrument is The Multifactor Leadership Questionnaire (MLQ-5X) based on the Full Range Leadership Model developed by Bass and Avolio (2000). This instrument was used to measure leadership styles, and designates behaviors ranging from transactional leadership to transformational leadership. The second instrument is the OCDQ-RS (Hoy, Tarter, and Kottkamp, 1991; Kottkamp, Mulhern, and Hoy, 1987) which consists of 34 items. It has the capability to measure organizational climate based on 5 dimensions. The dimensions in the instrument were Supportive Behavior, Directive Behavior, Engaged Behavior, Frustrated Behavior, and Intimate Behavior.

Based on research objectives of this study, the data were analyzed using descriptive and inferential statistics such as frequency analysis, descriptive analysis, and Pearson's Product Moment Correlation analysis. The results revealed that the relationship of principals' leadership behaviour and school climate is significantly positive. However, the result showed that the relationship with laissez faire and school climate was inverse relationship.

# CHAPTER 1

## INTRODUCTION

### 1.0 Background of the study

A positive school climate is an integral component of an effective school. School climate is consistently identified as a variable that is a characteristic of effective schools and one that is positively associated with academic success. The factors characterizing effective schools include: leadership, school climate, teacher/student relations, curriculum instruction, resources and finance, physical environment, evaluation, and parent/community relationship. School climate also can be known as the quality and the character of school life. It is based on school life experiences and reflects norms, goals, values, interpersonal relationships and organizational structures. The learning environment and relationships found within a school and school community (Ontario, 2008). Hoy and Miskel (1996) described school climate as teachers' collective perceptions of the general work environment of the school that will affect their behavior. It measures the quality of school environment that is experienced by teachers and affects their behavior and collective perceptions of behavior in schools. Howard, Howell, and Brainard, (1987) argue that a school's climate is its atmosphere for learning. It includes the feelings people have about the school and whether it is a place where learning can occur. However, school climate is a complex concept with no standard definition (Hoy, Tarter, and Bliss, 1990; Kottkamp, Mulhern, and Hoy, 1987). Its definition differs; according to

differences in the variables identified as important, methods of measuring these variables and units of measurement (Pallas, 1988). Halpin and Croft (1963) developed the most widely known conceptualization and measurement of organizational climate of schools during their study of the characteristics of principal and teacher behavior in schools.

Positive school climate fosters students' development and learning necessary for a productive, contributing and satisfying life in a democracy society. This climate includes norms, values and expectation that support people feeling socially, emotionally and physically safe. Students, families and educators work together to develop, live and contribute to a shared school vision. Each person contributes to the operations of the school and the care of the physical environment. The terms 'school climate', 'school culture', and 'learning environment' have been used in overlapping but sometimes, quite different ways in the educational literature.

What is positive school climate? A paper by National School Climate Council (2007) explained that positive school climate by definition is characterized by strong collaborative learning communities. Research shows that this improves teachers' practices as well as student learning through dialogue and collaboration around engaging classroom instruction. In 21<sup>st</sup> century of learning, school managers together with educators and parents, work to improve school climate. Students are provided with essential learning skills, for example creativity and innovation skills, critical thinking and problem solving skills, communication and collaborative skills.