

**THE INFLUENCE OF HEADMASTER'S LEADERSHIP
STYLE ON TEACHERS' PERFORMANCE**

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2002

CHAPTER ONE : INTRODUCTION

1.1 Introduction

The research that is going to be done is focusing on the headmasters' leadership style in influencing the teachers performance whether in or outside the classroom . By doing this research, hopefully, there would be an appropriate selection on which styles should all headmasters adapt in order to make their subordinates work well. Although it only covers the study on the samples in certain area, this study should represent the whole headmasters and teachers in Terengganu. Besides having the headmasters as the first respondents, it also takes into account the teachers comments, especially in getting to know whether they really depend on the right leadership styles to help them performing well.

1.2 The Statement of the problems

The curricular and co-curricular achievements of certain schools are satisfactory but some are otherwise. These achievements should have something to do with the teachers' performance. Therefore, when dealing with teachers' performance, it also involves the headmasters' leadership styles. Some of the styles are not popular among the teachers and make them perform badly. However, the right styles would initiate the teachers to improve or increase their performance. The problem here is which styles should the headmasters adopt to suit with their teachers and at the same time could increase their performance.

1.3 Purposes

Firstly, the purpose of this study is to identify the leadership style practised by headmasters. According to Owens, there are five main leadership styles. They are authoritarianism, democratic, laissez-faire, bureaucratic and charismatic. [H. Roe, William and L. Drake, Thelbert. 1980, p 94]. Then, through these five styles, the researcher would soon find out the popular one and the one that is suitable to teachers. The study could also help the researcher and others know whether the headmasters' leadership styles do give effect to teachers' performance in both curriculum and co-curriculum. And at the same time, it is also to determine whether teachers take into consideration about the effective leadership when they perform well.

1.4 Significance

The leadership of the headmasters could change and improve the performance of teachers whether in curriculum and co-curriculum. In fact, most of the headmasters were already exposed with the ways of leading and managing their schools through courses and seminars. So, it is important for them to know the kinds of styles that could be adopted and influenced the teachers in performing better. Hopefully, the results of this study could help the headmasters to detect certain weaknesses of their leaderships in order to improve their subordinates' performance. Besides that, the headmasters could also consider the needs of the teachers to enhance their teachings.

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