LISTENING STYLES OF ESL INSTRUCTIONAL LEADERS IN SECONDARY SCHOOLS IN SRI AMAN, SARAWAK.

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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

Instructional leaders create the opportunity to develop relationships based on listening. The most obvious problem is, of all the communication skills, listening is the earliest learned and the most frequently used, yet it seems to be the least mastered. Henceforth, this case study was conducted with the aim to identify the listening styles of ESL instructional leaders in secondary schools located in Sri Aman District, Sarawak. The descriptive study comprised 70 ESL teachers from six secondary schools in Sri Aman District, Sarawak. The case study employed a mixed method research design where data were collected via a questionnaire survey and in-depth semi-structured interviews. The quantitative data were analysed using SPSS version 17 for Windows while qualitative data were analysed based on the research questions in order to trace emerging patterns. The findings revealed that People-Oriented listening style was the most preferred listening style among ESL instructional leaders followed by Content-Oriented listening style, Time-Oriented listening style and Action-Oriented listening style. Findings also indicated that there were no significant differences in listening styles between male and female ESL instructional leaders. The analysis also depicted that there was no significant difference in listening styles between the novice and experienced ESL instructional leaders. Moreover, findings revealed that there was no significant difference in listening styles between the urban and the rural ESL instructional leaders. Physical distractions, communication style, personal emotion and attitude and non-verbal cues were some of the main challenges faced by ESL instructional leaders. The findings imply that educational leaders need to be attentive of effective listening styles as it can enhance the teaching and learning process. It also may enhance their communication skill in schools.

Keywords: Instructional leadership, listening, communication.
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CHAPTER ONE

INTRODUCTION

1.0 Introduction

"Be a good listener" is a commonplace saying which appears to be a great truth on our every day personal as well as social dealings. Basically, listening involves the minimum of two people talking to each other and in a way; it is a process of matching of the mental faculties of the sender and the receiver. (Sharma, 2011). Listening is a communication technique that requires the listener to understand, interpret, and assess what they hear. On the other hand, the ability to listen actively can improve personal interaction through reducing problems, increasing cooperation, and fostering understanding. When, people often are not listening carefully, they can be considered as unfocused, thinking about other matters, or thinking about what they are going to say next. (Rothwell, 2010) Listening is an intended way of listening and responding to others, focusing attention on the speaker. There are three primary elements that include listening: comprehending, retaining, and responding. Listening is one of the most important communication skills that we can obtain. Furthermore, listening is the primary way that we can understand others, enhance our own lives, and gain knowledge of important and vital information. (Sharma, 2011)

However, listening has always been regarded as a lost art in communication and many people do not realize the importance of listening in their every day communication. Although as a matter of fact, listening is an important skill that should be enhanced and improved in