



UNIVERSITI PUTRA MALAYSIA

**PERCEPTION OF SECONDARY SCHOOL
TEACHERS TOWARDS THE TRANSFORMATIONAL
LEADERSHIP FOR TEACHERS' EFFECTIVENESS**

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**MASTER OF SCIENCE
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By

ZAINAB BIBI BTE HAMID

**Project Submitted in Partial Fulfilment of the
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LIST OF ABBREVIATIONS

SMDUAM	Sekolah Menengah Dato Undang Abdul Manaf
SMUJ	Sekolah Menengah Undang Jelebu
SM Pertang	Sekolah Menengah Pertang
SM Perpatih	Sekolah Menengah Perpatih
SMP2	Sekolah Menengah Pasoh 2
SMLB	Sekolah Menengah Lui Barat
SMDM	Sekolah Menengah Datuk Mansur
SMSK	Sekolah Menengah Serting Kompleks
SMTKK	Sekolah Menengah Teknik Kuala Klawang
SMTJ	Sekolah Menengah Teknik Juasseh
KPJJ	Kuala Pilah, Jelebu, and Jempol
MLQ	Multifactor Leadership Questionnaire
MBEA	Management-by-Expectation (Active)
MBEP	Management-by-Expectation (Passive)

Abstrak projek yang dikemukakan kepada Fakulti Pengajian Pendidikan, Universiti Putra Malaysia sebagai memenuhi sebahagian syarat bagi mendapatkan syarat Ijazah Master Sains.

**PERSEPSI GURU-GURU SEKOLAH MENENGAH
TERHADAP KEPIMPINAN TRANSFORMASIONAL
UNTUK KEBERKESANAN GURU**

Oleh

ZAINAB BIBI BTE HAMID
November, 1998

Penyelia : Profesor Madya Dr. Zaidatul Akmaliah Lope Pihie

Fakulti : Pengajian Pendidikan

Tujuan kajian ini dijalankan adalah untuk mengenal pasti tahap persepsi guru-guru sekolah menengah terhadap kepimpinan transformasional di kalangan pengetua mereka untuk keberkesanan guru. Faktor-faktor kepimpinan transformasional ialah pengaruh idealistik atribut, dan tingkahlaku, stimulasi intelek, motivasi berinspirasi, dan pertimbangan individu. Kajian ini telah dijalankan di sepuluh buah sekolah menengah dalam daerah Kuala Pilah, Jelevu dan Jempol. Seramai 235 guru telah dipilih secara rawak mudah.

Data dikumpul dengan menggunakan kaedah soal selidik dan dianalisis dengan menggunakan pemeratusan, min, dan ujian korelasi Pearson.



Dapatan menunjukkan bahawa pengetua-pengetua sekolah menengah kawasan KPJJ 'kadang-kadang' mengamalkan faktor kepimpinan transformasional iaitu faktor pengaruh idealistik atribut ($\bar{X}=2.35$) dan tingkahlaku ($\bar{X}=2.59$), motivasi berinspirasi ($\bar{X}=2.59$), dan stimulasi intelek ($\bar{X}=2.14$) dalam pemberian tugas kepada guru-guru. Di samping itu pengetua ini juga 'sesekali' mengamalkan faktor pertimbangan individu ($\bar{X}=1.89$) kepada guru-guru mereka.

Analisa korelasi menunjukkan bahawa keempat-empat faktor kepimpinan transformasional pengetua iaitu pengaruh idealistik atribut dan tingkahlaku, motivasi berinspirasi, stimulasi intelek dan pertimbangan individu didapati ada hubungan dengan keberkesanan guru. Ini bermakna pengetua yang mengamalkan empat faktor kepimpinan transformasional yang tinggi akan meningkatkan lagi keberkesanan guru.

Perhubungan antara kedua stail kepimpinan iaitu kepimpinan transaksional dan transformasional dengan keberkesanan guru menunjukkan bahawa ada perhubungan positif dan signifikan antara kedua stail kepimpinan tetapi kepimpinan transformasional ($r=0.81$) menunjukkan lebih tinggi hubungan dibandingkan dengan kepimpinan transaksional ($r=0.59$) dengan keberkesanan guru. Ini bermakna pengetua yang mengamalkan kepimpinan transformasional yang tinggi akan meningkatkan lagi keberkesanan guru dalam menjalankan tugas mereka.

Abstract of project presented to the Faculty of Educational Studies, Universiti Putra Malaysia in partial fulfilment of the requirements for the degree of Master of Science.

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BY

ZAINAB BIBI BTE HAMID
November, 1998

Supervisor : Associate Professor Dr. Zaidatul Akmaliah Lope Pihie

Faculty : Educational Studies

The main aim of this study was to identify the perception of secondary school teachers towards transformational leadership styles among their principals for teachers' effectiveness. The transformational leadership factors consist of idealised influence attribute and behaviour, intellectual stimulation, individualised consideration and inspirational motivation. The study was conducted in ten secondary schools in the Kuala Pilah, Jelebu and Jempol district. A total of 235 teachers were selected by using a simple random sampling method.

Statistical analysis such as descriptive, percentage, means scores and Pearson correlation test were carried out. The findings revealed that the principals 'sometimes' exhibited idealised influence attribute ($\bar{X} = 2.35$)



and behaviour, 'sometimes' provided inspirational motivation ($\bar{X}=2.59$), and 'sometimes' ($\bar{X}=2.59$) utilised intellectual stimulation in executing tasks to teachers. The results also proved principals in KPJJ district 'once in a while' give individualised consideration ($\bar{X}=1.89$) to their teachers.

Correlational analysis indicated that principals' idealised influence attribute, idealised influence behaviour, inspirational motivation, intellectual stimulation and individualised consideration were related to teachers' effectiveness. This means that the relationship between the four factors of transformational leadership and teachers' effectiveness were positive and moderate. The higher the principals displayed transformational leadership styles the higher will be teachers' effectiveness in their performance.

The relationship between the two leadership styles (transformational and transactional leadership) and teachers' effectiveness indicated that there was positive and significant relationship between the two leadership styles. However transformational leadership ($r = 0.81$) had high association compared to transactional leadership ($r = 0.59$) with teachers' effectiveness. This means the higher the principals exhibited transformational leadership, more effective were the teachers in their performance.

CHAPTER 1

INTRODUCTION

In Malaysia, the education system has undergone dynamic evolution since the introduction of the Barnes report in 1951. Other reports such as Fenn Wu Report (1951), Razak Report (1956), Education Ordinance (1957), Rahman Talib Report (1960), Education Act (1961), Cabinet Committee Report (1979) and finally the latest Education Act (1996) were continuously emerging in order to move toward the advancement of education. One of the strategies for the betterment of education is the education reformation. Every developed nation in the world carries out education reformation for its countries to be able to face new challenges in accordance with the passage of time.

Meanwhile, Malaysian Education Reformation began in 1982 with the introduction of the Intergrated Primary School Curriculum or KBSR, the acronym in Bahasa Melayu and later the Intergrated Secondary School Curriculum or KBSM, the acronym in Bahasa Melayu. The education reformation connotes the transformation of aims and objectives of the education. As a result, the education philosophy was introduced in 1988; as the future fundamental orientation for planning



and executing education activities. The mission of the education reformation is the transformation of every section in the education organisation which includes the restructuring of the school organisation. For example, KBSR emphasises the four basic skills such as listening and speaking, reading, writing, as well as the arithmetic skills. Instead of 'chalk and talk' method, new approaches and methods such as Total Physical Response, Situational Approach and Communicative Approach were suggested in classroom teaching. Furthermore, many administration posts like Senior Assistants for Academic, Students' Affair and Co-curriculum, Specialists in various subjects, and Counsellors were introduced to help in the administration of the schools. Therefore, the principals become facilitators, motivators, and mediators. Their personal traits such as commitment, dedication, sensitivity, creativity and being proactive help in the overall success of the school system.

The rate of reformation accelerated after the declaration of the country's Vision 2020 on 28 February 1991 by the Prime Minister. Indeed, the country's development and restructuring of the nation are very much associated directly with the education system (Wan Zahid, 1992). As Malaysia is entering the era of globalization, ideology, technology and culture are overflowing into the country and creating a 'Borderless World'. There is no limitations between countries in the application of technologies, cultures, and ideologies.

With the influx of new technologies, cultures and ideologies in learning organisations principals as leaders of these learning organisations need to be aware and welcome these changes. The introduction of smart schools, independent learning, globalization of education are some of the indications of what the next decade will be like. If education and schooling are to adapt appropriately to the twenty-first century the school principals will need to have transformational leadership qualities in order to bring in the reformation.

In the Malaysian education system, many changes have taken place and many are yet to come. Some major changes that have taken place are in the curriculum, approaches and administration. For example, introduction of computer in education, teaching via the Internet, and introduction of Total Management Quality, Strategic Planning and ISO 9000.

The principal, as the school leaders, have to accept these innovations that are being introduced into the school system steadily. But some of these introductions are very rapid especially in the introduction of the information technology. Therefore, in the era of information technology and Vision 2020 the principals need to have dynamic leadership qualities to meet the challenges of the innovations.

Previous studies have shown that transformational leadership is able to meet new demands and changes, (Goldring, 1992; Hallinger, 1992; Hater and Bass, 1988 and Leithwood and Jantzi, 1996). These leaders are able to convey their high expectations, promote intelligence, rationality and effective problem solving while considering each follower as an individual.

Statement of the Problem

The excellence of a school depends very much on the principal dynamic leadership qualities. According to Zaidatol Akmaliah (1990; 65) the success of a school organisation is closely related to the principal's leadership style. Leadership in school organisation involves the ability to influence and build confidence in teachers as well as members in and out of the school to achieve school objectives and goals (Lee Ong Kim, 1991).

Although leadership theories have kept changing from trait to contingency Fiedler model, some principals are unaware of the changes. Therefore these principals as leaders execute their job by giving orders to their teachers and demanding for the completion of tasks as their fulfilment of job. Such principals are in fact ignorant to their job environment and less sensitive to the subject of leadership styles.

The implication of ignorant and insensitivity will cause problems and tension among teachers in carrying out their tasks.

Moreover, Malaysian education system is fast adapting according to country's development and the restructuring of the country. Therefore principals should be able to build positive and close relationship with their teachers in order to get their fullest co-operation and maximum participation.

Previous empirical studies have shown that transformational leaders are able to inspire their followers to participate enthusiastically in team effort to achieve the organisational goals (Bass, 1990). According to the transformational leadership theory (Burns, 1978; Bass, 1985; Bennis and Nanu, 1985; Tichy and Devanna, 1985; Conger and Kanungo, 1987; Shaskin, 1988) these leaders are able to transform the follower' own needs, values, preferences and aspirations to group interest. Besides, they highly motivate their followers towards the organisational mission, (House and Shamir, 1993).

Consequently, the above discussion leads to the statement that transformational leadership has positive effect in building working relationship between principals and teachers in the achievement of school goals and mission together.

Thus, this study attempts to find out the perceptions of secondary school teachers towards transformational leadership among principals' when executing tasks to their teachers.

Objectives of the Study

This study intends to explore the transformational leadership behaviours that are associated with secondary school principals. By looking into the transformational styles, this study also hopes to unveil if such principals can generate awareness among school teachers to achieve school goals together. Specifically, it aims to:

- a. determine if the principals' idealised influence attribute and behaviour influence teachers' effectiveness,
- b. determine if the principals' inspirational motivation and intellectual stimulation influence teachers' effectiveness,
- c. ascertain if the principals provide inspirational motivation to the teachers,
- d. ascertain if principals utilise intellectual stimulation in carrying out their tasks,
- e. ascertain if principals give individualised consideration to teachers.

Based on the objectives, the following research questions will be investigated to obtain the required information. The research questions are:

1. To what extent do the secondary school principals in the KPJJ district possess idealised influence attribute and behaviour as perceived by secondary school teachers.
2. Do principals provide inspirational motivation to teachers?
3. Do principals utilize intellectual stimulation in executing tasks to teachers?
4. Do principals give individualised consideration towards teachers' capabilities, needs and aspirations?
5. Is there a correlation between the principals' idealised influence attribute and teachers' effectiveness?
6. Is there a correlation between the principals' idealised influence behaviour and teachers' effectiveness?
7. Is there a correlation between the inspirational motivation provided by the principals and teachers' effectiveness?
8. Is there a correlation between intellectual stimulation utilised by the principals and teachers' effectiveness?
9. Is there a correlation between individualised consideration given by principals and teachers' effectiveness?
10. Is there a correlation difference between principals' leadership and the teachers' effectiveness?

Significance of the Study

Since the study attempts to explore the four transformational styles namely idealised influence, inspirational motivation, intellectual stimulation and individual consideration among the school principals in achieving teachers' effectiveness, its findings will have significance in general ways.

First, the study contributes a deeper understanding of the transformational styles among secondary school principals in achieving teachers' effectiveness.

Second, the four transformational styles will be very helpful in guiding the principals to monitor the relationship among teachers in working together to achieve the school aims.

Third, it is noticed that the transformational leadership styles have been recommended as strategies to revitalise organisations. Therefore schools in the era of the twenty-first century must be prepared to reform schools by the school principals who are the main taker in the reformation.

Limitations of the Study

This study is descriptive in nature. It aims to give insights in the transformational leadership practised by the school principals. Beside, this study also want to explore to what extent their behaviours and attitudes in achieving teachers' effectiveness.

Due to problem of time constraint and cost, a national survey is not possible for the researcher to conduct. Therefore, the respondents are restricted to Kuala Pilah, Jempol and Jelebu district in Negeri Sembilan. As such, the findings cannot be generalised to all secondary school principals in the country.

Data for this study will be collected and analysed from the subjects questionnaires administered to the respondents. The respondents will be asked to express their views on their principals' behaviours, attitudes and responses. Thus, the findings of this study are based solely on the respondents' point of view.

Finally, this study focuses on the perception of secondary school teachers towards transformational leadership for building effective working relationship between principals and teachers. The emphasis is on the transformational leadership among secondary school

principals. Therefore, the research findings cannot be generalised to the primary school headmasters or leaders of other institutions.

Definitions of Operational Terms

This study is guided by the following definitions:

Teachers' Effectiveness

For the purpose of this study, the indicator of effectiveness is the attitude of teachers toward their principals. First, the satisfaction of the teachers' need and expectation are met. Second, the teachers show respect, commitment and admiration for their principals. These attitudes determine the ability of the school to activate action in order to achieve its goal. It is this formulation that contributes as the foundation for school effectiveness in this study.

Perception

Perception is a subjective and private process. In this study, perception is an active process whereby meaning and stability are attained through the interaction with the environment that is the school. In the course of actions, it is related closely to the successful adaptation of the environment one lives.

Transformational Leadership

Transformational leadership refers to the process of prompting or guiding major changes in the attitudes and expectations of organisation members and building commitment for the organisation's goals, objectives and strategies (Yukl, 1989). Therefore, for the purpose of this study transformational leadership refers to the process of guiding changes in the attitude of the teachers with the purpose of achieving the goals and vision of the school.

Transactional Leadership

Transactional leadership refers to the leaders who motivate followers by exchanging with them rewards for services in return. (Bass and Avolio, 1993).