Faculty of Technology Management & Technopreneurship

THE IMPACT OF LEADERSHIP STYLE ON PRIMARY SCHOOL PERFORMANCE IN JASIN DISRICT, MELAKA

HARMA EZZURA BINTI HAMZAH

**A thesis submitted
in fulfillment of the requirements for the degree of
Master in Business Administration**

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By

HARMA EZZURA BINTI HAMZAH
JUNE 2012

Supervisor : **Encik Othman bin Aman**
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ABSTRACT

Every organization needs a leader that could bring wealthy to the organization. It does not matter whether the organization is small or big, a leader is needed in headed the organization to be successful and wealthy. According to that, from the past researches, growth and better performance of the organizations are always being connected with the effective leaders and the leadership styles adopted are always play as the important roles. Due to that, the following study has been conducted to explore the relationship between the Leadership Styles (Transformational, Transactional and Laissez Faire Leadership Style) which were adopted by the headmasters and the Performance of the Primary School in Jasin District, Melaka.

Approach: The theoretical model and hypotheses in this study were tested using empirical data gathered from 66 samples of respondents as the headmasters of the Primary School in Jasin District, Melaka. 63 or 96% of the questionnaires were returned from the respondents, through survey questionnaires were analyzed using the Pearson Correlation analyses.
Results: The results revealed that there are weak relationship between the leadership styles and the performance of primary school in Jasin District, Melaka.
Conclusion: The study has explored the perceptions of the leadership styles on the performance of the primary school in Jasin District, Melaka and it was recommended that in future, the students background, teachers' satisfaction, the parents and society around the school and the schools' demographic areas should be taken into consideration that also play important roles in the performance of the school academic.

IMPAK GAYA KEPIMPINAN KE ATAS SEKOLAH RENDAH DI DAERAH JASIN, MELAKA

Oleh:

HARMA EZZURA BINTI HAMZAH
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ABSTRAK

Setiap organisasi memerlukan seorang pemimpin untuk membawa kejayaan kepada sesuatu organisasi. Setiap organisasi tidak kira besar ataupun kecil memerlukan sorang pemimpin yang boleh menerajui sesuatu organisasi. Dan dari hasil kajian sebelum ini, kejayaan selalu dikaitkan dengan pemimpin yang efektif dan gaya kemimpinan banyak memainkan peranan dalam mencapai sesuatu kejayaan ini. Berdasarkan kajian-kajian yang lepas, kajian ini dijalankan untuk mengkaji keberkesanan gaya kepimpinan yang diamalkan oleh guru-guru besar di sekolah rendah di dalam daerah Jasin, Melaka terhadap keberjayaan sekolah-sekolah mereka.

Approach: Model teori dan hipotesis digunakan di dalam kajian ini dan diuji dengan menggunakan data mentah yang dikumpul daripada 66 sampel yang di pungut dari guru-guru besar di Daerah Jasin, Melaka. Dan dari 66 sampel, 63 @ 96% daripada respondent dapat dikembalikan. Data ini dianalisa menggunakan Pearson Correlation.
Results: Keputusan yang diperolehi menunjukkan hubungan yang lemah antara gaya kepimpinan dan keberjayaan sekolah rendah di Daerah Jasin, Melaka.
Conclusion: Kajian ini telah mengkaji hubungan gaya kepimpinan dan keberjayaan sekolah-sekolah rendah di Daerah Jasin, Melaka. Daripada kajian tersebut, latarbelakang murid-murid, kepuasan guru-guru, persekitaran sekolah dan ibubapa serta masyarakat perlu diambil kira di dalm menentukan kejayaan sesebuah sekolah.
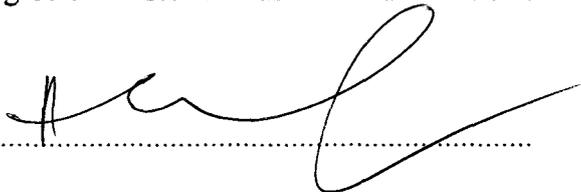
APPROVAL

I hereby confirm that I have examined this project paper entitled:

The Impact of Leadership Style on Primary School Performance in Jasin District,

Melaka

By

HARMA EZZURA BINTI HAMZAH

I hereby acknowledge that this project paper has been accepted as part fulfillment for

the degree of Master of Business Administration

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Date: 26 June 2012

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DECLARATION

I declare that this thesis The Impact of Leadership Style on Primary School Performance in Jasin District, Melaka is the result of my own research concept except as cited in the references. The thesis has not been accepted for any degree and is not concurrently submitted in the candidates of any other degree.

Signature :

Name   :   Harma Ezzura binti Hamzah

Date   :   26 June 2012

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DEDICATION

BISMILLAHIRAHMANIRRAHIM

Dedicated to my beloved family
I am grateful for the love and encouragement of my parents,
Haji Hamzah bin Md Dom and Hajah Jariah binti Hj Ujang. Most
importantly, I would like to thank my husband, Nor Azman bin
Mohamad, who makes my life as a student easier and for the
understanding and whom I love with all my heart.

ACKNOWLEDGEMENT

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LIST OF ABBREVIATION

1. UTeM   (Universiti Teknikal Malaysia Melaka)
2. UPSR   (Ujian Pencapaian Sekolah Rendah)
3. GPN   (Gred Purata Negara/Average National Grade)
4. GPS   (Gred Purata Sekolah/Average School Grade)
5. KPIs   (Key Performance Indexs)
6. SRA JAIM   (Sekolah Rendah Agama Jabatan Agama Islam Malaysia)
7. PPD Jasin   (Pejabat Pendidikan Daerah Jasin/ Jasin District Education Department)
8. TF   (Transformational Leadership Style)
9. IIAS   (Idealized Influence (Attibuted) Style)
10. IIBS   (Idealized Influence (Behaviour) Style)
11. IMS   (Inspirational Motivation Style)
12. ISS   (Intellectual Stimulation Style)
13. ICS   (Individualized Consideration Style)
14. TS   (Transactional Leadership Style)
15. CRS   (Contingent Rewards Style)
16. MBEAS   (Management-by-Exception-Active Style)
17. MBEPS   (Management-by-Exception-Passive Style)
18. LF   (Laissez Faire Leadership Style)
19. SPSS   (Statistical Package for Social Science Program)

CHAPTER 1

INTRODUCTION

1.1 Background of Study.

As in global world has become more challenging nowadays, as the society needs to compete in a changing world with uncertainty risks and opportunities where we are facing complex business, political, scientific, technological, health and environmental challenges and diverse workplaces; where we are involving on collaborative relationships and social networking, the ingenuity, agility and skills of the people in the countries are crucial to the country competitiveness. Our society needs to be equipped with the skills and knowledge in order to cope with the changing and tremendous competition in the real world and this is where the formal education will fill in the gap. Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world. Formal education is crucial to our society as when people are educate, their standards of living are likely to improve, since they are empowered to asses the productivity ventures, which will lead to improvement of their livelihood. The more education, the more rapid the development as it will improve the quality of manpower and it provides the skilled workers at all levels to manage the country's developing technology, capital service and administration which will lead the country to comprehensive economic development. Such formal education will be offered by the principal institutional for developing human capital through the education system of primary, secondary and tertiary training (Nsubuga, 2003). Since education is an investment, there is a

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significant positive correlation between education and economic-social productivity. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values ideas, attitudes and aspirations important for natural development. Further, the straightforward linkage between educations is through the improvement of labour skills, which in turn increases opportunities for well paid productive employment. This then might enable the citizen of any nation to fully exploit the potential positively.

In Malaysia, formal education is based on seven years of primary including the preschool and six years of secondary education. Vocational, technical and academic course are offered through post primary education and training education. The Education Act 1996 covers all levels of education under the national education system. It provides the pre-school education, primary school education, secondary school education, and technical education. The Act gives greater prominence to values in education and aims to ensure the relevance and quality in the education system. Education is the responsibility of the federal Government. The national education system encompasses education beginning from pre-school to higher education. Primary and secondary education is free and the admission age to the first year of primary education is six. Most schools in the country are government or government-aided schools and a growing number of private schools. The students sit for common public examinations at the end of primary, lower secondary, upper secondary and sixth form levels. In addition, the education of primary education aims to provide the child with a firm foundation in the basic skills of

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reading, writing and arithmetic, as well as emphasising thinking skills and values across the curriculum.

Due to ineffective of much learning in primary school has resulted to 100,000 students from year 2 to year 6 that could not read (Mohd. Sarit Yusoh , 2005) and a slight decreasing of overall 5As result for UPSR (Ujian Penilaian Sekolah Rendah) 2011 even though the GPN (Gred Purata Negara) of the result is overall increased. Improved efficiency is needed and can be achieved through management reform. A good collaboration between group members of the institutional and the commitment of all members to achieved the group goals which will be leading by an individual is a dynamic process in ensuring the effectiveness of the institution. This individual is to be seen as a leader. Leadership in that context pursues effective performance in schools, because it does not only examine the tasks to be accomplished and who executes them, but also seeks to include reinforcement characteristics like recognition, conditions of service and morale building among others. As a good leadership style will inspire their followers (Allan Training Associates, 2011). Thus leadership incorporates the accomplishment of the task, which is an organizational requirement and the satisfaction of the employees, which is the human resource requirement (Susan, 2012). Without a proper leadership style, effectiveness performance cannot be realised in schools even though the school posses a good facilities and resources for the students. And otherwise, with good leadership with limited facilities and resources might lead to effectiveness performance of the school. According to Valenzuela (2007)

leadership is a process in bringing and influencing people towards the mission and vision of the organization by an individual though the direction of the human resources (teachers) that are the most important organizational asset, leading to the achievement of desired purpose.

In bringing the people into the same direction as the leaders, the leader needs to have a clear vision and mission that the teachers need to share. There are different theories that adopted by the leaders bringing and influencing the people working with them. The theories are eight types of leadership theories (Cherry, 2012) which are "Great Man" Theories, Trait Theories, Contingency Theories, Situational Theories, Behavioral Theories, Participative Theories, Management Theories and Relationship Theories.

Current study draws the motives of (1) the relationship between Leadership Styles and employee Job satisfaction. (2) The impact of leadership styles on the organizations commitment of the employees. (3) The impact of leadership styles with job satisfaction and career satisfaction. (4) The impact of leadership styles of teaching faculty towards satisfaction and extra efforts among students.

For the purpose of this study, Burns, G (1978) leadership styles will be taken which are the transformational leadership (Relationship theory) and Transactional leadership style (Management theory). Further, Lewin (1939) leadership style which is laissez faire will be added to the Burns, G (1978) leadership styles. These leadership styles are the approaches of the leader to manage the facilities and resources (teachers) which will lead to an

effectiveness and efficiency of the school performance in primary school in Melaka.

1.2 Purpose of the study

This study contributes to a better understanding of the relationship between leadership styles and primary school performance by developing and testing a normative model, which clarifies the nature of the influences of the leadership styles and the primary school performance.

The key objective of this study is to gain a more complete understanding of the role of leadership styles in primary school performance. In order to accomplish this objective, hypotheses for a new normative model are developed and will be tested

1.3 Specific problem to be investigated

On this research it will examine how the leadership styles impact the primary school performance.

1.4 Scope of the study

This research analyzes the leadership styles to the primary school performance in Jasin District, Melaka. It will study on the relationship between the leadership styles to the primary school performance for better understanding of the primary school performance will be built.

1.5 Relevance of the study

This study provides a set of data of information regarding the leadership behaviours such as transformational, transactional and laissez-faire. This information will be helpful in determining some of the cause and effect relationship in the change initiative programs. The goal of the study was to test the differences in the choice of relationship behaviours in the primary school within the sample and the relationship between such appropriate leadership behaviour and primary school performance. The findings will provide the leaders with the information that will enable them to become more effective as leaders and enhance the performance of their schools. In addition, the findings provide an understanding of the predominant leadership styles and provide some indication of whether the identified styles will sustain the current change initiative of the school environment. Finally, the study provides information to create change in the current leadership practices, which will be necessitate behaviours more conducive to transformative leadership that will inspire and encourage followers.

1.6 Problem Statement

It is the Malaysian government's policy to ensure the delivery quality education in primary schools in Malaysia performance, but 100, 000 students are found that could not read in 2005 and the UPSR result for the 5A has slightly decreased even though the GPN has increased in year 2011 even though the government has provided good facilities and well trained teachers to the primary schools in Malaysia. Scholars, policy makers and school

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headmasters have resolved to address the poor academic performance in primary schools by conducting research on its would be antecedents such as lack of instructional materials, ensuring quality teachers, admitting good students and the motivation of the teachers, improving discipline and community participation in schools.

On the basis of this background, the study proposed to ask question:

To what extent do the leadership styles adopted by headmasters have an influence on the schools' performance?

1.7 Problem Objective

To investigate the relationship between leadership styles and school performance, the specific objectives pursued were to:

- Establish whether the performance in primary schools in Melaka is dependent on the transformational leadership style of school headmasters.

- Establish whether the performance in primary schools in Melaka is dependent on the transactional leadership style of school headmasters.

- Establish whether the performance in primary schools in Melaka is dependent on the laissez-faire leadership style of school headmasters.

- To make recommendations for the improvement of schools on the basis of an analysis of leadership styles.

1.8 Hypotheses of the Study

The hypotheses below are created based on the above objectives,

- H1: There is a relationship between the Transformational Leadership Style (Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individual Consideration) and the primary school performance.

- H2: There is a relationship between the Transactional Leadership Style (Contingent Rewards and Managment-by-Exception) and the primary school performance.

- H3: There is a relationship between the Laissez Faire Leadership Style and the primary school performance.

1.9 Summary

This section begins with background of study, problem statement, research questions and further identifies with objectives of the study and four hypotheses were developed in this study. After that, scope followed with significance of study, limitation and definition of terms.

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CHAPTER 2

LITERATURE REVIEW

2.1 The Dimension of the Leadership Style

With the evolution in different ages, many researchers presented successfully different viewpoints on leadership connotation. Valenzuela, K. (2007) views the leadership is a process in bringing and influencing people towards the mission and vision of the organization by an individual. Further, according to Overstreet, B. (2011) effective leadership demand clear vision of where the team or organization is headed and he must be able to communicate the vision effectively in order for the team to see the vision with the same clarity and definition. Kesby, D. (2008) thought a leadership is a relation between the leader and the followers, where the followers created a leader and the leaders needs a good communication skill together with the knowledge and other skills. In addition, in his articles, he mentions that in order to communicate effectively with the team members, a leader needs to be a good listener and understanding other people desire, issues and stories. According to Wahjosoedibjo, A. S. (2009) by knowing their team members, a leader can identify, assess and develop the talent that they want in a group. In order to be success, a team members should comprises of different background and disciplines are needed. With the different background and disciplines, various leadership styles are needed to control and bring the team members to achieve the objective, mission and vision of the organizations. The people with education and experiences are bringing the human capital into the organization. The strong support of human capital which is retained by the

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organization is an asset to them, together with the talented and visionary leaders for the organization to ensure the long-term and sustainable success of an organization (S. Wahjosoedibjo A, 2009).

From the above, a leadership is a process where an individual with knowledge, skills and behaviours to bring and influence people towards the mission and vision of the organizations in order to ensure the long term and sustainable success of an organization.

The three major styles of leadership are:

1. Transformational Leadership Style

> According to Burns, G. (1978) transformational leadership can be seen when a leader and followers improved each other to a higher level and moral and motivation. A transformational leader is able to inspire the followers to change their expectations, perceptions and motivation towards the common goal through the strength of their vision and personality. Bass, B. N, (1985) expanded Burns' original ideas. According to him a transformational leadership has an impact to the followers as this leadership style will create trust, respect and admiration from the followers. Further, he suggested that the transformational leadership has four different characteristics, which are for the first characteristic, which is the intellectual stimulation where the transformational leadership encourages their followers to explore new ways of doing things and new opportunities to learn. The second

characteristic is the individual consideration where the transformational leadership offers support and encourage their followers. The transformational leaders also keep an open communication for the employees to share their ideas and the recognition of the employees through a contribution. The third characteristic is inspiration motivation, where the transformational leadership has a clear vision that they are able to articulate the followers and at the same time the follower are able to share the passion and motivation. The fourth characteristic is the idealized influence, where the transformational leadership gained a trust and respect from their followers; they have become a role model to them. According to Riggio, R. E., (2009) transformational leadership style which cultivating charisma can transform the organizations toward the goals that the organization is wishing to achieve.

a. Idealized Influence

For idealized Influence a leader put his people first and sacrifices their own benefits for the team. The leaders also act calmly to the crises and at the same time they are instiling pride among their team members and ensuring them that obstacle can be solved. Through the Idealized influence a leader can influence others to feel good and proud to be connected to the leader and at the same time the leader will earn trust and faith from their subordinates {Bass,1990). By gaining the trust and confidence from the subordinates, the followers admire the leader as a role model and respect the decision made by him (Nayab, 2010) and

this will result to better lives among the people and team (Dungy, 2010) in the organization. Due to the good building among the leader and the subordinates will resulted in increase the performance of motivation and job satisfaction (Tsai, 2011) among them and lead to a successful organization.

b. Inspirational Motivation

In Inspirational Motivation, a transformational leader exhibits confidence among the team members and encourages them and being optimism that the team will be succeed in achieving the vision of the organization even though the standard is very high. In order to motivate the subordinates to achieve the higher standard of the vision, a leader with this characteristic should be able to communicate well his goals and helps others to find the meaning of their work (Bass, 1990) which will lead to a motivation among the subordinates. The leader encourages their subordinate in taking part in the overall organization and environment (Nayab, 2010). This can be achieved through the good and clear communication (Ngambi 2010) and at the same time shows his optimism and enthusiasm, highlights the positive outcome and stimulating teamwork (C. Industry, 2004).

c. Intellectual Stimulation

Transformational leaders exhibit behaviour that stimulate followers' intellects, solicit new ideas, and approaches and encourages creative