

**HEADMASTER'S TRANSFORMATIONAL LEADERSHIP
AND TEACHER'S ORGANISATIONAL COMMITMENT
IN KOTA MARUDU PRIMARY SCHOOLS**

JUNINAH @ JUNAINAH DULLAH



PERPUSTAKAAN
UNIVERSITI MALAYSIA SABAH

**THESIS SUBMITTED IN PARTIAL FULFILLMENT
FOR THE DEGREE OF
MASTER OF EDUCATION
(EDUCATION MANAGEMENT)**

**SEKOLAH PENDIDIKAN DAN
PEMBANGUNAN SOSIAL
UNIVERSITI MALAYSIA SABAH
2008**

NAME : JUNINAH @ JUNAINAH BINTI DULLAH

MATRIC NUMBER : PT 20068078

TITLE : HEADMASTER’S TRANSFORMATIONAL
LEADERSHIP AND TEACHER’S
ORGANISATIONAL COMMITMENT IN KOTA
MARUDU PRIMARY SCHOOLS

DEGREE : MASTER OF EDUCATION

VIVA DATE : 11 JUNE 2008

DECLARED BY

1.



SUPERVISOR

DR SABARIAH SHARIF

.....

UMS

UNIVERSITI MALAYSIA SABAH
2.

INTERNAL EXAMINER

.....
3.

DEAN / DIRECTOR

PROF MADYA DR ZULKIFLI MOHAMED

.....

PERPUSTAKAAN
UNIVERSITI MALAYSIA SABAH

UNIVERSITI MALAYSIA SABAH

BORANG PENGESAHAN TESIS

JUDUL : _____

IJAZAH : _____

SAYA : _____ SESI PENGAJIAN : _____
(HURUF BESAR)

Mengaku membenarkan tesis *(LPSM/Sarjana/Doktor Falsafah) ini disimpan di Perpustakaan Universiti Malaysia Sabah dengan syarat-syarat kegunaan seperti berikut:-

1. Tesis adalah hak milik Universiti Malaysia Sabah.
2. Perpustakaan Universiti Malaysia Sabah dibenarkan membuat salinan untuk tujuan pengajian sahaja.
3. Perpustakaan dibenarkan membuat salinan tesis ini sebagai bahan pertukaran antara institusi pengajian tinggi.
4. Sila tandakan (/)

☐

SULIT

(Mengandungi maklumat yang berdarjah keselamatan atau kepentingan Malaysia seperti yang termaktub di AKTA RAHSIA RASMI 1972)

☐

TERHAD

(Mengandungi maklumat TERHAD yang telah ditentukan oleh organisasi/badan di mana penyelidikan dijalankan)

☐

TIDAK TERHAD

Disahkan oleh:

(TANDATANGAN PENULIS)

Alamat Tetap: _____

TARIKH: _____

(TANDATANGAN PUSTAKAWAN)

(NAMA PENYELIA)

TARIKH: _____

Catatan:

*Potong yang tidak berkenaan.

*Jika tesis ini SULIT dan TERHAD, sila lampirkan surat daripada pihak berkuasa/organisasi berkenaan dengan menyatakan sekali sebab dan tempoh tesis ini perlu dikelaskan sebagai SULIT dan TERHAD.

*Tesis dimaksudkan sebagai tesis bagi Ijazah Doktor Falsafah dan Sarjana Secara Penyelidikan atau disertai bagi pengajian secara kerja kursus dan Laporan Projek Sarjana Muda (LPSM).

DECLARATION

I hereby declare that the materials in this thesis are original except for quotations, excerpts, summaries and references, which have been duly acknowledged.

16 May 2008


Juninah @ Junainah Binti Dullah
PT20068078



UMS
UNIVERSITI MALAYSIA SABAH

ACKNOWLEDGEMENTS

Many thanks from within.

To the faculty of Sekolah Pendidikan dan Pembangunan Sosial (SPPS), Universiti Malaysia Sabah (UMS).

To my supervisor, Dr Sabariah Sharif, for making this a meaningful learning process. I am very thankful for her guidance and encouragement throughout the process of formulating my ideas.

To Pejabat Pendidikan Gabungan Kota Marudu and all the schools involved in this research for their support and cooperation in sharing the data and answering the questionnaires.

To my fellow course-mates and my best friend, for their everlasting encouragement, supports, ideas and comments. I am very thankful for that.

Last but not least, to my family for the motivation and support during the ups and downs. I am also profoundly thankful for my husband's support, Mohd Hamzah Hj Maidin who tolerated my many hours of studying and made me keep going when I wanted to give up.

Jazakumullahu Khairan Kathira..

Juninah @ Junainah Binti Dullah
May 2008

ABSTRAK

GAYA KEPEMIMPINAN TRANSFORMASI GURU BESAR DAN KOMITMEN ORGANISASI GURU DI SEKOLAH – SEKOLAH RENDAH DAERAH KOTA MARUDU

Kajian ini bertujuan untuk meneliti tahap kepemimpinan transformasi guru besar, tahap komitmen organisasi guru dan hubungan diantara kepemimpinan transformasi guru besar dan komitmen organisasi guru di sekolah – sekolah rendah Daerah Kota Marudu. Model kepemimpinan transformasi yang dipelopori oleh Bass (1985) dan model komitmen organisasi oleh Meyer dan Allen (1991) menjadi asas teori kepada kajian ini. Kepemimpinan transformasi dikelaskan kepada motivasi berinspirasi, stimulasi intelek dan pertimbangan individu. Manakala komitmen organisasi pula dibahagikan kepada komitmen afektif, komitmen berterusan dan komitmen normatif. Data diperolehi daripada 130 orang guru sekolah rendah Daerah Kota Marudu. Kajian ini hanya mencakupi sekolah – sekolah Gred A sahaja. Dua buah soal selidik digunakan sebagai instrument kajian. Pertama, Transformational Leadership Questionnaire (TLQ) yang dibangunkan oleh Alimo-Metcalfe (2001). Soal selidik ini mengandungi 21 item. Kedua, soal selidik Meyer dan Allen (1997) iaitu Organisational Commitment Questionnaire (OCQ), yang mengandungi 18 item. Kedua – dua buah soal selidik ini telah diubah-suai daripada versi asal. Data dianalisis menggunakan SPSS for windows version 15.0. Hasil dapatan yang diperolehi adalah terdapat hubungan yang sederhana positif diantara dimensi motivasi berinspirasi guru besar dengan komitmen organisasi guru. Melalui kajian juga didapati bahawa tahap pengamalan kepemimpinan transformasi guru besar adalah tinggi dikebanyakan sekolah. Manakala komitmen organisasi guru pula adalah sederhana. Kajian ini mencadangkan beberapa langkah yang difikirkan wajar dan perlu untuk meningkatkan lagi komitmen organisasi guru.

ABSTRACT

HEADMASTER'S LEADERSHIP STYLE AND TEACHER'S ORGANISATIONAL COMMITMENT IN KOTA MARUDU PRIMARY SCHOOLS

The study aimed to explore the level of headmaster's transformational leadership, the level of teachers' organisational commitment and the relationship between headmaster's leadership style and the organisational commitment of teachers in Kota Marudu primary schools. The model of transformational leadership developed by Bass (1985) and the organisational commitment model which was developed by Meyer and Allen (1991) served as the theoretical framework for the study. The transformational leadership classified into inspirational motivation, intellectual stimulation and individual consideration. The organisational commitment on the other hand, divided into affective commitment, continuance commitment and normative commitment. Data was obtained from 130 Kota Marudu's primary schools teachers. The research only dealt with Grade A schools. Two questionnaires were used as the main instrument; Alimo-Metcalfe's (2001) Transformational Leadership Questionnaire (TLQ) which consisted of 21 items and Meyer and Allen's (1997) Organisational Commitment Questionnaire (OCQ), which consisted of 18 items. Data was analysed with SPSS for windows version 15.0. An average positive relationship between headmaster's inspirational motivation and teacher's organisational commitment was found. As perceived by the teachers, the level of headmaster's transformational leadership in Kota Marudu was high in most schools. The research also indicated that the level of teacher's organisational commitment was average. This research also suggested numbers of ways to improve teacher's organisational commitment.

LIST OF ABBREVIATIONS

JUSA	Jawatan Utama Sektor Awam
TLQ	Transformational Leadership Questionnaire
OCQ	Organisational Commitment Questionnaire
MLQ	Multifactor Leadership Questionnaire
IM	Inspirational Motivation
IS	Intellectual Stimulation
IC	Individual Consideration
AC	Affective Commitment
NC	Normative Commitment
CC	Continuance Commitment
OCB	Organisational Citizenship Behaviour



UMS
UNIVERSITI MALAYSIA SABAH

CONTENT

	Page
Title	i
Declaration	ii
Acknowledgement	iii
Abstrak	iv
Abstract	v
List of Abbreviations	vi
Contents	vii
List of Tables	x
List of Figures	xii
List of Appendices	xiii
Chapter 1 Research Introduction	
1.1 Introduction	1
1.2 Research Background	3
1.3 Research Problem	4
1.4 Research Question	5
1.5 Research Objectives	5
1.6 Research Hypothesis	5
1.7 Research Significance	6
1.8 Research Limitations	7
1.9 Operational Definitions	7
1.9.1 Headmaster	7
1.9.2 Kota Marudu's Primary School	7
1.9.3 Transformational Leadership	8
a. Inspirational Motivation	8
b. Intellectual Stimulation	8
c. Individual Consideration	8
1.9.4 Organisational Commitment	9
a. Affective Commitment	9
b. Continuance Commitment	9
c. Normative Commitment	9
1.10 Summary	10

Chapter 2 Literature Review

2.1	Introduction	11
2.2	Headmaster as a Leader	11
2.3	Transformational Leadership	13
2.4	Transformational Leadership Theories	15
2.4.1	Burn's Transformational Leadership Theory	15
2.4.2	Bass' Transformational Leadership Theory	16
2.4.3	Tichy and Devanna's Transformational Leadership	20
2.4.4	Avolio, Waldman and Yamario's Transformational Leadership Theory	23
2.5	Transformational Leadership in Education	24
2.6	Limitation of Transformational Leadership	25
2.7	Organisational Commitment	26
2.7.1	Meyer and Allen's Organisational Commitment	28
2.8	Organisational Readiness for Transformation	31
2.9	Organisational Commitment in Education	32
2.10	Previous Research	34
2.10.1	Research focusing on Transformational Leadership	34
2.10.2	Research focusing on Organisational Commitment	35
2.10.3	Research focusing on Relationship Between Transformational Leadership and Organisational Commitment	37
2.12	Conceptual Framework	40
2.13	Summary	42

Chapter 3 Methodology

3.1	Introduction	43
3.2	Research Approach	43
3.3	Population and Sampling Procedure	44
3.4	Research Instrument	44
3.4.1	Transformational Leadership Questionnaire	46
3.4.2	Organisational Commitment Questionnaire	47
3.5	Research Procedure	49
3.6	Data Analysis	50
3.7	Pilot Study	51

3.8	Summary	52
-----	---------	----

Chapter 4 Research Findings

4.1	Introduction	53
4.2	Research Approach	53
4.3	Demography Characteristics of the Respondent	54
4.4	Research Findings	56
4.4.1	Levels of Headmaster's Transformational Leadership and Teacher's Organisational Commitment	56
4.4.2	Hypothesis Testing	61
4.5	Summary	68

Chapter 5 Discussions and Suggestions

5.1	Introduction	69
5.2	Levels of Headmaster's Transformational Leadership	70
5.3	Levels of Teacher's Organisational Commitment	70
5.4	Relationship between Headmaster's transformational Leadership and Teacher's Organisational Commitment	70
5.4.1	Relationship between Headmaster's transformational Leadership Behaviours and Teacher's Organisational Commitment	71
5.4.2	Relationship between Headmaster's transformational Leadership and Teacher's Organisational Commitment Components	74
5.5	Suggestions	77
5.6	Recommendations for Future Research	78
5.7	Conclusion	79

Bibliography

Appendix

LIST OF TABLES

	Page
Table 2.1 Transformational and Transactional Behaviours	19
Table 2.2 Transformational Leadership Theories and Characteristic	24
Table 3.1 Number of Primary Schools in Kota Marudu	44
Table 3.2 Dependent and Independent Variable in the research	45
Table 3.3 Distribution of Transformational Leadership Questionnaire's Items	47
Table 3.4 Distribution of Organisational Commitment Questionnaire's Items	48
Table 3.5 Data Collection Procedure	50
Table 3.6 Data Analysis	50
Table 3.7 Mean Score Classification for Transformational Leadership and Organisational Commitment	51
Table 3.8 Strength of Correlation	51
Table 4.1 Demographic Information	55
Table 4.2 Item's Mean based on Schools	57
Table 4.3 Headmaster's Inspirational Motivation	58
Table 4.4 Headmaster's Intellectual Stimulation	58
Table 4.5 Headmaster's Individual Consideration	59
Table 4.6 Teacher's Affective Commitment	60
Table 4.7 Teacher's Normative Commitment	60
Table 4.8 Teacher's Continuance Commitment	61
Table 4.9 Relationship between headmaster's inspirational motivation and teacher's organisational commitment	62
Table 4.10 Relationship between headmaster's intellectual stimulation and teacher's organisational commitment	63
Table 4.11 Relationship between headmaster's individual consideration and teacher's organisational commitment	63

Table 4.12	Relationship between headmaster's transformational leadership and teacher's organisational commitment	64
Table 4.13	Relationship between headmaster's transformational leadership and teacher's affective commitment	65
Table 4.14	Relationship between headmaster's transformational leadership and teacher's normative commitment	66
Table 4.15	Relationship between headmaster's transformational leadership and teacher's continuance commitment	66
Table 4.16	Summary of Research Findings	67



UMS
UNIVERSITI MALAYSIA SABAH

LIST OF FIGURES

Figure 2.1	Transformational Leadership Model	23
Figure 2.2	Three Component Model of Organisational Commitment	30
Figure 2.3	Teacher's Participation in Decision Making, Commitment and OCB	33
Figure 2.4	Relationship of headmaster's transformational leadership and teacher's organizational commitment	40
Figure 4.1	Relationship of headmaster's transformational leadership behaviours and teacher's organisational commitment	67
Figure 4.2	Relationship of headmaster's transformational leadership and teacher's organisational commitment components	68



UMS
UNIVERSITI MALAYSIA SABAH

LIST OF APPENDICES

APPENDIX A	Headmaster's Transformational Leadership and Teacher's Organisational Commitment in Kota Marudu Primary Schools Questionnaire
APPENDIX B	Letter of Permission from Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pelajaran Malaysia
APPENDIX C	Letter of Permission from Sektor Pengurusan Sekolah, Jabatan Pelajaran Negeri Sabah
APPENDIX D	Letter from the researcher to Pejabat Pelajaran Gabungan Kota Marudu
APPENDIX E	Content Reliability
APPENDIX F	Reliability for Pilot Study
APPENDIX G	Frequency – Demographic Characteristics
APPENDIX H	Frequency – Schools' Mean
APPENDIX I	Descriptive – Transformational Leadership Scale
APPENDIX J	Descriptive – Organisational Commitment Scale
APPENDIX K	Correlation of Items

CHAPTER 1

RESEARCH INTRODUCTION

1.1 INTRODUCTION

School is the most important organisation in Malaysian educational system. One of the elements to a school's success is an experienced leader (whether principal or headmaster), who has a positive attitude and is able to create a school environment that encourages cooperation and communication among staff members, between staff and administration, and between staff members and the pupils. A solid leadership is the most essential key to school success. This suggests that there is a need to identify the quality of the personnel responsible in the organisation and how this kind of leadership able to evoke commitments of the teachers in order to bring the school into success.

School needs to improve from time to time and this process of change needs to be lead by a qualified leader who is talented, determined, knowledgeable and capable. The most appropriate starting point is to search and train that capable, talented principal who then lead the staff and students in the development of common expectations. We must understand the importance of shared, distributive leadership that focuses the school on a vision of excellence and the effort they must invest to achieve excellence. We must also bear in mind that all aspects of the school affect other aspects whether it is inside the school or outside it.

With the recent education reform and restructuring, for example *Pelan Induk Pembangunan Pendidikan* (PIPP 2006 – 2010) with its six core agendas, more emphasis would have to be placed on commitment of the teaching workforce. New educational strategies and approaches were developed due to the increasing external pressures on the work environment and thus a pool of highly qualified and committed teaching workforce is needed in the field of education (Chua Lee Chuan, 2005). Headmaster often encounters the need to transform the school from low performance to acceptable performance or from acceptable performance to high

performance. At other times, a headmaster is expected to move firm from crisis mode to high ground. To accomplish these purposes, the transformational leader attempts to have a strong teacher's commitment towards the school.

The increasing range and complexity of leadership responsibilities in schools means that it is no longer possible for the principal to be the sole leader (Bush & Middlewood, 2005). Wood, Bennett, Harvey and Wise (2004) in Bush & Middlewood, (2005), mentioned that deputy and assistant heads, and middle – level leaders such as heads of department or subject leaders were increasingly important for effective management in schools. This emphasis requires specific and sustained attention to leadership development as a central part of wider teacher's development agenda.

Ofsted (2003) in Bush and Middlewood (2005) graded school leadership into 'very good', 'satisfactory' and 'poor'. 'Very good' leadership is dedicated to ensure the highest possible standards and achievements in all areas of the school's work. It is reflective, self – critical and innovative and expresses a clear vision of the school in the future so that the followers know what they are expected to do. Clear strategic thinking and planning for improvement is the result from this. 'Satisfactory' leadership is firm, competent and committed and there are clear lines of responsibility. The teachers reflect the school's aims and policies in their work; they understand the school's goals and their role in achieving them. The school monitors their performance and tackles weaknesses. Meanwhile, 'poor' leadership is muddled, besieged or incompetent. The school lacks a sense of direction. Senior teachers are preoccupied with daily tasks and incidents and find it difficult to prioritise the most important issues and focus their efforts accordingly.

On the other hand, school has to rely on teacher's high commitment in order to cope with imperative changes. Therefore special interest is taken in the significance of transformational leadership for encouraging and maintaining commitment. It stands to reason that leadership is a universal concept though distinctly anchored in its cultural background.

1.2 RESEARCH BACKGROUND

It was inspiring how 2004 excellent principal (JUSA C) Mary Yap Kain Ching transformed a wrecked school into a tremendous school. How did she motivate the whole school ranging from the teachers to the students to follow her vision? Why was the whole school so committed to change themselves from an ordinary school into the first 30 schools nationally entitled for *cluster schools*? Undoubtedly, this is what was believed by Ishak Sin (2003) as the character of transformational leader. The effectiveness of the leader transcended the expectation, included charismatic characteristic, able to evoke the inspiration, stimulate the intellectual and individually tolerate others. According to Bolman and Deal (1997), the challenges of modern organisation required the objective perspectives of managers as well as the brilliant flashes of vision and commitment that wise leadership produce.

Leaders who practice transformational leadership inspire their subordinates to identify their interest and look into focused and centralized aim. Transformational leaders focus their effort to long term goals, put values and stresses on development, inspire the subordinate to follow their vision and achieve it. The central concept for transformational leadership is change and the role of leadership in envisioning and implementing the transformation of organisation performance. With transformational leadership, the subordinates feel trust, admiration, loyalty and respect toward the leader and they are motivated to do more than they are originally expected to do.

Due to the importance of leadership in bringing success to the school, many theories on leadership have emerged and are practiced around the world. Although many local researches have been conducted relating to the headmaster or principal's leadership, there are limited findings on the relationship of headmaster's transformational leadership and teacher's organisational commitment. For leadership, the most common issues are instructional leadership and teacher's perception (Fauzi Ismail, 2004; Munah Nasri, 2005), leadership and teacher's job satisfaction (Harith Hj Ideris, 2004; Norafidah Noralidin, 2004; Sivasanggar Subramaniam, 2006) women's leadership and teacher's job motivation (Elizabeth Mak, 2006) and principal leadership and school's effectiveness (Mohd Noh Ismail, 2004).

The latest trend in defining leadership is the theories of transformational leadership. Although this development has been discussed since 1970s in the

Western countries, there is not much research done on this topic in Malaysia (Ishak Sin, 2003). In Malaysia, the theories of leadership styles such as the transactional leadership, transformational leadership and instructional leadership still need to be discussed further. The lack of findings which compare these types of leadership make it difficult for leaders in school (especially the headmaster and the principal) to choose the type of leadership to be practiced.

Almost all educational reform reports have come to the conclusion that the nation cannot attain excellence in education without effective school leadership (English, 2005). Bush and Middlewood (2005) acknowledged people as the most important resource in the organisation. They provide the knowledge, skill and energy which are essential to success. What differentiates effective and less effective organisations are the quality and the commitment of the people employed there. In countries where even basic resources are barely adequate, the opportunities for an effective education may depend even more upon the attitude and commitment of people in them. There are also a number of researches conducted on commitment. However, local published studies on this issue are very rare (Chua Lee Chuan, 2005).

1.3 RESEARCH PROBLEM

There are numbers of leadership theories or styles that shape schools. Between 1980 and 1990s, instructional leadership was an idea that framed the school's institution. However, there was an initiative to restructure the school in order to prepare it to face future challenges. Instructional leadership was seen as out dated (Ishak Sin, 2003). In order to gain teachers' support, commitment, job satisfaction and to ensure pupils' achievement most headmasters do not know which approach or style will suited their school. In some schools, headmasters only manage the school but do not lead the people, manage resources or give input to the organisation.

Organisational commitment is an important research topic of human resource management, having both practical and theoretical implications. Lack of commitment causes withdrawal behaviours. As suggested by Hanish and Hulin (1990) in Landy and Conte (2004), there are two types of withdrawal behaviours; work withdrawal (includes lateness and absenteeism and represents an attempt by the individual to withdraw from work but still maintain ties to the organisation and work role) and job withdrawal (includes intentions to quit or retire and represents an individual's

willingness to break ties to the organisation and work role). For that, lack of commitment is believed to cause absenteeism, turn over and de-motivation to perform work well.

1.4 RESEARCH QUESTION

Based on the research problem mentioned above, there are few questions that need to be answered while carrying this research. They are listed below;

- 1.4.1 What is the level of headmaster's transformational leadership from the teacher's perspective?
- 1.4.2 What is the level of teacher's organisational commitment?
- 1.4.3 Is there significant relationship between headmaster's transformational leadership and teacher's organisational commitment?

1.5 RESEARCH OBJECTIVES

This study will look on the relationships of headmaster's leadership style towards teacher's organisational commitment in Kota Marudu primary schools. The objectives of this study are as follows;

- 1.5.1 to identify the level of headmaster's transformational leadership in terms of inspirational motivation, intellectual stimulation and individual consideration from the teacher's perspective
- 1.5.2 to identify the level of teacher's organisational commitment in terms of affective commitment, normative commitment and continuance commitment
- 1.5.3 to identify the relationship between headmaster's transformational leadership and teacher's organisational commitment

1.6 RESEARCH HYPOTHESES

Based on the research questions, the hypotheses of the study are

- H^o1 there is no significant relationship between headmaster's transformational leadership and teacher's organisational commitment
- H^o2 there is no significant relationship between headmaster's transformational leadership behaviours (inspirational motivation, intellectual stimulation and individual consideration) and teacher's organisational commitment

H⁰³ there is no significant relationship between headmaster transformational leadership and teacher's organisational commitment components (affective commitment, normative commitment and continuance commitment)

1.7 RESEARCH SIGNIFICANCE

Thurlow (2003) in Bush and Middlewood (2005) noted that the organisational performance of schools in respect of their prime functions (teaching and learning) generally needs substantial improvement. Thus the key resource for improvement is the people who work in them. The improvement and the people's contributions in it need to be managed properly. For that, through this research, the effective leadership type will be identified in relation to ensure the commitment and contributions of the people in it.

There are several reasons for conducting this study. It will help the schools involved in this research to practise suitable leadership style in order to get teacher's commitment. A good leadership style will ensure teachers are committed and responsible in their work. Also, through this research, the researcher tries to suggest a number of approaches for headmasters that will increase their ability to act effectively. This is in line with the New Management Theory (Sergiovanni, 1995), where there is a principle called Principle of Ability – Authority, which promotes authority based on ability.

Information gain from this research will give a picture about headmasters' role in carrying out their job as a leader, especially in order to practice few transformational leadership behaviours which are appropriate to the school and able to evoke teacher's affective commitment. This research will also become guideline for the headmasters in the schools. Headmasters' weaknesses in leadership practice will also be identified and this enables them to improve their practice. Leaders could benefit from understanding the predictors of committed manpower because they can initiate the interventions when the problems occur.

Through this research as well, it could be a general reference, additional knowledge or to some extent become a reference for the administrator. Numerous past studies on commitment proved that low commitment was associated with increased absenteeism, increased intention to quit and poor job performance.

1.8 RESEARCH LIMITATIONS

The research focuses only in Kota Marudu district, thus the findings are not represent other population. This research as well only focuses on the transformational leadership styles. Other dimension of leadership will not be discussed in this research.

Apart from that, this study also does not reflect the leadership practices by headmasters throughout Malaysia and its impact on the pupils' achievement. There are also a few extraneous variables that might come between the principal constructs. Few variables identified are the gender of the headmaster, tenure of service, length of time a teacher has known the headmaster and other variables that might contribute to the relationship between the independent variable and the dependent variable.

The samples were only taken from Grade A primary school teachers. Due to the low response rate, the data analysed only from the questionnaire collected. The data analysed only from the questionnaire answered by grade A teachers. The questionnaire is the only instrument used in this research. Lack of time and experience as well lead to the limitation in the findings.

1.9 OPERATIONAL DEFINITION

1.9.1 Headmaster

Headmaster is an individual who is appointed by *Bahagian Perjawatan, Kementerian Pelajaran Malaysia* and *Suruhanjaya Perkhidmatan Pendidikan*. For the post, he or she is responsible as a leader in a primary school in Malaysia. This research focuses on the headmaster and their practice of transformational leadership behaviours from teacher's perspective. There are 22 headmasters in Kota Marudu's Grade A primary school.

1.9.2 Kota Marudu's Primary School

The primary schools in Kota Marudu are divided into Grade A and Grade B. This research involves only Grade A primary schools in the district. There are 22 Grade A schools in the district.

1.9.3 Transformational Leadership

The terms transformational leadership in this research is defined as the act of a headmaster influencing his or her followers to meet the needs and expectations of the school. In this research, the researcher only focuses on three dimensions of transformational leadership. They are inspirational motivation, intellectual stimulation and individual consideration.

a. Inspirational motivation

The respondents will be asked on their headmaster practices in inspirational motivation. The qualities include, creating a clear vision of the future, inspiring confidence in the value of his / her argument, achieving their vision, setting an enviable example for others to follow, demonstrating high personal standards, motivating their team and finally inspiring people to follow their vision.

b. Intellectual stimulation

The research will also look at headmaster's practice of transformational leadership. The qualities such as the headmaster asking question to test other's thinking, encouraging other to challenge the status quo, providing work or assignments that are stretching but achievable, showing the ability to sell the benefit of new ideas, encouraging others to re-think their ideas, quickly gaining insight into problems and encourages others to work to their best potential.

c. Individual consideration

The transformational leadership of the headmaster is also tested in terms of individual consideration. Qualities such as treating people as unique individuals, trying to understand other person's viewpoint, building co-operative relationship with immediate colleagues, listening to others, recognising the different capabilities of individuals, changing their style and

approach according to who they are dealing with and tuning in to unspoken thoughts and feeling will be looked for.

1.9.4 Organisational Commitment

Organisational commitment consists of teacher's belief and acceptance of the school's goals and values, teacher's willingness to make an effort on behalf of the school and a strong desire to keep up membership in the school. The organisational commitment is divided into affective commitment, normative commitment and continuance commitment.

a. Affective commitment

The affective commitment of teachers in this research is defined as a personal attachment or feeling of the teacher towards the school. It includes being happy working in the school, emotionally attach to the school and the sense of belonging to the school.

b. Normative commitment

The normative commitment of the teachers is the obligation to the school. It includes feeling guilty of leaving the school, sense of obligation to other members in the school and owing a great deal to the school they are currently working with.

c. Continuance commitment

Finally, the continuance commitment on the other hand deals with the commitment of the teacher in terms of the feeling to stay in the school. The teacher will answer questions on their intention to stay or leave the school, the possible consequences and options when leaving the school and the necessity to stay in the school.