

LEADERSHIP VISION AND BEHAVIOUR AS  
PERCEIVED BY TEACHERS AND HEADMASTERS  
IN SELECTED PRIMARY SCHOOLS IN THE  
DISTRICT OF RAUB, PAHANG.

BY

RAJA NORITA BT. RAJA SHAMSUDIN

A PROJECT PAPER SUBMITTED AS A COURSE  
REQUIREMENT FOR THE DEGREE OF  
MASTER OF EDUCATION

KULIYYAH OF EDUCATION  
INTERNATIONAL ISLAMIC UNIVERSITY  
MALAYSIA

SEMESTER 1 2000/2001



104987

104987



## ABSTRACT

Many studies have been conducted on leadership with respect to leadership styles and behaviour. However, not many have been done on leadership vision which is an important aspect of leadership. A leader has to possess leadership vision and in order to realize it he has to possess leadership behaviour. These two aspects of leadership will make him an effective leader and indeed the school is on the gaining end if it possessed such a leader. Thus, this study attempts to address this issue and in so doing, conclusion and recommendations would be made with the hope of further contributing to the presently minimal number of studies on leadership vision and behaviour.

This study employed the survey method as it met the objectives of the study which were, firstly, to investigate whether there were any relationships between leadership vision and behaviour with gender, experience, school size and ISO 9000 exposure and secondly, to identify the nature of leadership vision and behaviour of the Headmasters as perceived by the teachers and School Heads themselves.

This study was conducted in four selected primary schools in the district of Raub, Pahang. The subjects consisted of two Headmasters and two Headmistresses. The sample consisted of the School Heads themselves and also fifty selected teachers from their respective schools making it a total of 54 respondents. A 34 item questionnaire was used in conducting the survey.

The findings of the study showed that the Headmasters and Headmistresses were perceived as visionary leaders by the teachers and they themselves. However, in terms of leadership behaviour, the teachers perceived their School Heads as lacking in the aspect of teacher empowerment. On the other hand, one of the School Heads perceived herself as lacking in the aspect of structural leadership as far as leadership behaviour was concerned.

The findings also showed that there were discernable relationships between leadership vision and the variables of experience and school size. In terms of leadership behaviour, there were discernable relationships between experience and the aspects of communication of values and professional development of teachers. On the other hand, a discernable relationship was also established between school size and professional development of teachers. Finally, there was also a discernable relationship established between ISO 9000 and the aspect of structural leadership.

PUSAT SUMBER INSTITUT AMINUDDIN BAKI KEMENTERIAN PENDIDIKAN MALAYSIA	
No. Perolehan	KC 11947
Tarikh	7/6/01
Harga	Peruma
Pembarul	

## INTRODUCTION

Leadership vision and behaviour are two aspects of leadership which can enhance the performance of a leader. First, a leader has to possess a vision and in order to realize it he has to possess leadership behaviour. It is obvious that one cannot go without the other. In fact, one could be an effective leader if one possessed both leadership vision and behaviour. An administrator or a manager can make a difference in the way he manages the organization and staff according to his leadership vision and behaviour. He decides and determines the direction he wishes to steer his organization and followers. He is indeed the strongest influence in the organization.

Leaders who possess leadership vision and behaviour have a strong sense of purpose in their pursuance of work. They have clear cut goals and objectives in everything that they do. They then guide their followers towards these goals and objectives. They utilize the resources available to the maximum in order to achieve these goals. In the process, they motivate their subordinates as well as enhance their conduct (Hong, Sharpe and McCormick, 1996).

Leaders with leadership vision and behavior are also future-oriented. They envision themselves improving the present situation of the organization to a more viable, credible and attractive future. In the Malaysian context, this is



very much relevant to the nation's Vision 2020. Leaders should always look ahead to a more promising future in terms of improving their organization as well as its members.

It is also inevitable that leaders with leadership vision and behaviour make changes in their organization in their attempt to transform it. In the educational context, schools are considered as agents of change. Thus, leadership vision and behaviour definitely contribute in this aspect as only leaders with these elements can bring about the changes required.

## STATEMENT OF THE PROBLEM

Many studies have been done on various aspects of leadership, two of them being leadership style and behaviour. However, not many have been done on leadership vision, which is an important aspect of leadership. A leader has to possess leadership vision first and in order to realize it he has to possess leadership behaviour. Consequently, this makes him an effective leader. Many Headmasters can become managers of the school but not many can be effective leaders in the true sense of the word. Therefore, in this study the researcher addresses this issue in order to gain insights pertaining to both leadership vision and behaviour. This will eventually lead to the researcher arriving at some conclusions and giving recommendations to the authorities concerned.

A Headmaster without leadership vision and behaviour will just manage his day-to-day work without any clear cut goals or objectives. It is inevitable that as a leader he leads his subordinates. If he himself is uncertain of the way he is heading, then his subordinates and for that matter, the whole school will be vague in its pursuance of its mission. This is vital as it determines the success or failure in the running of a school. Leaders with leadership vision and behaviour are compelling, pulling people towards them, bringing about confidence on the part of the employees, inspiring and transforming purpose into action (Hong et al., 1996), just to name a few. Without a doubt, schools which are fortunate enough to have such leaders are indeed on the gaining end.

## PURPOSE OF THE STUDY

The primary purpose of the study is to investigate whether there is a relationship between leadership vision and behaviour with gender, experience, school size and ISO 9000 exposure.

The secondary purpose of the study is to identify the nature of leadership vision and behaviour of Headmasters as perceived by the teachers and Headmasters themselves.