

**THE IMPACT OF MANAGEMENT STYLES  
OF PRINCIPALS ON TEACHER MOTIVATION  
IN SELECTED SCHOOLS  
IN PERAK DARUL RIDZUAN, MALAYSIA**

**BY**

**LOH WAI LING**

**A PROJECT PAPER SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF MANAGEMENT**

**MANAGEMENT CENTER  
INTERNATIONAL ISLAMIC UNIVERSITY  
MALAYSIA**

**NOVEMBER 2000**



**الجامعة الإسلامية العالمية ماليزيا**  
**INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA**  
**بِوَسِيْلَةِ سَلَامٍ اَنْبَارًا يَجْسِبًا مَلِكِيًّا**

INTERNATIONAL ISLAMIC UNIVERSITY  
LIBRARY

Copy no.: 853 225 ..... main

Date: 16/7/03 ..... aar

t  
LB  
2831.926  
M4  
L833I  
2000

16/9/03 nmz  
26/9 rose

## ABSTRACT

The problem considered for this study emerges from the relevant issues that surface when teacher motivation is viewed as a major factor in increasing student achievement. Effective instructional leadership by the school principal is understood to be a critical characteristic of effective schools. The effect of principal's leadership style on teacher motivation has precipitated national debate.

The purpose of this study was to examine the relationship between teacher perception of the principal's leadership style and teacher motivation associated with a particular leadership style. Two styles of leadership were examined in this study, consideration and initiating structure. Consideration or democratic leadership style involves a humanistic/participating approach while initiating structure or authoritarian leadership style is a more directive or task-oriented approach in dealing with people.

This study utilized quantitative methods to determine the relationship between teacher perception of the principal's leadership style and teacher motivation associated with the particular leadership style. The Leadership Behavior Descriptive Questionnaire and A Questionnaire Measure of Individual Differences in Achieving Tendency were the two instruments utilized for data collection in this study. The findings of this study indicated the following: (a) Higher consideration on the part of leadership, higher the level of teacher motivation, and (b) gender of principal did not have much effect on teacher motivation.

## ABSTRAK

Persoalan kajian ini berpunca daripada isu relevan yang berhubungkait dengan motivasi guru yang dianggap sebagai faktor utama yang menentukan pencapaian pelajar. Corak kepimpinan pengetua yang efektif merupakan satu ciri kritikal untuk melahirkan sekolah yang berkesan. Keberkesanan corak kepimpinan pengetua ke atas motivasi guru juga turut diperbahaskan di peringkat kebangsaan.

Matlamat kajian ini adalah untuk melihat hubungan persepsi guru terhadap kepimpinan pengetua dengan tahap motivasi guru yang dihubungkaitkan dengan corak kepimpinan tertentu pengetua. Dua corak kepimpinan telah dikaji, iaitu "timbangrasa" dan "pendaya struktur". Timbangrasa atau corak kepimpinan demokratik melibatkan pendekatan kemanusiaan atau penglibatan subordinat; sementara pendaya struktur atau autokratik melibatkan pendekatan orientasi tugas atau pengarahan dalam melaksanakan tugas.

Kajian ini menggunakan kaedah kuantitatif untuk menentukan hubungan antara persepsi guru terhadap corak kepimpinan pengetua dengan tahap motivasi guru yang berhubungkait dengan corak kepimpinan tertentu pengetua. Soalselidik Deskriptif Kelakuan Pemimpin (*The Leadership Behavior Descriptive Questionnaire*) dan Soalselidik Mengukur Perbezaan Kecenderungan Pencapaian Individu (*A Questionnaire Measure of Individual Differences in Achieving Tendency*) merupakan dua alat pengumpulan data untuk kajian ini. Dapatan kajian ini menunjukkan (a) Semakin bertimbangrasa seseorang pemimpin, semakin tinggi tahap motivasi guru dan (b) jantina pengetua kurang memberi kesan ke atas motivasi guru.

# APPROVAL PAGE

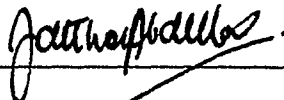
TITLE OF PROJECT PAPER: THE IMPACT OF MANAGEMENT STYLES OF PRINCIPALS ON TEACHER MOTIVATION IN SELECTED SCHOOLS IN PERAK DARUL RIDZUAN, MALAYSIA.

NAME OF AUTHOR: LOH WAI LING

---

The undersigned certify that the above candidate has fulfilled the condition of the project paper prepared in partial fulfillment for the degree of Master of Management.

## SUPERVISOR

Signature: 

Name: Dr. Kalthom Abdullah

Date: 30 November 2000

## ENDORSED BY:



---

Dr. Junaidah Hashim  
Head, Master of Management Program  
Date: 30 November 2000



---

Dr. Obiyathulla Ismath Bacha  
Director, IIUM Management Center  
Date: 30 November 2000

## DECLARATION

I hereby declare that this thesis is the result of my own investigations, except where otherwise stated. Other sources are acknowledged by reference notes and a bibliography is appended.

Date: 30 November 2000

Signature..........

Name: LOH WAI LING

© Copyright by Loh Wai Ling and  
International Islamic University Malaysia

**Dedicated specially to my husband, TEH  
and children Carol and Christopher  
whom I express my undying love.....**



## ACKNOWLEDGEMENTS

I wish to acknowledge that I am indebted to many people for the countless hours of hard work, dedication and support; without which this study could not have been completed. Special recognition and appreciation are expressed to the persons name below.

First and foremost, to Dr. Kalthom Abdullah, my advisor who always provided the necessary support, guidance and encouragement to complete this study. Dr. Kalthom Abdullah's insight, direction and expertise have been invaluable throughout my program and especially this dissertation.

Thanks to Encik Yusof Ismail for his untiring leadership, profound concern and interest in seeing that this study was completed. A special appreciation to Dr. Junaidah Hashim for her insight and assistance contributed greatly to Chapter One to Three of this study. A special thanks also to Dr. Ahamed Kameel Mydin Meera for his assistance and guidance in analyzing the data using SPSS.

I can never completely express my gratitude and appreciation to my family who have consistently believed in me and supported me with their love, encouragement and understanding. I am forever grateful to my children, Carol Teh Chooi Yee and Christopher Teh Jun Qian for their patience and understanding; and to my husband Teh Thian Lai for his confidence in me. His inspiration and motivation prompted me to continually seek higher levels of learning and to persevere until I reach my ultimate goal. His support and his love have given me the strength to pursue my interests and make a dream come through.

Finally, thanks to Almighty God (for whom all blessings flow) for his omnipotence and never-ending watch over me. Thanks for his merciful protection and for being the ultimate source of energy and strength needed to pursue my dream of receiving this Master of Management degree.

# TABLE OF CONTENTS

Abstract.....	2
Approval Page.....	4
Declaration.....	5
Copyright Page.....	6
Dedication.....	7
Acknowledgements.....	8
Table of Contents.....	10
List of Tables.....	14
List of Figures.....	15
<b>CHAPTER 1: INTRODUCTION.....</b>	<b>16</b>
1.0 Background of Study.....	16
1.1 Statement of the Problem.....	21
1.2 Purpose of Study.....	22
1.3 Research Questions.....	24
1.4 The Scope and Limitation of Study.....	24
1.5 Significance of Study.....	27
1.6 Definitions on terms.....	29

<b>CHAPTER 2: REVIEW OF LITERATURE.....</b>	<b>31</b>
2.0 Introduction.....	31
2.1 Management and Leadership.....	31
2.1.1 Management Styles in Schools.....	33
2.1.2 Definitions of Leadership.....	35
2.2 Trends in the Study of Leadership.....	37
2.2.1 Traditional Approaches to Understanding Leadership.....	37
2.2.1.1 The Trait Approach.....	37
2.2.1.2 The Behavioral Approach.....	39
2.2.1.3. The Situational or Contingency Approach to Leadership.....	44
2.2.2 Contemporary Perspective on Leadership.....	49
2.2.2.1 Charismatic Leadership.....	49
2.2.2.2 Transformational Leadership.....	49
2.2.2.3 Post-Heroic Leadership.....	50
2.3 Gender Differences in Leadership.....	51
2.3.1 Masculine and Feminine Characteristics.....	52
2.3.2 Stereotype and Changes in Sex-roles.....	53
2.3.3 Difference in Male and Female Leadership Styles....	54
2.3.3.1 Person-centered.....	56
2.3.3.2 Situation-centered.....	58
2.3.4 No Gender-related Differences.....	59

2.4	Gender in the Theory and Practice of Educational Leadership.....	60
2.5	Research Studies on Educational Leadership Styles in Malaysia.....	62
2.6	Motivating Teachers to Improve Performance.....	63
	2.6.1 Concepts of Motivation .....	63
	2.6.2 Teacher Motivation.....	67
	2.6.2.1 Historical View.....	67
	2.6.2.2 New Theories of Teacher Motivation.....	69
2.7	Conceptual Framework.....	71
2.8	Conclusion.....	75
<b>CHAPTER 3: RESEARCH METHODOLOGY.....</b>		<b>76</b>
3.1	Sample Population.....	76
3.2	Research Instrument.....	77
3.3	Method of Data Collection.....	81
3.4	Data Analysis Techniques.....	81
3.5	Hypotheses Testing.....	83

<b>CHAPTER 4: FINDINGS.....</b>	<b>84</b>
4.1 Description of Respondents .....	84
4.2 Reliability Analysis.....	85
4.3 Hypotheses Testing.....	86
<b>CHAPTER 5: CONCLUSION AND RECOMMENDATION.....</b>	<b>96</b>
5.1 Discussions of Major Findings.....	96
5.2 Research Implications.....	100
5.3 Recommendations.....	102
5.4 Future Research Directions.....	104
<b>REFERENCES.....</b>	<b>106</b>
<b>APPENDICES.....</b>	<b>123</b>

## LIST OF TABLES

Table 1: Measuring Device, Source and Numbering of Items.....	78
Table 2: Division of Items Based on Positive and Negative Statements.....	79
Table 3: List of Positive and negative Items of Motivation.....	80
Table 4: Summary of Hypotheses and Hypotheses Testing Method.....	82
Table 5: Gender of Respondents.....	84
Table 6: Qualification of Respondents.....	85
Table 7: Correlation between Principals' Consideration Leadership Style and Teacher Motivation.....	86
Table 8: Correlation between Principals' Initiating Structure Leadership Style and Teacher Motivation.....	88
Table 9: Correlation between Consideration Leadership Style and Teacher Motivation under the Leadership of Male Principals..	90
Table 10: Correlation between Initiating Structure Leadership Style and Teacher Motivation under the Leadership of Male Principals..	91
Table 11: Correlation between Consideration Leadership Style and Teacher Motivation under the Leadership of Female Principals...	93
Table 12: Correlation between Initiating Structure Leadership Style and Teacher Motivation under the Leadership of Female Principals	94

## List of Figures

Figure 1: Leadership Styles Studied at Ohio State.....	42
Figure 2: The Path-Goal Framework.....	48
Figure 3: Conceptual Framework of Study.....	73



# CHAPTER 1

## INTRODUCTION

### 1.0 Background of the Study

As the number of women in the workforce has increased, the number of positions of authority, both in business and education, has also increased. However, there is still a concern that while female teachers have dominated education, not enough women have pursued administrative positions. According to a report published by the Educational Statistics of Malaysia, in 2000 there are 41,579 male and 67,313 female teachers in secondary schools and 55,427 male and 99,493 female teachers in primary schools nevertheless females have made little progress toward equitable representation in school administration, especially as a principal (Zubir, 1998). In the teaching profession where there are more than 70% women, less than 20% of all school principals and officials are women (Mosses & Xavier, 1995).

While historically it has been the fact that women form the majority of the workforce in education, clearly they are under represented in the leadership. Ortiz (1988) offers several explanations for women's absence in leadership position in education management. These explanations include deficit theories that stress women inadequacy or incapacity, issues of power and control, and a patriarchy construction of society that

has proliferated since the 1950's and 1960's. This is followed by studies of gender bias in educational management that has flourished from a period beginning in the late 1970's to the present. Social science now includes the psychology of women and gender as added dimensions to the study of leadership styles and traits.

Even though all school administrators begin their careers by teaching, there is a difference between the careers of men and women in education development. While males move into administration early in their careers, women who become administrators do so at a much later point in their careers. Consequently, a number of studies have emerged in the studies comparing men and women's leadership skills, including a historical perspective of women in educational leadership positions, an analysis of gender differences and the impact of the differences of their management styles, and the changing role of administration that suggests a movement toward a "women-inclusive model".

An in-depth analysis of the studies mentioned as above should provide a greater insight about the role of women in educational management and the barriers that prevent women from attaining principals, and the broad issue of how gender affects leadership and leadership traits. This information has the potential to assist policy makers and decision-makers in rethinking old assumptions in order to form a new paradigm for leadership.

This study focuses on two leadership styles of principals in selected schools in the Kinta District of Perak Darul Ridzuan, Malaysia, namely "consideration" and "initiating structure" (Stogdill & Coons, 1957). It also attempts to investigate the impact of management styles of male and female principals on teacher motivation. It is hoped that this study will provide more sources of information regarding the aspect of male and female leadership behavior and which is the most effective in school management.

"Management" and "leadership" are two different concepts. Leadership is a facet of management. According to Kotter (1970), "management" is the process of setting and achieving the goals of the organization through the functions of management: planning, organizing, directing (or leading), and controlling. "Leadership", in contrast, is an influence process; therefore leaders are people who by their actions, encourages a group of people to move toward a common or shared goal. Leaders establish direction by developing a vision; then they communicate this vision to people and inspire them to overcome obstacles. A leader can be a manager, but a manager is not necessarily a leader. The leader of the work group may emerge informally as the choice of the group. If a manager is able to influence people to achieve the goals of the organization, without using his or her formal authority to do so, then the manager is demonstrating leadership.

However, “management” and “leadership” are often used interchangeably (Kotter, 1970). So are the two notions: “morale” and “motivation” which also promote organizational effectiveness. The 1998 edition of Webster’s Dictionary defines “morale” as the mental and emotional attitudes of an individual to the functions or tasks expected of him by his group and loyalty to it. “Motivation” is defined as something (a need or desire) that causes a person to act (Smith, 2000). According to these definitions, “morale” and “motivation” are two distinctly different terms. The focus of this study will be on “motivation”.

Addressing motivation in his landmark work, “Work and the Nature of Man”, Frederick Herzberg (1966) outlines his beliefs regarding determinants of job satisfaction. These determinants are achievement, recognition, work itself, responsibility and advancement. As a worker describes his feelings of job satisfaction, these five areas are mentioned frequently. Herzberg states, in his “Motivation-Hygiene” Theory, that a worker exists in an environment that is balanced by dissatisfying factors he calls “hygienes or extrinsic factors” and satisfying factors he has identified as “motivators or intrinsic factors”. Herzberg holds that for a worker to have positive morale, he must experience an imbalance of “motivators” over hygienes”.

Recent studies have also shown fairly conclusively that teachers are motivated more by intrinsic than by extrinsic rewards. Petty and Bruning (1980) conducted a survey which found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and

independence, challenge, expression of creativity, and opportunity for learning. They concluded that high internal motivation, work satisfaction, and high-quality performance depend on three "critical psychological states": experienced meaningfulness, responsibility for outcomes, and knowledge of results. Sergiovanni (1990) likewise found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible.

The gender of the principals, changes in the principal management styles, planning time, work load, school board policy changes, amount of educational freedom, salary and many other variables have a direct impact on teacher motivation. achievement (Citty, 1999). Also impacting motivation, the public's demand for increased accountability, perceptions of decreased parental support, changes in curriculum, the challenge of learning new varied instructional technologies, and the changing needs of students have acted to create an environment for teaching which may lead to the burnout among teachers.

It is a tragedy when students lose the influence and skill of a person gifted in the art and science of teaching. The greatest tragedy occurs when teachers who have poor attitudes and little motivation remain in the teaching profession. According to Smith (2000), a lack of motivation is viewed as a major factor contributing to teacher dissatisfaction with their positions. This suggests that dissatisfaction with the school principals may also arise.

Principals who do not motivate their teachers usually are perceived to be ineffective administrators. Frase's (1992) described motivation as critical to good schools. Low motivation is associated with frustration, stress, alienation and powerlessness. High motivation is associated with satisfaction belongingness, achievement and personal and group esteem. The absence of teacher motivation may result in low student achievement. Student achievement has been found to increase when the student is associated with a teacher with high motivation and decrease under a teacher with low motivation.

The principal has a key role to play in developing and enhancing teachers motivation. Management associated with high teacher motivation is likely to be considerate, participative and supportive, and to occur when motivational and communication forces are strong, interaction is warm and close, decision making and goal setting are shared, control processes are collegial and achievement is emphasized and recognized (Andrew et al., 1985; Likert, 1967). The major management roles of the principal in planning, organizing, communicating, and controlling all have important implications for teacher motivation.

### **1.1 Statement of the Problem**

In the last century, numerous studies on leadership behavior of male and female leaders have been carried out in the West as well as in Malaysia. However, only a few studies compared the similarities and the differences between male and female

principals' leadership behavior in school environment, especially their management styles. It is interesting to observe the type of management styles that male and female principals have and how these behaviors associate with their management styles.

The problem considered for this study emerges from the relevant issues that surface when teacher motivation is viewed as a major factor in increasing student achievement. Effective instructional leadership by the school principal is understood to be a critical characteristic of effective schools. The effect that a principal's management style has on teacher motivation has precipitated national debate.

## **1.2 Purpose of Study**

Most educators recognize that schools were created and exist for one primary purpose, to provide an educational program for students to be successful in their preparations for life. However, in addition to this basic premise, the needs of the teacher must also be met in order for the primary goal of education children to be successful. The development of positive motivation is dependent upon the integration of individual needs with schools' goals along with a positive, effective leadership of the school principal. The purpose of this study is to develop a greater understanding of the principal management styles and teacher motivation as these two distinct phenomena are compared and contrasted.

At all times, it is essential that educational leaders, regardless of gender, are made aware of techniques and strategies that they can use in their personal management styles to support their organizations in order to provide the strength and vision necessary to lead our nation's schools. By understanding the differences, strengths and versatility that gender brings to the leadership perspective, we can greatly expand the management horizon.

This study also examines the gender differences of the Kinta District of Perak Darul Ridzuan principals as measured by the Leadership Behavior Description Questionnaire (LBDQ) across two behavior categories, "consideration" and "initiating structure". Further, the study sought to identify leadership traits in which either men or women excelled, and attempted to use the data to debunk stereotypical views of both male and female leader by identifying and comparing perceived gender differences in management styles and its effects on teacher motivation. Specifically the purposes are:

- (a) to determine whether leadership behaviors of male and female principal are perceived differently by their male and female subordinates,
- (b) to distinguish which specific aspects of management styles of the male and female principals are more dominant; and
- (c) to examine the impact of the management styles of principals and their effects on teacher motivation.