

ABSTRAK

Kajian ini bertujuan untuk meneliti pandangan pengetua dan guru besar tentang peranan Pegawai Pendidikan Daerah sebagai pemimpin pendidikan daerah. Soal selidik 'Principals Instructional Management Rating Scale (PIMRS)' dan 'Administrative Behaviour Questionnaire (ABQ)' yang telah diubahsuai mengandungi 51 item dalam 6 dimensi peranan PPD dalam kepimpinan pendidikan. Peranan-peranan tersebut ialah menetapkan dan menjelaskan matlamat, mengurus kurikulum dan pengajaran, pembangunan staf dan kebajikan, penyeliaan dan pengurusan, komunikasi, profesionalisma dan delegasi, dan prestasi perkhidmatan dan kepimpinan pendidikan PPD. Kajian ini melibatkan 142 orang pengetua dan guru besar di 42 buah sekolah menengah dan rendah di daerah Kuala Selangor dan Sabak Bernam. Data dianalisis menggunakan statistik deskriptif. Analisis statistik seperti taburan kekerapan, peratusan dan min digunakan untuk menentukan persepsi pengetua dan guru besar terhadap peranan PPD sebagai pemimpin pendidikan daerah. Dapatan kajian menunjukkan bahawa PPD telah melaksanakan 6 dimensi peranannya sebagai pemimpin pendidikan secara aktif mengikut persepsi pengetua dan guru besar. Dapatan kajian juga menunjukkan PPD telah memberi tumpuan sewajarnya kepada 4 dimensi peranan kepimpinan pendidikan iaitu menetapkan dan menjelaskan matlamat, pembangunan staf dan kebajikan, komunikasi, profesionalisma dan delegasi, serta prestasi perkhidmatan dan kepimpinan pendidikan. Kajian juga mengenal pasti 2 dimensi, iaitu penyeliaan dan pengurusan serta mengurus kurikulum dan pengajaran, merupakan dimensi yang kurang diberikan tumpuan. Kajian ini juga

mendapati terdapat perbezaan persepsi pengetua dan guru besar yang berlainan jantina dan daerah berkhidmat terhadap peranan PPD sebagai pemimpin pendidikan. Kajian ini mencadangkan supaya PPD memainkan peranan yang lebih aktif terhadap dimensi peranan penyeliaan dan pengurusan serta mengurus kurikulum dan pengajaran di sekolah-sekolah dalam daerah pentadbiran mereka.

**EDUCATIONAL LEADERSHIP OF DISTRICT EDUCATION OFFICER
(D.E.O) IN THE DISTRICT OF KUALA SELANGOR AND SABAK BERNAM**

ABSTRACT

The purpose of this study was to investigate school principals' and headmasters' views on District Education Officer (D.E.O) roles as educational leaders. A modified 'Principals Instructional Management Rating Scale (PIMRS)' and 'Administrative Behaviour Questionnaire (ABQ)' questionnaire comprising of 51 items on six dimensional roles of D.E.O as educational leaders were used in this research. These roles were (i) Clarification and Statement of Objectives, (ii) Managing Curriculum and Learning, (iii) Staff Welfare and Development, (iv) Management and Supervision, (v) Communication, Delegation and Professionalism, and (vi) Service Performance and Educational Leadership of D.E.O. This research involved 142 principals and headmasters from 42 secondary and primary schools in the district of Kuala Selangor and Sabak Bernam. The data was analyzed using descriptive statistics such as frequency score, mean and percentage. The results of this study were : (1) DEO had practiced actively on the six roles of educational leadership as perceived by principals and headmasters, (2) DEO had focused fairly on four dimensional roles of educational leadership such as (i) Clarification of Objectives, (ii) Staff Welfare And Development, (iii) Communication, Delegation And Professionalism, and (iv) Service Performance and Educational Leadership, and DEO had focused less on two educational leadership roles such as (i) Management and Supervision, and (ii) Managing Curriculum and Learning. This research also found that there were differences in perceptions of school principals and headmasters according to genders and district of service towards DEO

roles as educational leaders. From this study, it is suggested that the DEO ought to play a more active role in monitoring and supervising the quality of instruction and learning in schools in their district.