

The Relationship Between Principal's Communication Style and School Climate

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Abstract—The purpose of this study was to examine the relationship of principal's communication style and school climate in primary school in the district of Lipis, Pahang, Malaysia. This study using quantitative descriptive-correlational research design method. 300 primary school teachers in the district of Lipis completed 7 Likert Organizational Climate Description and Principal's Communication Style Questionnaire for this study. They were selected based on two-stage random sampling. Data were collected using the survey method and were analysed using both descriptive and inferential statistics SPSS (Statistical Package for the Social Science). Based on the data collected, the findings showed that principal in primary school's principal strongly practiced relinquish style, equalitarian style, structure and dynamic style in daily routine as perceived by primary school teachers in the district of Lipis. Thus, teachers also perceived least number of primary schools' principal practicing control style and withdraw style in daily routine activities. Teachers also perceived that school climate is in supportive and engaged environment. The findings also revealed that there was a moderate and positive relationship ($r = 0.451$, $p=0.000$) between principal's communication style and school climate. In term of determining the contributions of the significant predictors of school climate, the result revealed that dimension of principal's communication and style contributed 28.7 percent the variance of school climate. The findings of this study have implications to the role of principal in exercising suitable communication style to develop a positive school climate. For future research, study should utilize the Organizational Climate Description and Principal's Communication Style Questionnaire for continuous principal development programmer as part of self-evaluation by using mix method and larger sample.

Keywords—component; principals communication style; school climate; school leadership

I. INTRODUCTION

A positive school climate exists when the pupils are engaged in teaching and learning environment, teacher demonstrate a good commitment and job satisfaction towards their responsibilities and work [1,2]. There were many studied shown that school climate is one of the factor to capitalize the employees' innovative work behaviour [3,4] claimed, positive school climate can be foreseen when the engagement of students in teaching and learning arises. Secondly, the

performance, motivation and job satisfaction among teachers are exists.

Who can create this positive environment? Like a ship, we need captain to lead it, same goes to school we need principal to lead the school. Principal is responsible to promote a positive school climate, it will indirectly stimulate students' personal growth and academic achievement, and creating a productive work environment for teachers. Teh stated in the school context, school leader is the most important aspect to grow and share the vision with teachers and all members of the school community [5]. Positive school climate is a condition where the entire school community have a social and cultural relationship between them and influence the behaviour of the community. School climate foreseen as a catalyst in ensuring the success of the school.

In addition, principal is seen as someone who endures and controls the expectations and hope to achieve the school goal [6]. Furthermore, school success is very closely related to leadership style and how far the principal influences and working together as a team with entire community. The main criteria of leadership is communication [7]. Communication as a device or medium that able the principal-teachers, teachers-teachers and teachers-students to transmit and convey the message clearly. Thus, communication is an important process in schools and the most frequently used tools by organizational leaders [8]. Not only oral and written communication is important but interpersonal communication also important in order to achieve school targets [9]. With both skills it will help to make communication as a medium that assist principal to communicate openly about things related to school, solve relevant problem in order to create positive school climate. Fields stated, principal who is able to communicate clearly and able to create solution for any problem occurs will be respected by their teachers [10]. Therefore, communication is actually able to create positive school climate and teachers' commitment in a less burden and stress.

A. Problem Statement

Previous studies showed that the principal is the indicator and significant influence in school climate [11]. Aligned to that [12] in early studied also stated that the principal is the one that play a role in preparing the school climate. With the positive

and open school climate, it helps the teachers or the members of the organization to show their commitment and role in achieving the mission. Positive school climate helps to reduce the pressure on principal, therefore it increases the efficiency of the teachers and achieve the school goals or missions [13].

To create the positive and a good school climate within the organization, a principal should have an appropriate communication style according to the atmosphere or circumstances. There are some communication styles which can be use or practiced by the principal in managing a school or creating a better school climate. However, there are a few styles that are not appropriate at all to be practiced, especially that one-way communication and ignorance others' feelings.

Furthermore, positive school climate and principal communication are also stressed out in Malaysia context education system. Based on Government Transformation Program (GTP) through National Key Result Area (NKRA), two elements of school climate and principal communication had been highlighted under the subtopic of 'Identifying and rewarding for principals and head teachers' and 'Introducing New Deals for principals and head teachers'. The evaluation of the principal is done through the Standard and Quality of Malaysia Education (Standard Kualiti Pendidikan Malaysia) or SKPM [14]. The instrument was developed to achieve the target in GTP 1.0. According to SKPM 2013, the two elements or aspects have been placed as the criteria in the evaluation of the educational process and performance critical to identify strengths and weaknesses of the school so that the school can make improvements. The principal communication is stated in aspect 1.3 under the element of leadership and direction while school climate is stated in aspect 2.6 under the element of management of the organization.

In 2016, when GTP 2.0 was introduced, and the instrument of SKPM come to the second wave and known as SKPMg2.0, element of principal communication and school climate are still stated as the elements. These have shown that principal communication and school climate are the crucial factors in identifying the performance of the school.

Communication of the school principals have become a significant factor influencing the school climate. As different schools have different principal's communication style, the role of the principal may vary from one school to another. This since their personalities as well as characters can greatly influence the school climate. In addition, the principals must be far sighted, able to find ways to improve students' achievement, creating conducive school environment, guide teachers to be more competent.

On the other hand, ineffective communication will make teachers become confused and misinterpret information as well as teachers' willingness and commitment will rise down. Effective and ineffective communication will significantly relate with school climate.

Due to the issue, the researches that conducted in Malaysia focused only on each variable solely either principal communication style or school climate. Therefore, there are certainly scant empirical studies that had investigated both variables together in Malaysia especially in primary school. As

we know, under the new National Blueprint that going to convey the transformation of schools in Malaysia, there is a demand to explore the principal's communication style of the school principal that directly influence the school climate. Parallel to 21 century learning environments therefore there is a need to ensure the school leaders possess the suitable communication style to build a positive school climate for effective teaching and learning environment.

B. Research Objectives

The purpose of the study is to examine the relationship between school principal's communication style and school climate as perceived by the teachers in primary school in Pahang. The objectives of the study are specific to:

- To examine the principal's communication style as perceived by primary school teachers in primary school in Pahang.
- To determine the nature of school climate in primary schools as perceived by primary school teachers in Pahang.
- To predict the relationship between the principal's communication style and school climate as perceived by primary school teacher in Pahang.
- To analyze the contribution of predictor variables towards the variance of school climate among primary school in Pahang.

II. LITERATURE REVIEW

A. School Climate

Previous researchers had defined school climate as a working environment with related to the behaviors' of the members, commitment and successful of the organization or school [15-18]. This situation has bring the organization differ from other organization [19,20]. Organization is unique because of the school climate. Hoy and Miskel also concurred that school climate as a set of internal features which make and differ the school from another school in terms of members' behavior [21,22].

School climate as the behavior that shared among the staffs of organization including teachers, students and school communities in contributing the success of the organization [23,24]. School climate is a set of measurable properties of the working environment, which based on the collective perceptions of the people who live and work in the environment and influence their behaviour such as commitment and job satisfaction [25].

School climate is one of the important factors that affect the development and success of a school academic performance, positive school climate able to enhance staff performance, rise up staff motivation and improve students' academic achievement [26-30]. "Only healthy organizations will be able to create and maintain places where all students succeed" [31]. Pashiardis agreed that school climate was related with the school performance when he defined school climate as the

quality of the school environment which influenced the members' behavior and achieving the school goals [32].

People foresee the positive school climate when the engagement of students in teaching and learning arise [4] secondly the performance, motivation and job satisfaction among teachers are exists. Furthermore a work-centered environment is also exist [33]. A positive school climate promotes a better learning environment, a more collaborative decision making process, and collegial faculty relationships It viewed that aspect of school climate such as leadership and motivation from the leaders as the factors that able to improve the quality of the members [34]. School climate able to describe the whole organization environment [35].

B. Communication

Communication came from the Latin words communicate. Communicate means 'to impact', 'to share' or 'to make common' [36]. According to the researcher also, to share and to common means the '*communicator will communicate using the same symbols. Communication is a way of achieving productivity and goal in the organization. Communication is the means by which people are connect together, how the responsible to achieve a common goal. Communication is the process involving two or more people connecting in the same environment*' [36]. Without effective communication among the members inside or outside of the organization, the pattern of relationship will serve no one's need. Thus, communication also an essential process that the leader uses to plan, lead, organize and control.

The communication as a process where two individual or more exchange or sharing significant messages about their ideas and feelings [37,38]. In other words, communication is a process of sharing information, ideas and attitudes with a degree of understanding between two parties. Communication as assign of the information from one party to another party [39], during the process both party are able to understand the information clearly, Onuoha agreed that process of communication involve three important element which are medium of transferring information, sender and receiver [40]. Communication as a process where people are sharing ideas, information and feelings which involves not only verbal communication but also non-verbal communication [41].

Meanwhile Stoner and Wollack, translated communication as a process where people are sharing the information by transmitting the messages with the symbols [42]. According to him, there three important elements in define the communication. First, the communication involves human interactions, second communication involve define information to shared together and lastly, communication involve symbols such as gestures, letters, numbers and words [42]. Parallel to that also, Hoy and Miskel defined communication as a process that transmits messages using symbols, signs and contextual cues to express meaning between two parties [43]. Thus they have similar understanding and able to influence both parties behaviour.

C. Relationship of Principal's Communication Style and School Climate

The relationship between principal's communication and school climate indicates that communication plays a vital role in the leadership process through goal-setting, implementation, evaluation, and feedback [44]. Effective communication to effective leadership in that good communicators were equally good principals, while ineffective communicators were not [45,46]. Robert stated that principal has two large communication role which are helping people strengthen their feeling of membership in the organization and developing the responsibility by understanding the job requirement [47]. Therefore, if principal ensure these two large role in track it help to develop the school climate. Asserted organization is likely to be more effective if there is two-way communication and employees are cooperative and have better perception of the organization [48]. Employees' perception about the climate influences the employees' involvement and commitment to the organization. Verma discussed that the effectiveness of communication is an indispensable requirement for positive and success of any organization [49]. Thus, quality communication is precisely influence employees' satisfaction, motivation and performance. Communication factors are commonly determining and contribute to the failure or success of an organization.

Kelley found principals spend up to 90 percent of their time communicating [50]. Accordingly, Smith stated the principal, as a communicator, displayed behavior that communicated the school purpose that then translated into programs and activities [51]. Hoy and Miskel quoted that principal must communicate clearly with teachers in what they belief, share difficulty in handling problems so that teachers know what's going on inside the school, treat teachers as friends being open and thoughtful in whatever action taken able to reduce conflicts and build up better working environment [20]. communication as a significant factors and predictor of school climate [52]. Teacher discover that communication was an important factor that can help to provide conducive working environment.

Maznah in her surveyed, affirmed that teachers gave high rating scored to the principal who chosen leadership style which more concern on teachers by treating them as a friends, accept the ideas and feeling of teachers and students towards a positive school climate [53]. Thus, she also discovered principal used two types of communication which are upward communication and downward communication. Salha concurred that school climate depends on the quality and skill of the principal [52]. If the school is joyful, excellent reputation, innovative, students' centered learning environment and produces quality students, therefore it is a result of leadership skill and highly creative in the process of communication with the employees. Walker and Cavanagh also agreed that teachers feel happy if the principal always from time to time inform them about their performance and achievement [54]. Thus, principal's communication style may be accepted as a predictor of teachers' and staff commitment, perception and involvement with the school.

Two-ways communication is important to avoid misunderstanding and conflicts during the process of

communication. Barrett observed that two-way communication and more constant communication are more common in people-oriented leaders than task-oriented leaders [55]. People-oriented communication is concerned with timing, keeping the channels open, and soliciting messages from others. Sergioivanni concurred that, "School climate and relationships are obviously affected by the organization and communication in the school, school climate lies at the center" [33]. Blase [56], ineffective or ill-timed communication from the principal can cause anger, resentfulness, and discomfort on the part of teachers. Principal insincerity and behavior on the part of the principal that teachers regarded as unfair caused increased teacher anger, frustration, and a sense of futility, teachers also lost trust in their principals. Wolcott did a yearlong ethnographic study in an elementary 32 school finding negative comments from teachers regarding the principals ineffective or inadequate communication caused confusion or stress [57].

In addition, one teacher said, "Ed does not spell things out clearly enough as to his expectations, particularly along the line of structure". Therefore, to avoid ineffective communication, it is important for the principal to equip with the knowledge about communication skills. The principal must have knowledge and understanding of effective communication strategies [58]. Besides that, she also stated that open communication strategies that principal use able to act as an important factor for successful school improvement. School improvement in another hand will enhances the principals' effectiveness, teachers' performance and students' achievement and behaviour.

Besides that according to Marzano, effective leader with good communication will demonstrate and influence the teachers and students [59]. Communication is not only process of transmit or convey information but also continued process of creating and reaffirming the social reality that makes the organization improve [60]. The idea was also supported by Sergioivanni, where he stress that the role of communication between principal-teachers relation and teachers-teachers relation is very important [19].

As a conclusion, leadership skills will not come alone without the communication skills. An open school climate or close school climate through teacher commitment, satisfaction and student's achievement will not achieve without a proper communication style practiced by the principal.

III. RESEARCH METHODOLOGY

A. Research Design

This research was investigated teachers' perception towards the relationship between principal's communication style and school climate. A quantitative approach and survey research design was chosen for this study because the intent is to ask narrow objective questions generating quantifiable data that can be analyzed using statistics [61]. This study was a descriptive-correlational study. Descriptive-correlation research design is a systematic study because the data is collected based on future or past performance of participants, but on the status [61]. The data are collected and analyzed

using descriptive statistics [62] and can be describe using the correlations coefficient.

B. Population and Sample

The target respondents are among all the primary school teachers in Lipis, Pahang. The sample were selected using two-stage random sampling technique. The study involved 300 primary school teachers from four zone areas of Lipis district. Total number of primary schools are 53 schools. This sample saiz achieve the minimum sample saiz according to Krejcie and Morgan [63]. There is 90 (30%) from Zone A, 75 (25%) from Zone B, 71 (23.6%) from Zone C, and 64 (21.33%) from Zone D.

TABLE I. SUMMARY STATISTIC OF RESPONDENTS.

Demographic Variables	Frequency (n = 300)	Percentage %
<i>Gender</i>		
Male	109	36.3
Female	109	63.7
<i>Age</i>		
20 - 30 years old	49	16.3
31 - 40 years old	137	45.7
> 40 years old	114	38
<i>Education Level</i>		
SPM	9	3
Diploma	65	27.7
Degree	159	53
Master	67	22.3
Phd	0	0
<i>Total Number of teaching experience</i>		
Less than 5 years	47	15.7
6 - 15 years	140	46.7
16 - 30 years	107	35.7
more than 31 years	6	2

C. Instrument

The questionnaire is used as a primary survey instrument in collecting quantitative data in numerical form. The structure of the questionnaire was developed based on Organizational Climate Description Questionnaire (OCDQ) by Halpin [64]. The instrument focus on two aspects of school climate which are principal-teachers and teachers-teachers relationship. The respondents were required to respond based on 7 Likert scale that included 1=strongly disagree, 2=disagree, 3=slightly disagree, 4=undecided, 5=slightly agree, 6=agree and 7=strongly agree. Next part of the instrument is Principal's Communication Style Questionnaire adopted and adapted by Wofford et al. [65]. The instrument employed five point Likert Scale. The respondents were required to respond to the questionnaire based on a five Likert Scale that included 1=never, 2=rarely, 3=sometimes, 4=often, and 5=frequently.

D. Validity and Reliability

There were three steps involved in gathering the validity and reliability of the instrument. The experts reviewed that the instruments to ensure the validity of the content. Second step, back to back translation from English language to Bahasa Melayu was done and the Bahasa Melayu expert was chosen to

ensure that the instrument was understandable. A pilot study was the third step. The researcher conducted the distributed a pilot test involved 30 teachers in three primary schools in Lipis district which were SK Clifford, SK Penjom and SK Wan Ibrahim. All those teachers are not involved in actual study. Based on the pilot test, Cronbach's Alpha was calculated for each dimension in each instrument. Reliability will assess through Cronbach alpha with threshold 0.600 and above [66] calculated using SPSS. The result of reliability is 0.764 and 0.974.

IV. FINDING

A. Principal's Communication Style as Perceived by Primary School Teachers in Pahang

The finding shows that, overall mean and standard deviation of communication styles is high mean score (M=3.56). Majority of the primary school principal strongly practiced the relinquish communication style (M=4.21, SD=.69) followed by equalitarian communication style (M=4.19, SD=.70). Based on the table 2, there was least number of primary school principal in Lipis used withdrawal communication style (M=2.61, SD=1.07).

TABLE II. COMMUNICATION STYLES PRACTICED BY THE SCHOOL PRINCIPAL.

Dimension	N	Mean	Standard Deviation (SD)	Indicator
Dynamic Style	300	3.62	0.59	High
Structure Style	300	3.80	0.51	High
Equalitarian Style	300	4.19	0.70	High
Control Style	300	2.94	0.90	Moderate
Relinquish Style	300	4.21	0.69	High
Withdrawal Style	300	2.61	1.07	Moderate
Total		3.56		High

Mean score indicator: 1.00 – 1.67 (Low), 1.68 – 3.35 (Moderate) and 3.36 – 5.00 (High)

B. The Nature of School Climate in Primary Schools as Perceived by Primary School Teachers in Pahang

Based on Table 3, the overall mean and standard deviation of school climate practiced by primary school showed that the overall mean are moderate (M=4.72) based on five dimensions of school climate. Majority of the primary school teachers perceived their principal practiced supportive principal behavior (M=5.14, SD=.96) followed by engaged teachers' behavior (M=5.08, SD=.69). On the other hand, they perceived least number of primary school of directive teachers' behavior (M=3.93, SD=1.06). The role and behavior of the school principal proves that the school is able to influence the teachers and students behavior, thus the school climate.

TABLE III. NATURE OF SCHOOL CLIMATE AS PERCEIVED BY TEACHERS

Dimension	N	Mean	Standard Deviation (SD)	Indicator
Supportive Principal Behaviour	300	5.14	0.96	High
Directive Principal Behaviour	300	3.93	1.06	Moderate
Engaged Teachers' Behaviour	300	5.08	0.69	High
Frustrated Teachers' Behaviour	300	4.57	0.83	Moderate
Intimate Teachers' Behaviour	300	4.88	0.98	Moderate
Total		4.72		Moderate

Mean score indicators: 1.00 – 2.99 (Low), 3.00 – 4.99 (Moderate) and 5.00 – 7.00 (High)

C. The Relationship Between the Principal's Communication Style and School Climate as Perceived by Primary School Teachers in Pahang

In this study, the relationship between principal's communication style and school climate in primary school in Lipis were examined using the Pearson's Product Moment correlation. Based on the Table 4, principal's communication style and school climate showed a moderate and positive (r=0.451, p=0.000) linear relationship. Based on Davis [67], when the r value of +0.30 to +0.49 would be considered as positive and moderate linear relationship.

TABLE IV. CORRELATION COEFFICIENTS BETWEEN PRINCIPAL COMMUNICATION STYLE AND SCHOOL CLIMATE.

School Climate	Principal Communication
Pearson Correlation	.451**
Sig (2-tailed)	0.000
N	300

**correlation is significant at the 0.01 level (2-tailed)

Further analysis was also conducted to examine the relationship between the dependent variable which is school climate; supportive principal's behavior, directive principal's behavior, engaged teachers' behavior, frustrated teachers' behavior and intimate teachers' behavior with each of dimensions of the independent variables principal's communication styles; dynamic communication style, structure communication style, equalitarian communication styles, control communication style, relinquish communication style and withdrawal communication style as showed in Table 5.

TABLE V. CORRELATION COEFFICIENTS MATRIX ANALYSIS BETWEEN PRINCIPAL COMMUNICATION STYLES' DIMENSIONS AND SCHOOL CLIMATE DIMENSIONS.

P.Comm Style	School Climate				
	Supportive	Directive	Engaged	Frustrated	Intimate
Dynamic	0.391**	0.111	0.246**	0.128*	0.328**
Structure	0.218**	0.259**	0.264**	0.070	0.236**
Equalitarian	0.633**	-0.343**	0.335**	-0.156**	0.372**
Control	-0.241**	0.422**	-0.037	0.123*	-0.033
Relinquish	0.677**	-0.365**	0.452**	-0.143**	0.404**
Withdrawal	-0.411**	0.598**	-0.107	0.315**	-0.082

**correlation is significant at the 0.01 level (2-tailed)

* correlation is significant at the 0.05 level (2-tailed)

Table 5 reveals that the Pearson’s Product Moment correlation coefficients were strong and significantly positive linear relationship between two dimension of independent variable and two dimension of dependent variable which were equalitarian and supportive behavior of 0.633** and also withdrawal style and directive behavior of 0.598**. Hence the report also indicated that most the dimensions of the independent variable and the dimensions of the dependent variable had a moderate positive correlation. For example, dynamic style with supportive behavior stated the correlation coefficient of 0.391**. Dynamic style with engaged behavior stated the correlation coefficient of 0.246**. Dynamic style with intimate behavior stated correlation coefficient of 0.328**, equalitarian style with engaged behavior stated correlation coefficient of 0.335**, equalitarian style with intimate behavior stated correlation coefficient of 0.372** and withdrawal style with frustrated behavior correlation coefficient of 0.315**.

On contrary, the correlation coefficient for all dimensions of school climate; supportive principal’s behavior, directive principal’s behavior, engaged teachers’ behavior, frustrated teachers’ behavior and intimate teachers’ indicated a statistically significant negative relationship existed with some of the principal’s communication styles dimensions at the .01 alpha level.

As a conclusion, the results indicated that there was significant relationship existed between the teachers’ perceptions of the school principal communication style and school climate. However, some of the dimensions were found to be moderate and negative.

D. The Contribution of Predictor Variables towards the Variance of School Climate among Primary School in Pahang

TABLE VI. MULTIPLE REGRESSION ANALYSIS ON SCHOOL CLIMATE

Variables	Unstd Coefficient (B)	Std Coefficient (β)	t	p
Constant	2.086		8.231	0.000
Dynamic Style	0.246	0.278	5.161	0.000
Structure Style	0.174	0.669	2.859	0.005
Equalitarian Style	-0.042	-0.057	-0.617	0.538
Control Style	-0.007	-0.013	-0.192	0.848
Relinquish Style	0.266	0.347	3.925	0.000
Withdrawal Style	0.083	0.17	2.305	0.022

F-statistic =21.014, sig<0.05, R²=0.301, Adjusted R² = 0.287

In this study, multiple regression analysis was employed to produce a multiple regression model that can be used to predict the dimensions of independent variable contribution toward the variance of dependent variable. In this study, the dimensions of independent variable: dynamic communication style, structure communication style, equalitarian communication style, control communication style, relinquish communication style and withdrawal communication style were key-in into a multiple regression model to identify the significant predictors

of the dependent variable, school climate. A multiple regression model for this study is suggested as shown below:

$$Y = a + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + e \quad (1)$$

Where:

- Y = school climate
- a = regression constant
- β₁ = standardized beta coefficient for dynamic style
- X₁ = dynamic style
- β₂ = standardized beta coefficient for structure style
- X₂ = structure style
- β₃ = standardized beta coefficient for equalitarian style
- X₃ = equalitarian style
- β₄ = standardized beta coefficient for control style
- X₄ = control style
- β₅ = standardized beta coefficient for relinquish style
- X₅ = relinquish style
- β₆ = standardized beta coefficient for withdrawal style
- X₆ = withdrawal style
- e = random error

The dimension of predictor variable principal’s communication style, dynamic style, X₁ (t=5.161, p=0.000), structure style, X₂ (t=2.859, p=0.005), relinquish style X₅ (t=3.925, p=0.000) and withdrawal style, X₆ (t=2.305, p=0.022) were found to be significant contributors towards the variance of school climate. Therefore, in order to identify the contribution strength of principal’s communication style dimensions on school climate, the standardized beta coefficient values were analyzed. Based on the magnitude of standardized beta coefficient, the reported values depict that structure and relinquish style strongly contributed to the variance of school climate with the highest standardized beta coefficient value (β = 0.669) and (β = 0.347) compared to other dimensions.

Based on the first equation, the final estimated multiple regression model which can be used to estimate school climate among primary school based on dimensions of principal’s communication style, X₁ as dynamic style, X₂ as structure style, X₅ as relinquish style and X₆ as withdrawal style. The final equation as follows:

$$Y = 2.086 + 0.278X_1 + 0.669X_2 + 0.347X_5 + 0.170X_6 + e \quad (2)$$

Where:

- Y = school climate
- a = regression constant
- β₁ = standardized beta coefficient for dynamic style
- X₁ = dynamic style
- β₂ = standardized beta coefficient for structure style
- X₂ = structure style
- β₅ = standardized beta coefficient for relinquish style
- X₅ = relinquish style
- β₆ = standardized beta coefficient for withdrawal style
- X₆ = withdrawal style
- e = random error

Table 6 also displays the value of R² and adjusted R². The R² is 0.301 and adjusted R² is 0.287, indicating that only 30.1% and 28.7% of the variance in school climate was predictable

from dimensions of principal's communication style which were dynamic style, structure style, equalitarian style, control style, relinquish style and withdrawal style. The contribution of the predictor variables towards the variance in this study was reported based on the adjusted R^2 value because this value could give a better estimation of the true population value. In conclusion, the final estimated multiple regression model was successful in indicating that these predictors accounted for 28.7% of the explained adjusted variance in school climate.

E. Summary

The results revealed that primary school teachers perceived that there was a large number of principal in primary school practice relinquish style in the daily communication followed by equalitarian style. Thus, the finding also revealed that there was least number of principal practiced withdrawal style in the daily communication. Furthermore, teachers' perceived school climate as supportive behavior and engaged behavior. Therefore, based on the finding it showed that primary school is a positive school climate. Moreover, teachers' also perceived that least number of directive behavior of school climate. Further analysis was also being conducted to identify the relationship between the principal's communication style and school climate. The results reported that the relationship of principal's communication style and school climate was moderate linear and significantly positive relation. The findings also depicted that dynamic, structure, relinquish and withdrawal was a better predictor of school climate compared to control and equalitarian.

V. DISCUSSION

The main focus of this study is school climate practice in primary schools as perceived by school teachers. School climate is one of the essential factor in improving school effectiveness and performance. Therefore, understanding the factors that influence school climate will provide significant information to the principal as a leader and members of school in school organization. This study's purpose was to examine the influence of principal's communication style on school climate. The study also focused on what extent the dimensions of principal's communication style can contribute to the variance of school climate.

The study had able to line up the most practiced dimensions of principal's communication style, the nature of school climate practice by primary school, the relationship of principal's communication style with school climate and the contributions of dimensions of principal's communication style towards the variance of school climate. The report showed primary school teachers in the district of Lipis perceived that majority of primary school principal strongly practiced the relinquish style, equalitarian style, structure style and dynamic style. This implied that teachers believe that principal more focus on school members hope. According to Amin, always open to the teachers to make plan their own responsibility and principal always credit to the teachers who showed the performance of their duties [6]. As for the second research question, majority of the primary school in the district of Lipis strongly practiced the supportive principal behavior and least number primary school in the district of Lipis practiced

directive teachers' behavior. Based on the findings, it showed that these teachers perceive that the principal must be able to be a role-model of the school, looks forward in the personal welfare and always available after school to help teachers when assistance is needed.

The third research question was to predict the relationship between principal's communication style and school climate. The findings showed that overall score of principal's communication style showed a moderate and positive linear relationship with school climate. Therefore, the results implied that teachers' perceived and tend to belief that principal's communication style was moderate effect on the school climate. Finally, the fourth research objective dealt with the contributions of the dimension principal's communication style towards the variance of school climate. The results depicted that transformational leadership behavior and emotional intelligence contributed 28.7% to the variance of school climate. This finding suggested that school climate could be enhanced when principal exercised the dimension of principal's communication style was developed.

VI. CONCLUSION

The study is to examine the influence of principal's communication style on school climate. However, due to some limitations, the findings could not be generalized to primary schools in Malaysia, and private primary schools.

The relinquish style, equalitarian style, structure style and dynamic style were strongly practice among primary school principals in the district of Lipis. However, the control style and withdrawal style were weakly practiced among primary school principals. The levels of overall school climate score and its dimensions were highest among primary school in the district of Lipis ($M=3.56$). Teachers perceived their principals as a whole practiced the relinquish style, equalitarian style, structure style, dynamic style, control style and withdrawal style depends on the situation in their daily routine. The principals understand communication is important by holding high performance expectations, developing a widely shared vision for the school, building consensus about school goals and priorities, supporting teachers and encouraging teachers to share ideas and opinions.

There was a positive and a moderate linear relationship between the overall score of principal's communication style and school climate. In terms of the relationship between the dimensions of principal's communication style and school climate, dynamic, equalitarian and withdrawal style showed positive and moderate linear relationship with the dimensions of school climate such as supportive, engaged, intimate and frustrated behavior. 28.7 % of the variance in school climate was predictable from dimensions of principal's communication style which were dynamic style, structure style, equalitarian style, control style, relinquish style and withdrawal style were significant predictors. In summary, the findings of this study show that principal's communication style may directly and build up the positive school climate.

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