TEACHER'S PERSPECTIVE TOWARDS

HEADMASTER MANAGEMENT IN CREATING

A CONDUSIVE SCHOOL ENVIRONMENT

SITTI RABIA BINTI SIRI

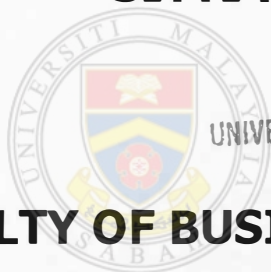## FACULTY OF BUSINESS, ECONOMICS AND

ACCOUNTANCY

UNIVERSITI MALAYSIA SABAH

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TEACHER'S PERSPECTIVE TOWARDS HEADMASTER MANAGEMENT IN CREATING A CONDUSIVE SCHOOL ENVIRONMENT

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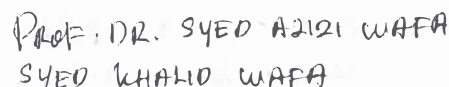
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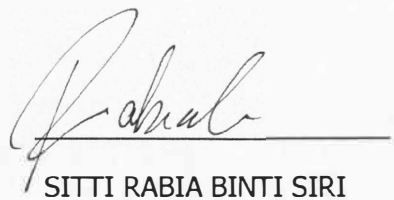TARIKH: 09 OKTOBER 2016

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MANAGEMENT IN CREATING A CONDUSIVE SCHOOL

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Abstract

The aim of this descriptive research is to survey the teachers' perception towards the headmaster management practices in creating conducive school environment. The management practice involve the aim achievement, decision making, planning, staff skill development, staff observation and the relationship with the student in creating the conducive environment. This assessment is carried out among teachers based on their genders, teaching experience and direction of service under the principal. Respondent of this research involved 153 teachers in primary schools in the district of Tawau. The instrument used in this research is questionnaire. The pioneer findings of the research show the value of alpha cronbach 0.811. The collecting data is analysed using the SmartPLS version 2.0 and the findings is reported in the form of the descriptive (Percentage and mean) and inferences (t-Test, correlation and regression). The findings of this research show that no differences of the teachers' perspective in evaluating the management practice of the school headmaster. The finding of this research proves that the management practice of the headmaster has a medium influence towards creating the conducive environment in school. In term of influences, the finding show that the items of staff observation and aim achievement have a medium influence in up bringing the conducive environment in school. All the findings of this research is at the index reliability of $p < 0.05$. It is suggested that the management practice of the school headmaster should be improved through examination by the headmaster in creating a more conducive atmosphere.

Abstrak

Kajian diskriptif ini bertujuan untuk meninjau tahap personality guru terhadap amalan pengurusan guru besar dalam membentuk iklim yang kondusif di sekolah. Amalan pengurusan ini merangkumi pencapaian matlamat, membuat keputusan, perancangan program, peningkatan kemahiran staf, penyeliaan staf dan hubungan dengan murid dalam membentuk iklim yang kondusif. Penilaian ini dibuat ke atas guru berdasarkan jantina, pengalaman mengajar dan tempoh berkhidmat dibawah guru besar. Sampel kajian terdiri daripada 153 guru dari sekolah rendah di Daerah Tawau. Instrumen yang digunakan dalam kajian ini adalah soal selidik. Hasil kajian rintis yang dijalankan menunjukkan nilai alfa Cronbach 0.811. Data yang dikumpul dianalisis menggunakan smart Pls versi 2.0 dan dapatan dilaporkan dalam bentuk deskriptif (peratusan dan min) dan inferensi (ujian-t, korelasi dan analisi regresi). Hasil kajian menunjukkan bahawa faktor demografi tidak menunjukkan perbezaan terhadap persepsi guru dalam menilai amalan pengurusan guru besar. Dapatan kajian juga menunjukkan bahawa amalan pengurusan guru besar mempunyai hubungan yang sederhana kuat dengan pembentukan iklim yang kondusif di sekolah. Dari segi pengaruh, dapatan kajian menunjukkan item penyeliaan staf dan pencapaian matlamat mempunyai pengaruh yang sederhana kuat terhadap pembentukan iklim yang kondusif di sekolah. Kesemua dapatan ini diuji pada aras kepercayaan $p<0.05$. Dicadangkan agar amalan pengurusan guru besar dipertingkatkan lagi melalui penelitian oleh guru besar dalam membentuk suasana sekolah yang lebih kondusif.

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CHAPTER 1

INTRODUCTION

1.1 Introduction

Education is the most important foundation in the development of human civilization and development. No one country and civilization will be advanced in the world, without proper education of the people. Due to the importance of education, then it's on the agenda in order to develop a country.

The demands by parents and society are higher of getting good results in the academic field. This situation arises because some important factors. First, every parent wants their children to succeed in their studies because of the chance to pursue higher education if students have a successful examination. Second, our country becomes more developed in the field of economy; require skilled labor and professionals in their respective fields. Therefore, students who excel in academics are needed.

It all started in school and the heavy responsibility of the school principal as a school administrator. The successes of a school administration determine towards excellence and require the headmaster to be outstanding. This assertion is supported by Noor Jaafar (1998) says headmaster is a link to the progress or regress of a school. Abdul Ghani (1994) argued that effective school climate as led by the school management and leadership that is efficient and capable of creating a favorable climate.

Therefore it is appropriate for us to evaluate the management practices of headmaster and how it affects the formation of a positive climate in the school. Based on this interest, the researchers took the initiative to conduct research to evaluate the relationship and the influence of management practices headmaster in shaping a favorable climate in the school. Overall in this chapter will explain the

details of the researchers related research background, research questions the problem statement, objectives, hypothesis and limitations of the study.

The discussion of this chapter is important in describing the basic and preliminary discussions related studies. This chapter also discusses the objectives of the study. As a preamble, the researchers made the opening speech of this chapter raise the question of who will be unraveled during the study period.

1.2 Background of Study

No one can deny that the school environment is not one of the aspects that lead to school excellence (Razali Othman, 1990). In fact, the school is able to form good image through excellence often said to have a favorable climate. However, discussion can be done about this problem. Are schools with the good image have perfect environment or other factors that influence it. The extent to which the environment was formed in the school by the headmaster's influence through management. Consequently, researchers are looking for some insights and writings related figures had to be studied.

Edmunds (1978) has said that success lies in the hands of school principals or headmasters. This means headmasters must have the ability to interpret the changes in the leadership of the school and use the appropriate way and the right to work as an effective leader in leading the school staff and students towards the vision and mission of the school. In other words, the leadership exercised by the headmaster will establish a culture which is also a component of school climate conducive.

In order to promote and enhance excellence in education, the role of school leaders is becoming increasingly important in creating a favorable environment. This is because the headmaster not only play a role as an administrator of education but also a community leader. According to Azmi Zakaria (1995) it is in line with the restructuring of the Ministry of Education to give primary consideration to the establishment of an appropriate learning climate in the school. These considerations are in line with the principles of empowerment education

management from the federal, state, district and school in empowering headmasters to implement the changes.

Geltner (1981) in Abdul Ghani (1994) outlines five principals role in shaping school environment that is conducive in improving school performance. Among the headmaster role is as a philosopher of education, headmasters as role model, as a support, headmasters as friend staffing between students and parents and headmasters as key agents of change implementation.

This opinion makes headmasters as the source and determine the success of the school. Indirectly, it will create success among headmasters and teachers. Inability to achieve some school official as an agent of change to be cause for concern. So efforts to improve or correct leadership are an ongoing effort to customize a leadership role with an education that is constantly changing (Al-Ramaiah, 1993).

Leadership is a management function in terms of position, a headmaster is a manager and school leaders (Abdul Rahim, 1990). In the face of rapid changes in current educational reform, it would require a radical change in the management aspect of school, especially in the form of appropriate school environment. Several approaches have been investigated to identify effective leaders with leader less effective in shaping the climate of the school is the best. This includes assessing the headmaster management practices that can create a climate conducive (Ainon Mohamad & Abdullah Hassan, 2001).

Therefore to become school administrators, it must be composed of individuals with expertise and knowledge than other communities in the school. This is in accordance with the opinion of Azmi Zakaria (1990) that everything is not perfect and headmaster of the school management should do the best. Perfection of management practiced by the headmasters would directly generate a favorable environment in the school. Management excellence is also sometimes associated with the diversity of the nature of the headmaster.

Every leader has different properties in different ways to deal with the problem and how to handle the administration of human resources in the organization.

Generally leader has properties that fit, aggressive, independent, progressive, educated and so on. The properties can be highlighted in an organization either in leadership or task-oriented workers. Both these characteristics inherently affect theschool climate. However it depends on the administrative skills of headmasters in ensuring the school is always conducive climate.

Task-oriented leader has full authority and are firm, while employee-oriented leadership styles democracy, cooperation and compromise (Aenon Mohamad, 2003). Typically, the practice leader of employee-oriented leadership will produce a cheerful environment. But leadership is sometimes misused by workers who subsequently formed a work climate that is too independent. This question is often limiting the appropriate leadership in shaping the climate the best.

Headmasters' task increasingly becoming more complex not only at the level of human resources in the school even wider outside school organization with various power in addition to its function and its existence debated whether from an economic, ideological and political (Shukor, 1998), the principal must equip the expertise of all aspects. Schools that are less advanced may turn into a successful school if the school has a headmaster who practice effective management in establishing a favorable environment.

According Nazurah Ngah, headmasters need to boost leadership quality. Headmasters' tasks can be divided into two, namely the task of teaching and administrative duties. With less instructional time, then that is considered more important task is to administer the school. Thus the headmaster had numerous tasks and heavy responsibilities. He added that headmasters cannot run the school for amateurs but should be encouraged and guided to become skilled and competent professionals. This is in line with the establishment of a conducive environment in the school.

Therefore they need to be studied more in depth about the administration, management and leadership of the school. Institute of Aminuddin Baki lot to offer and introduce training programs for school leaders. Headmasters someone who does not have the personality characteristics of the headmaster-ship of the characteristics of leadership and management of schools, the course was to enable them to become effective headmasters (Shukor, 1998). The effectiveness of this will form a peaceful and calm environment and in accordance with the requirements of teaching and learning.

Due to the many and the high expectations placed on the shoulders of a headmaster, the school leaders have no alternative but to develop their schools, so the school leaders will be effective and create an efficient school. The effectiveness of the leadership of the school can be seen in some aspects, the common features are improved academic performance, discipline problems and a lack of schools administered and managed by capable leaders (Abdul Karim, 1993).

At present the school is no longer considered by students as a place to seek knowledge and acquire the values, but only the rules that must be observed and culture of their family. Therefore to create an environment and a situation of effective school climate requires ingenuity headmasters. Headmasters should be able to take a more practical approach and execution of a decision (Mohamad Muda, 1998).

Brilliant and effective school research often associated with effective headmaster. Effective headmasters need skills to manage the various schools. According Sergiovanni (1990) the role of school leaders is various. Thus the headmasters must know how to manage and resolve claims arising either from the school or outside the school. This is because as a formal organization, established school is for students include establishing a favorable environment in the school. Therefore the aim of the school is in the interest of the students (Ibrahim Mamat, 1998).

For headmasters who meet those goals should equip themselves not only in terms of human personality, but what is more important is to increase the capacity of the mind. In the face of challenges in the field of career headmaster patterned vast and complex science requires power to identify goals and relevant data (Noor Jaafar, 1998). Explanation effectiveness of leaders associated with the school's

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mission, curriculum, which valued the consolidated supervision to improve student achievement in particular provide an appropriate environment for teaching and learning (Parker, 1992).

According to Brandt (1987) the relevance of school leadership is also closely related to the teacher. Teachers have a positive perception of the quality of their work towards productive. Teachers help run the school administration and management system and facilitate the travel of school activities. The effectiveness of the leadership of headmasters is the ability to understand the needs of teachers because without teachers headmasters are not able to handle the problem and lack of effectiveness of a school. The school headmaster must provide a cheerful environment for the teachers.

The Ministry of Education of Malaysia gave a special award "School of Hope" to schools that excel in academic achievement causing healthy competition between schools to ensure the achievement of its students in the academic field increase not only in quantity but also in quality. Consequently, there is the term 'school effectiveness' are usually measured and evaluated in terms of success or achievement in examinations as well as the school environment (Hussein Mahmood, 1993). Schools that achieve high academic level, typically have a favorable environment.

In Malaysia, all policies regarding education enacted at the federal level, namely the Ministry of Education. Education policies and programs formulated and planned to be implemented at the school level. The success and failure of a policy of education is dependent on the ability of the principal or headmaster as leader in the school implement all planned. Directly or indirectly, headmasters are responsible for the success of these policies (Ibrahim Mamat, 1998).

Hussein Mahmood (1993) noted that what differentiates the effectiveness of the school with other schools is the management of the headmasters in shaping the environment of the school. Headmasters dynamic and vigorous been identified as a variable that is said to bring success to the school. This means that the success of a school is dependent on the success of its leaders in managing the organization well in providing a conducive environment.

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Sergiovanni (1987) says that leadership plays an important role in determining smoothness, efficiency and effectiveness of an organization. This shows that the question of leadership is a big thing in determining the success and excellence of a school. However, headmasters often face obstacles in carrying out its duties. Among them, the teacher is difficult to accept the changes, cannot accept advice and criticism, less effort, no sense of family, being negative and others (Ministry of Education, 1989).

While Mohd. Nor (1993) identify teachers who come from schools that are successful have a positive attitude and high expectations for students. They observe the instructions, procedures and regulations that come from the top as things can improve school progress.

In the field of education, motivation has a very important role. Teachers need motivation to mobilize itself to achieve the quality of work. At the same time the teacher is also a motivator for students to succeed. Teachers who have teacher motivation is a dynamic, efficient and always strive to improve teaching and learning in the classroom. Motivated teachers also have the power to become the driving force to the students.

Professionalism of teachers are closely linked to the quality of education in a number of ways, such as attitudes and values in teacher education will affect their interests, attitudes and values of students. Similarly to the approach used also affects the behavior, the level of acceptance and understanding of students (Hussin, 1993). Teachers are examples to the students. All the features and behavior of teachers affect their thinking and behavior of students (Ashaari, 1996). What is important is to establish the ambience relationship between teachers and students.

The development of an organization has a relationship with job satisfaction and motivation of its staff. Employees get satisfactions when needs are met and satisfied employers when workers can achieve high productivity levels. Dr.Hussein (1993) states that management involves how a manager acts in a manager's relationship with its employees. Indirectly, it will require a conducive environment.

That goal cannot be achieved unless the management or administrative practice leadership style that can give optimum results towards the establishment of organizational environment (Stodgill, 1974). Keep in mind that school performance is highly dependent on environment resulting in school. There can be no effectiveness and success of a school if the school environment, resulting in the negative. This whole discussion is closely related to relationships in the scope of school management.

Mohd. Salleh (2000), pointed out that every headmaster or teacher success requires the full cooperation of the teachers under his care. School administrators and teachers will be successful if some of them are communicating. Fatimah Awang (1993), found that schools led by headmasters and relationship oriented often creating a favorable environment. These causes the teachers to be more motivated and satisfied because there is a good environment in the school relations.

Hence the discussion of school management is indeed a very large impact on the school climate. In other words favorable environment requires an appropriate management style of headmasters to the environment, communication, relationships, skills and more social aspects of a school. It is appropriate for researchers unravel these issues.

Based on the issues discussed above, the researchers will try to find scientific solutions to explain the relationship and the influence of headmasters' management practices to create a school environment that is conducive to study school. It's difficult for us to determine a school environment that is conducive or not. Assessment of the favorable environment is too abstract to be discussed. Hence this study will try to find indicators that can describe the headmaster's management practices that can generate conducive school environment.

Through this study, the researchers tried to evaluate the principal management practices in selected schools in Tawau. The site selection was based on the need and feasibility study by researchers. There are 16 primary schools in the area that will be Tawau sample. Of the 16 schools, researchers will select schools that have features that meet the needs of researchers. Thus the study population consists of teachers who teach in the selected schools.

Descriptive character study will also evaluate the effect of management practices on school environment. To evaluate the management practices of headmasters, researchers will evaluate the management practices of teachers. This is because the teacher is a group of individuals who are directly involved in the school. The teacher is the closest appraiser. This observation is through observation and interpretation of sensory teacher.

1.3 Problem Statement

There are many issues identified in the management of a school. The main aspect that needs attention is the headmaster governing skills in creating a school environment that is conducive. However, the question that often arises is the headmaster's weaknesses of the management systems that deny the excellence of the school. It is often the cause of failure to achieve the educational goals of the school system.

Not many successful principals become competent managers and become a good and effective manager, Muhammad Young (1998). To take into account the factors of excellence, noteworthy pattern management approach and leadership in creating a school climate that is conducive. Headmaster's failure to produce conducive environment should not happen. This is because the environment is one of the most important aspects in achieving excellence. These problems arise from the management style practiced is not fit for the school.

Akmalia (2000), an appropriate management style depends on the employee, mood and situation. At school, teachers and support staff are employees and surrounded by students who have a wide variety of characteristics. School environment that are very complex often challenge the management skills of headmasters. Many headmasters who failed to control the three factors of the employee, mood and situation to establish a favorable environment. Failure to establish a favorable climate in turn will lead to the failure of schools to achieve excellence.

Headmasters' management practices in creating school environment that is conducive can cause a lot of implications to the entire school system. This includes communication systems that exist in the schools. McClelland (1989) said that one of the factors that drive an individual to do what he does is a need for communication. This opinion is in line with the establishment of a favorable environment. Transportation is one of the elements of the school environment. However, failure to establish a favorable environment causes the internal community relations to be negative.

In addition, the school will be less motivated and will be the issue in discussing the problem of the study. One aspect of the school environment is the underlying motivation of the school's staff. Conducive environment will increase the motivation of citizens to contribute to the physical and mental energy towards excellence (Aenon Mohamad, 2003). Every day we hear news that are unpleasant to us. Student truancy case is just one example of misconduct of the school community who do not have a favorable environment. All of this requires an empirical explanation.

According to modern theories, the most effective way to achieve the goal is not to use force but to meet the needs of individuals (Zaidatol Akmaliah Lope Pihie, 2000). Requirements are specified in connection with the establishment of a climate that covers many aspects. These include the environment, relationships, infrastructure and more. Headmasters are the most important people in the school to provide this environment (Bihud Apok, 1996). Therefore, it is necessary to assess the extent of the principal management practices capable of creating that environment.

Duty of care is indeed difficult to implement alone. The combination of principals, teachers, support staff, students and external community is the answer to all problems (Campbell et al, 1988). Conducive school environment require consolidation of these combinations. However, the unions between these elements alone are not enough to build a favorable environment. Indirectly, this will move the school leadership, learning environment, the level of professionalism, enthusiasm and sense of responsibility of teachers to students.

As a leader in professional education, headmasters are expected to move, guide, encourage and supervise staff to improve and maintain the quality of teaching in schools. He must establish a good relationship with the staff so that there is always an atmosphere of mutual respect and trust in each other (Ibrahim Mamat, 1998).

Thus, it is undeniable that headmaster management practices are the main issues that need to be fine-tuned to create a school environment that is conducive and peaceful. So many problems involving headmaster's management practices will be dismantled in finding the best solution.

As a conclusion to this discussion, the researchers summarize the problem this study refers to the practice of headmaster management failed to establish a school environment that is conducive. In addition, the school environment is not conducive can cause the students do not like to come to school (truant student issues), work stress among teachers and support staff, the school's low motivation and state of infrastructure and school environment less attractive.

1.4 Research Question

An effective headmaster has a unique way in the administration. Therefore, this study was undertaken to answer four main questions related to management practices adopted by the headmaster in establishing a favorable environment. Here are the research questions that can be raised and try to be solved by the researchers:

I.   Is there significant relationship between extraversion personalities and headmaster management practices in creating a conducive school environment?

II. Is there significant relationship between agreeableness personalities and headmaster management practices in creating a conducive school environment?

III.   Is there significant relationship between contentiousness personalities and headmaster management practices in creating a conducive school environment?

IV.   Is there significant relationship between school environment and headmaster management practices?

1.5 Significance of the Study

This study was conducted to answer the research questions that need clarification. It also aims to find out to what extent this opinion is correct or not. Researchers are trying to get from the teachers involved with the school organization led by principals.

This study aimed to see if the positive management practices that principals should have in his leadership in the effort to increase the number of schools of excellence.

Being a headmaster or school board requires a good knowledge and experience in addition to a number of other skills such as socializing and communicating. It can be concluded that the school administration need to acquire knowledge in leadership and management of a school which is considered good. Its leadership is determined from the perception of subordinates. Those closest are the teacher.

Based on this information, an impetus for researchers to find out how it relates to the school situation in this study in addition to answering the research questions. The study refers to the administration of primary schools in Tawau which will involve the schools in rural and remote areas.

1.6 Objective of the Study

In general, the objective of this study will look at the relationship between management practices and the impact of the principals with the formation of an environment conducive to excellence school in Tawau. Researchers will ensure that all questions can be revealed by the findings of the study were brilliant. Researchers

also will find a solution to the question of the best headmasters' practice to be practiced in schools. The study was developed to achieve the following objectives:

I.   Determining the relationship between extraversion personalities between headmaster management practices in creating a conducive school environment

II.   Determining the relationship between agreeableness personalities between headmaster management practices in creating a conducive school environment.

III. Determining the relationship between contentiousness personalities between headmaster management practices in creating a conducive school environment

IV.   Determining the relationship between school environment and headmaster management practices

It is hoped that all objectives are achieved perfectly. Thus researchers will conduct an orderly procedure to achieve these objectives.
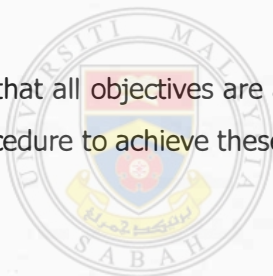
1.7 Operational Definition

Operational definition is a description of the meaning of certain terms used in this study based on the interpretation of the investigator. Here are definitions of terms used by researchers:

1.7.1 Headmaster's Management Practices

Practice or behavior management refers to the way a principal or neglected in management. Practice is defined as certain acts committed in time lead or coordinate the work of the expert group, Fiedler (1967). In this study, management practice refers to certain actions taken by headmasters during the lead or coordinating the work of the teacher or support staff in accordance with the following criteria:

I.   Performance Management Goals

II. Staff Supervisory

III. Program Planning

IV. Upgrading Staff Skills

V.   Decision Making

VI. Relationship with students

1.7.2 Conducive Environment/ Climate Conducive

In this study, a favorable climate is defined as a combination between the school and the environment. Climate refers to the balance between the needs of individuals and organizations in the school system. In other words, a conducive climate refers to a good school atmosphere, cheerful, comfortable, peaceful, friendly and suitable for teaching and learning activities.

The climate assessment is made on the six elements of climate schools as expressed in the Standard Quality Education (SKTM) includes perfection of premises, communication, freedom optimum, the school discipline, motivation and cooperation between the school and the outside community.

All of these elements will be the yardstick to determine the climate of a school. Here is a table of elements contained in the study:

- ensure it is clean, safe and beautiful;
- establish effective communication system among the school, parents and local communities;
- establish consensus among the school, parents and local communities;
- creating an environment conducive to social and psychological, harmony, and safety;
- ensure that teachers and support staff to comply with the rules and ethics of public service;
- ensure that students follow the rules and etiquette;
- provide optimum freedom which regulated the school community;

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- provide motivation and moral support, material and expertise to the school community;
- Give recognition and appreciation to the school or anyone who has contributed to the development of the school; and
- detect, solve and prevent problems and conflict among the school

1.7.3 Big-Five Personality Traits

The Big-five personality traits is constructed in five dimensions namely extraversion, agreeableness, consciousness, emotional stability and openness to experience (John and Srivastava, 1999). The definition or each approach of each dimension is described as follow:

- Extraversion implies an energetic approach to the social and material world. Extraversion individuals are sensitive, sociable, talkative and energetic. They are outgoing, enjoy social life such as talking with people (John and Srivastava, 1999).

- Agreeableness individuals are tender mindedness, helpful, unselfish, cooperative, considerate, trust, kind, has a forgiving nature and willing to accommodate others' wishes. They are contrast to pro-social and communal orientation (John and Srivastava, 1999).

- Consciousness means someone who is socially prescribed impulse control that act as task and goal oriented behavior. They tend to prioritizing tasks, do work efficiently, think and plan to before acting, well organized, careful, persistent and responsible (John and Srivastava, 1999).

- Emotional stability individuals the ability to be calm in tense situation, do not get nervous easily, emotionally stable, not easy easily upset, relaxed, feeling secure, and do not worries a lot. They are contrast to neuroticism who always fell anxious, nervous, sad, tense, and with negative emotionality (John and Srivastava, 1999).

- Openness to experience individuals are original, inventive, ingenious, deep thinker, imaginative, always comes out with new ideas, and curios about many

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things. They have a tendency to seek stimulation and explore new environment actively (John and Srivastava, 1999).

1.8 Significance of the Study

The importance of this study is to further strengthen the management theory from the perspective of education. In practice the results of this study are important for prospective headmasters to find out whether the administrative management practices that leader dreamed up by teachers against them. Headmasters can also find out whether their weaknesses and shortcomings as a school administrator can then fix this for school development and school performance.

The aim of this research will also try to give a bit of an overview and explanation of the matter. This study was also conducted to see to what extent the headmaster's management practices to create a favorable environment in the school under the leadership effectiveness of school headmasters. Results from this study will provide a space for headmasters to assess appropriate practices at school.

Based on this study is also a bit much to help the Education Department can determine whether headmasters' management practices to create a favorable environment in the school. It can also be used as a guide for creating the environment appropriate to the needs of the school. Headmasters appointed as the main model and should be a person who is really qualified and capable to manage and create environment appropriate to launch the process of teaching and learning.In addition, this study can help their headmasters adapt according to the needs of the teachers under his administration and also helped headmasters understand and identify deficiencies, plans and strategies to build a school environment that is conducive overall. It is important, too, for the teacher to help headmasters to create an environment conducive to the school.

Finally we hope these findings will help headmasters to review their role as leaders, managers and administrators. This is an encouragement to the headmaster in order to improve their shortcomings in running the school administration and to analyze the effectiveness and appropriateness of their management practices in

the work environment. In addition, this study will identify management practices and headmasters that should be emulated by the headmaster in establishing a favorable environment in the school.

1.9 Limitation of the Study

This research only works with teachers in primary schools around the administration of the District Education Office Tawau. Therefore, its products are for this region only and the random selection cannot be generalized in other places and depending on the sincerity of the responses of respondents to the questionnaire. The method of data collection was a questionnaire.

The focus of the study is composed of teachers regardless of their demographic differences. The result is perceptions of teachers towards leadership in the administration of each school were selected. This perception also depends on the assessment of the current leadership of the school administration at the time. This creates the possibility of an assessment made by the teacher based on the headmasters of the previous event the principal exchange.

Researchers limit teachers who know the principals not less than one year. By identifying the headmasters of the period the teacher can recognize and understand a little bit of practice management practiced by their headmasters to administer and manage the school. It is limited to the management of school headmasters in the organization and the leadership whether or focuses more on the task of labor relations in terms of the perception of teachers.

1.10 Conclusion

In conclusion to the discussion in this chapter, researchers have discussed the basic things that need to be included in a research. This chapter is expected to give the impression to the reader relevant research conducted by researchers in the dissertation. Thus, researchers have high hopes that this chapter is able to attract the attention of readers to find out more regarding the discussion of the dissertation

CHAPTER 2

LITERATURE RIVIEW

2.1 Introduction

In this literature review, the researchers will try to discuss the practice and management of headmasters and school environment that were discussed or proven by past scholars. In addition, researchers also linked the study of theories, models and previous studies the researchers whether from within or outside the country.

This chapter discusses the review of written materials. It includes sub-topic of the nature of headmasters and school management practices adopted by managers and administrators in the school organization. Past studies that discuss the concept of leadership and management organization that is considered effective and suitable for practice in the organization to create a favorable climate.

The present education system is moving towards producing individuals who have a high level of education. Good school management is able to propel the country towards excellence on par with developed countries. Through good management of the headmaster, the school is able to rely on the headmasters as school administrators. Shukor (1998), agree that the characteristics of effective schools would not exist without the headmasters who are capable and skilled in creating a favorable environment.

This opinion is also supported by Greenfield (1987) which states that the headmasters determines the direction of a school. Schools in Malaysia have different situations, culture and environment. So how headmasters work is different. School administrators can govern the school effectively. The formation of environment in schools is greatly influenced by the way the headmaster's administration.

2.2 Conceptual Definition of Principal's School Management Practices

2.2.1 School Environment

Razali (1996) stated that in operating a school organization, a school headmaster in dealing with some of the ills in determining whether management practices used in the administration-led organizations. The question is, whether the practices are appropriate or acceptable and used as a practice of the organization to create a favorable environment.

Shukor (1998) said there was no pattern of best management because it depends on the situation and environment in the organization. Ironically environment and management practices should always be parallel to the headmaster. Zaidatol (1998) in the other hand says management in an organization closely linked to the determination of the leaders of the organization. Efficient management always correlated between the seriousness of planning, management and supervision of a school headmaster. Continuity of these elements will form a favorable environment in the school.

Education system nowadays are more developed positioning the school as an organization that is very important towards that goal. The parents set high expectations for their children's performance in school (Azmi et al, 1995). As a school leader also faces a dilemma because the task had to be shouldered by the leader. The researchers have raised the question the duties of a headmaster, whether a leader or administrator. However, basically the headmaster had to carry out in order to form an environment of excellence of a school.

The National Education has the passion to make the society as a society with a high level of education. The goal of the education system will not be achieved in case the school organization is led by leaders and managers that are inefficient, shortsighted, and not positive in the actions of management. This situation will bring the school into a deep crisis as a whole and will create a negative environment in the school.

Through good school management leadership, the country is able to compete with other developed countries that are already far ahead in the field of education. Therefore excellence is closely related to the headmasters that are indicative of the formation of a conducive environment in the school.

Shukor (1998) agree with this, stating that the characteristics of school headmasters who are efficient and which has the effect of reacting, of conducive school environment would not exist without an effective headmaster. This fact is also supported by Greenfield (1987) also pointed out that the headmaster is the main catalyst which characterize the environment of a school.

Headmasters manage which includes curriculum management, student management and development, finance, physical facilities and so on which increases management complexity. Thus Shukor (1998) points that the school management should be more on the management of intellectual and character building. Headmasters are the key to an organization's management school. If management can be performed effectively and efficiently indirectly school problems can be solved and this helps towards the formation of an effective school.

Nowadays the use of the latest technology the era of information technology, headmasters must have control over many areas of technology that is related to economic, social and so on. Mazlan (1997) noted the success of a leader is due to the positive attitude in science, communication skills and efficient management. The administrator should have the advantage in all areas in line with the need to create a generation that is in line with national development aspirations.

Practice or leader behavior management study by Leithwood & Jantzi (1997) and leadership models depends on the how appropriate the models are and the models are further developed by Burns (1978), Bass (1985), Yulk (1989). Management practices that emphasize is the principal achievement of goals, consensus decision making, staff development, problem solving, profession, a good relationship or openness, to strengthen the provision of schools, regular communication and sharing power. These findings have strengthened the culture of the school, staff development, and frequent communication.

Table 2.1: Leithwood Research Model (1997) related to practice or behavioral management of an organization

Behavioral management leaders within the organization.
Achieving Goals
Consensus (decide)
Staff development
Problem Solving
Relationship Profession
Regular Communication

Source: Hudson J and Rea D. (1998)

Each organization requires headmasters' school management across the board, involving the human resources and raw resources such as finance, physical facilities and many others. Management is a complex activity. Zaidatol (1998) stated that management is a way to link management with appropriate input control. Headmaster management practices towards a more democratic emphasis on joint decision-making, the unofficial relationship and friendship as the expertise of teachers is to be cherished.

Meanwhile Sergiovanni (1980) also made a statement that the management of the organization is an important thing but it is not a matter of principle, where it exists only to support and complement the role of educational leadership. Hoy, WK and Miskel CG (1991) said the goal of the organization is not to improve the efficiency of management and administration but hold state or environment that can enhance the efficiency of the organization to achieve its goals.

The education system is more complex and requires extensive management by a qualified person and skills at all levels either teachers or support staff. Zaidatol (1998) outlines the main features of the headmasters in the management of an organization's aims, namely planning, management, direction and control. This situation is to achieve the goals of the organization.

Kotter (1988) also defines management as skills in influencing employees in performing a task that required that also correlate with administrative processes such as planning, organizing, staffing, leadership, management and control. Abd. Aziz Yusof

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(2003) says there are four main activities, namely the management of planning, management, direction and control. That function is to seek cooperation from employees to achieve organizational goals, (Zaidatol, 1998).

Kotter (1988), said management is related to handling complexity. Effective management is important in producing an orderly and consistency. It is done with formal planning, organizing organization, consolidation of results compared to plan. He concluded that the leader of a powerful and efficient management is needed for organizational excellence. This excellence also need follow ups with a consistent environment.

The management of the school is led by headmasters as in the management of curriculum, student development, personal, financial, physical facilities and so forth. Shukor (1998) recommended that the school management should lead to the development of the character of the scientific, intellectual and steadiness of character. This recommendation should be added with a focus towards creating appropriate school environment for teaching and learning purposes.

Hanson (1985) describes the motivation-oriented management practices that maintain relations of good interpersonal relationships with employees. In the face of unstable pressure, the leaders always give encouragement and support to employees. Leaders of more efficient pursue its duties effectively. Furthermore, he stressed dimensional orientation treatment is to humanity and looked at the reactions of subordinate employees and the environment that will be formed.

Abd. Aziz Yusof (2003), said that leaders practice a more autocratic management, over the power lead, manage to control, coercion and threats. He rarely gives reasons for any instructions to the contrary reject any actions. The situation is summed to the involvement of his subordinates not noted by the headmasters. This management style should change to ensure the establishment of a friendly social system in school.

In the other hand, Hussein Mahmood (1991) identified a pattern of autocratic management practices encourage subordinates to achieve organizational goals. While pressing subordinates but felt that the most effective and is able to raise morale and trigger a commitment to the goals of the organization. This is called a positive

environment in the school. Each school has its own environment depends on the school situation.

2.2.2 Nature Qualities of a Head Master

Mc Celland (1989) said the properties of an individual leader (headmaster) determine organization success. The success of a headmaster's leadership factors a positive attitude, knowledge and skills in his vision, curriculum, management, human relations and communication effectiveness. Next Mc Celland testified factors that affect leadership is because as the personal characteristics of the leader, and their personal needs.

Mazlan (1997) also says that the success of a leader are positive attitude, knowledge and skills in his vision, curriculum, management, humanities and communication effectiveness. Studies from Ohio University, studies Michigan and Grid Management, Mohamed Sulaiman (1996) said by the Action Approach Theory, emphasizes the particular behavior to distinguish leaders from non leaders. This research has found two chief factors that affect job satisfaction towards more nature oriented task-oriented and consider the nature of labor relations.

Studies from Ohio State University, said there are two major dimensions of leader behavior that is used in managing the distribution of tasks to members with a predetermined time. The second condition is a consideration which refers to relations in the workplace that are mutual trust, respect, and consideration for the feelings of employees. Comfort welfare and status of workers should be considered by the party leader. Consideration will achieve high performance and employee satisfaction.

Logan (1998) states that the attributes of a leader that encourages the participation of the leadership of other personnel decisions principals, leaders who care about the staff and school environment, leadership mediated to clarify what is expected to include planning, organizational, coordination and control by the leader, and leadership oriented namely improving performance and has confidence that employees will reach high goals.

Ainon Mohd (2003) gives the sense that the headmasters can affect other individuals in order to influence in order to comply voluntarily. The nature of this type of very particular leader or its status as a person in authority is autocratic leader who

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wants to sweep all the powers granted to the group. Such properties are not accepted anymore and are considered outdated. But there are still many leaders who adopt this leadership.

Its use is effective in certain situations, for example in the event of a major crisis; they are the leader of an organization to recover the seriously ill. In this situation the decision by a decision must be made quickly, while consensus is not required. Despite the advantages but is useful in very limited circumstances. Typically disliked by those who led and it causes a negative impact on the organization.

Zalenznink (1997) tells a transformational leader has properties that have a strong attraction and a deep feeling of identity. Such leaders send a clear message to the goals and mission, poses a cheerful environment in the workplace. Leaders maintain a relationship that is characterized by individual consideration and give ideas. The leader as an intellectual nature.

Lunenberg (1995), tells of a leader to a more transformational way can influence subordinates that makes the source of inspiration to his followers as keen to change the organization, carrying out missions as a guide in implementing change effectively, Morhead

Mazlan (1997) states that the success of a headmaster in the organization is because of outstanding headmaster to the organization in line with national development towards the vision, the vision of the organization based on the knowledge, relationships and communication with subordinates to produce sound generation.

Abd. Aziz Yusof (2003), stating that transformative leadership focuses on the moral level and high internal motivation in carrying out a task. Leadership of this type requires a humanitarian nature, fair, honest and not emotional, not greedy and did not envy the staff. It focuses more on the needs of external motivation to mobilize the workers inside or outside the organization.

According to Mohd Ainon (2003), he comments that the type of leadership that led to a form of management that is the way the autocratic, democratic and laizefaire. According to him, there is no best leadership qualities as well that can be used in all situations, nor is there any one that can ensure leadership led by them always excites and always generate higher productivity. There are many factors that

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influence the effectiveness of a leader, three main aspects of the effectiveness of a leader is the leader, who led the organization in which he led.

Halpin and Croft (1966), effective school is because of the headmasters who put the school grounds clean and organized space, teaching and learning, teachers are not stressed, relaxed and confident, headmasters wise and fair, the headmaster's open-minded, headmasters guide staff, develop the potential of job and a sense of pride in their work and to school.

Davis and Thomas (1989) argues that the nature of effective headmasters is because of the nature of teaching and focus control class. Hussien (1997) said that the effectiveness of schools that have a strong link with the management of the headmasters with teaching and learning in the classroom. This means that headmasters must always monitor the process of teaching and learning in the classroom.

Edmond (1978), have pointed out that the effective headmaster role as instructional leader and leader of the firm. Sergiovanni (1990) conceptualize nature wise headmasters implement a change. Thus to achieve an excellent school headmaster must play a role as a competent leader. Segiorvanni divided into five headmaster roles of headmasters as effective as the technical leader, human leaders, and educational leaders, leaders of symbolic and cultural leaders.

According to Parkay and Hall (1992), the headmaster effort is to be able to enhance students' thinking, a good relationship with the staff and involved in the community. Principals must prepare itself by the strength of knowledge and skills in the field that can make intelligent upstanding practice patterns in accordance with the administrative culture of the school.

2.2.3 Leadership Concept

Peters and Waterman (1982) leadership is a decisive factor in the effectiveness of an organization. This is because leadership plays a major role in determining smoothness, efficiency and effectiveness of the school. School organization must create strategies to enhance the performance of the organization, where the headmaster as an administrator and as an administrator have its own means and

methods that depend on the personal structure of the governed. These factors result in a different leadership style between the leaders.

Hodgets (1975) in Omardin (1996) says that leadership is a process for directing the efforts of staff in order to achieve organizational goals. Leadership is defined as the process of school headmasters to seek the cooperation of those who worked under his direction in moving towards the goal of perfection.

Jaafar Mohammed (1997) defines leadership as an art or process of influencing human activities related to their work, so willing to strive and work towards organizational goals. Zaidatol Akmaliah (1993) also added that leadership is a process of influencing others to do the job required.

Leadership is an attempt to move the energy in the group. It works as an effort to direct it to meet specific goals (Robiah Sidin, 1988). Leadership is also described as the ability to induce the human family with a passionate striving to achieve the goals that have been identified (Wan Mohd Zahid, 1993).

Shukor (1998) believes there is no better type of leadership. Hersley and Blanchard (1997) add to good leadership because of the situation environment within the organization. Zaidatol (2000) defines leadership as a skill affects employees complete their tasks with enthusiasm and determination something to be desired. Leadership is necessary to correlate the administrative processes such as planning, management and supervision.

Mohd Ainon (2003) gives the sense that leadership is a kind of behavior that aims to influence other individuals so that they are willing and voluntarily do what is required by the lead individual. Leaders are individuals who have the ability to encourage other individuals to comply willingly.

The definition above can be concluded that the leadership is the ability of an individual to influence an individual or number of individuals who perform many activities and a number of changes to implement the objectives that have been designed. Leadership led to the emergence of various theories on leadership patterns that govern their organization.

In controlling an organization's leaders will face a variety of human characteristics, and this requires a leader with knowledge of the leadership or the leadership style of the leader (Razali 1996).

2.2.4 Definitions and Concepts School Environment

The concept of organizational environment has been defined in various ways. The environment has been defined as the quality of the environment in an organization as experienced by its members and influence their behavior (James, Joyce and Slocum, 1988). Environment also can be regarded as a personality organization, namely the characteristics of an organization and equipment (Pritchard and Karasick, 1973).

The above definition is consistent with the definition that has been presented by Fraser and Fisher (1988). They define school environment as factors that reflect the spirit, personality and culture of the school. While Sargent (1967) describes these factors consisting of social relationships, personal growth of teachers; and teaching and learning facilities.

Based on the above definition, the characteristics of the organizational environment can be seen and behavioral aspects of headmasters and teachers behavior. Halpin and Croft (1966) has listed four-dimensional behavior of the headmasters and four-dimensional behavior of the teachers related to organizational environment.

2.2.4.1 Head Master's Behavioral Dimensions

There are four dimensions of behavior described by Halpin and Croft (1966). The first dimension separates headmasters that explain behavior which is characterized as formal and impersonal. All his actions are in accordance with the instructions and more bound to the rules and policies of the discussions with the teachers face to face and not formal. To maintain this style of headmasters must always ensure that there is a distance between him and the teachers.

The second dimension emphasis on describing the characteristics of headmasters who practiced close supervision of the teachers. Principal are bossy, communication is one-way and are not sensitive to the reaction of teachers. The third dimension in which the headmaster behavioral characteristics based on its efforts to move the organization well and he is always trying to motivate teachers to make himself a role model.

The fourth dimension is considerate. In this dimension of behavioral headmasters tend to act more humanely toward teachers. Thus, under this dimension, the teacher will be more motivated and conscious relationship with the headmaster.

2.2.4.2 Teacher's Behavioral Dimensions

For the dimensions of teacher behavior, Halpin and Croft (1966) describes the first dimension as a dimension of freedom which describes the possible dimensions of the teachers performs tasks without having a real commitment to their duties. This dimension focuses on the behavior of teachers in work-oriented situation. Second, barrier dimension that describes the feeling of the teachers that the headmaster burden them with routine work, meet the demands of the committees and the various needs that are considered works which are not related.

The third dimension is the warmth that explains the desire of teachers to enjoy the intimacy of social intercourse with each other. This dimension describes the terms of satisfaction and social needs and not necessarily linked to the achievement of the task. The final dimension explains the development of a sense of belonging based on feeling of the teachers that social needs are met and at the same time get the job satisfaction.

They in turn have identified six types of school climate that are shaped the by effect of the headmaster behavioral patterns and behavior pattern of teachers. These environment are environment of openness (open environment), the environment of Madrid (autonomous environment), environment control (controlled environment), environment fatherhood (paternal environment), environment normal (familiar environment) and environment closed (closed environment) (Halpin and Croft, 1966).

a. Open Environment

This type of environment exists in a state full of spirit and joy of work. Cooperation between teachers are very close and complaints do not arise from the teachers. Headmasters also ensure that the work should be conducted. Teachers are often satisfied with their work and any problems that arise can be resolved amicably. Headmasters and teachers are promising. In this kind of environment, headmasters are diligent, considerate, do not isolate and less emphasis on results, but more emphasis on the implementation of the work.

b. Autonomous Environment

The environment of Madrid is more concerned with the needs of the social system, where teachers are given the freedom to interact freely, especially in relation to the teacher. Teachers are not burdened with administrative work by creating various reports. There is no objection on the part of headmasters, but headmasters prefer to isolate themselves and do not emphasize the results.

c. Controlled Environment

In the school system, this type of environment is more concerned with the achievement of social needs. Teachers work hard regardless of the time to mingle. All work is done according to the instructions and regulations. Headmaster control all the things that have to be made in accordance with a predetermined manner and he likes to isolate them and lead.

d. Fatherly Environment

In this kind of environment, leadership style is ineffective and the teacher is not a burden. Does not exist in a friendly environment among teachers and headmasters prefer to perform the task alone. Headmaster work hard but do not motivate teachers.

e. Normal Environment

In this kind of Environment, are there strong social relationships between teachers. This pleasant state reflects the characteristics of compassion and high hospitality. In its action, the headmaster prefers to please all teachers.

f. Closed Environment

Closed environment is apposite of open environment, because there is no sincerity and enthusiasm among teachers, and there is no mutual assistance and the nature of compromise. Relations between headmasters and teachers are not friendly, headmasters more burdensome routine work and paperwork, strict supervision and less face to face with the teachers. Here, there is no perfect working environment and job satisfaction of teachers is low.

2.2.5 School Environment

State or school setting, quiet and comfortable, suitable for teaching and learning process is regarded as having an effective school environment. Halpin and Croft (1966) was a pioneer in the study of the environment of the school said that the school environment reflects an individual's own personality and how teachers are trying to achieve the organizational environment of the school.

Next, Hoy and Clover (1986) defines school environment and culture as a social state school that influence the behavior of people in it. Association of the Teaching Profession (1998) defines school environment as a good school environment in which the state felt comfortable surroundings, peaceful, friendly, and happy with the current study. Given that school environment factors helped create an effective school, then there are some researchers who have highlighted some features of an effective school climate as a result of research they were doing.

According Halpin and Croft (1966), school environment that effectively has the following characteristics: (1) the teachers feel safe, satisfied and confident, (2) teachers do not feel the pressure and take note of the progress of his students, (3) headmasters feel confident to work, and considerate, and (4) students feel safe and study hard. Abdul Rahman an-Nahlawi (1995) in Ee Ah Meng (2003) stated that the school climate is able to realize efficient integration and harmony among students of different socio-economic status (SES).

In addition, the school is also able to reduce the differences among them. The school can also establish cooperation with the student's family. The friendly relationship between the school and the family will form a more perfect education for its students. An effective school through the glasses of Islam is not complete if there is no religious atmosphere at school, especially if the majority of the school population either students, teachers and staff are Muslim.

This is consistent with the view Rosnani in Muqaddimah book Nik Aziz (1991) says that schools should not only be effective, but more important is how teachers and students have strong Islamic faith in the attempt to bring the school to the pinnacle of success. According Rahimah (1981), a school that reflects the true Islamic character, can provide an environment of harmony and expressed affection, respect

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and implementation of educational activities that lead to the success of the personality and achievements of pupils.

In addition, the headmaster leads the teachers, a caller to the good and forbid the evil, and to trigger, drivers and builders of the civilization of Islam. In the opinion of Ramaiah (1995), the school management should strive to create a school culture that revives the values of faith and morals so that students feel safe, always wanted to serve and strive to excel in their studies based on impulse higher, namely to seek the pleasure of Allah SWT and not just to please the school, parents and teachers.

This is part of the culture of nature closeness; the feeling of God is always watching their actions to be accounted for. Indeed, if every member of school headmasters, teachers, support staff and students appreciate the moral values are, certainly from the point of effective school discipline there will be less need for supervision. However, the reality of people who have some passion, it still needs school management also monitors the activities and behavior of the students, especially those morals which should always be advised and guided.

Azmi (1993) also said educational environment that emphasizes the development of the mind and the physical and spiritual purification and stabilization and faith is a strong package. Therefore, the school environment that is comfortable in the aspect of spiritual, emotional and social way can strengthen faith and morals of Islam which is based on the knowledge of truth, trust, sincerity and respect for common problems, cooperation and obedience without involving disobedience to the commandments of God.

Working environment like this will build strong working spirit towards enhancing motivation. According to Mahmood Nazar Mohamed and Sabitha Marican (1996), with the emergence of a harmonious atmosphere in the human relationship with God and human relations among people based on the teachings of faith, people will be able to understand the nature of knowledge culture well and can maintain the identity and function of the real, i.e. science as a tool that can lead to the truth. Thus, school environment is part of an integrated education includes three major human dimensions, namely the spiritual, intellectual and physical education to enable students and teachers to practice and live the teachings of Islam in all activities in the school and also increase the motivation of school staff.

Most of the studies conducted on school environment, school environment that will create a learning environment that is motivated and help students get better results and more satisfied teachers to work. Ibrahim (1998) pointed out that the very positive environment should exist in a school. Many studies have shown that there is a strong link between school environment and student success. If the environment is good, teachers and students will be more motivated and at the same time teaching and learning activities will go well.

Abas (1998), school management structure is effective as a whole in terms of politics within the organization and its tranquil environment and human relations within the organization. Shukor (1998) also added that leadership, positive attitude toward the abilities of students, school environmant that regularly makes an effective school.

2.3 Theory of Leadership

In the study of leadership, there are at least three main approaches, namely the trait approach, behavioral approach and approach the situation.

2.3.1 Trait Approach

This approach is based on an assumption that the existence of a leader is determined by the properties of a person. Those qualities are the physical and psychological nature. By Keith Davis in Zaidatol Akmaliah Pihie Lope (2000) there are four main properties are required of a leader, namely:

a. Intelligence. The leaders are generally more intelligent than his followers.

b. Maturity and breadth of social views. Leaders are generally mature and are able to handle a critical situation. They are able to provide socialization with others and have the confidence and belief in you.

c. Motivation and drive to succeed. They have a great impetus to get things done to succeed.

d. The ability to establish relationships between people. The leaders know that to achieve something they are very dependent on others. Therefore, they need to understand the needs of his followers.

2.3.2 Behavioral Approach

Behavior approach exists when several attempts had failed to approach the nature of the relationship between the natures of leadership effectiveness. The group used this approach describes the purpose of leadership is to perform the functions of the group. Therefore, leadership is intended to move the group and create resources for the group (Aminuddin Mohd Yusof, 1994).

This approach is paying attention to the things that were done by effective leaders and how they delegate tasks, how they communicate and how to encourage their subordinates, and how they perform the task (Sharifa Shamsudin, 1999).

Among the studies on the behavior of popular approach is the study of leadership at Ohio State University operated by Hemphill and her colleagues. The aim of this study was to determine the behavior shown by leaders in achieving the group or organization, try to identify behaviors shown by the leader, the consequences of such behavior on the satisfaction and employee performance, and the best leadership style.

According to the study, there are two dimensions of behavior, namely the structure of the project and consideration. Both of these dimensions are measured using Behavior Descriptive Questionnaire (LBDQ). From the research conducted, it was found that the top managers tend to choose a task-oriented structure that can achieve the objectives that have been defined, while subordinates are more like managers who tend towards Consideration.

According to Bass (1990) the structure of the task meant "... *to which a leader initiates activity in the group, organizes it, and defines the way the work is to be done*", while sympathy was "... *to which a leader exhibits concern for the welfare of the others members of the group* ". Dimensional structure of task-oriented behavior

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see leaders pays more attention to the preparation of work, scheduling, objectives and emphasis on structure. Leaders considered as an autocratic and dependent on the power of his position to influence subordinates.

Consideration oriented leader who always create a comfortable working atmosphere and harmony, and show concern for his personal growth and accomplishments of his subordinates. The general assumption is consideration structure and tasks are independent from each other. If both dimensions are then combined to form four types of behavior, which is either high in both, in both low and high or low in one dimension with four quadrants as shown in Figure 2.2.

	High Consideration	High Work Structure and Consideration
High		
Consideration	Low Work Structure and Consideration	High Work Structure
	Work	High
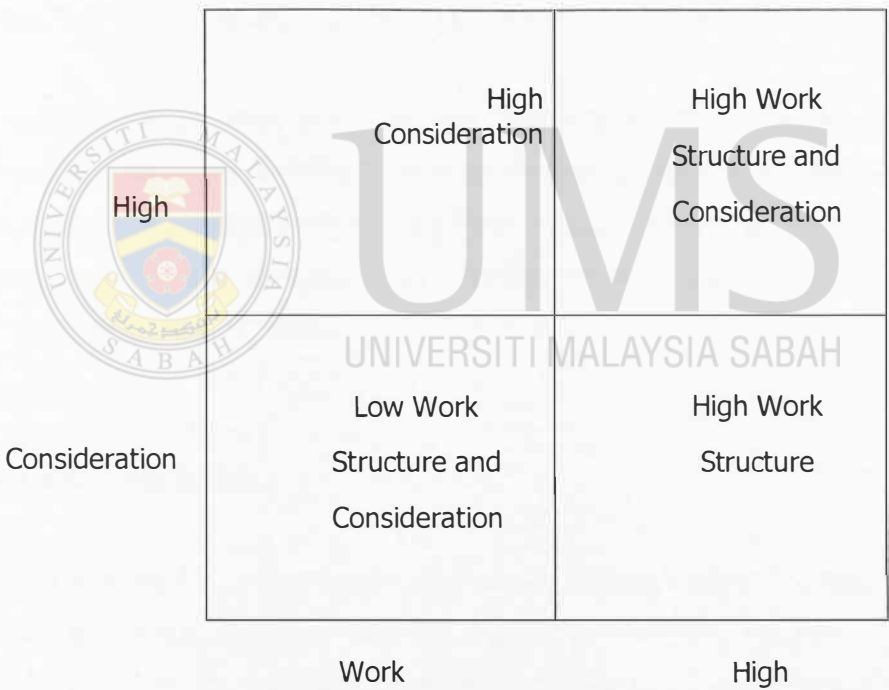
Figure 2.2: Two dimensions of leadership behaviors in Ohio State University that generate leaders quadrant behavior

Source: Sharifah Shamsudin (1999).

Moreover, in this approach, there are also behavioral theory known as Theory X and Theory Y submitted by McGregor. According to McGregor in Razali Mat Zin (1996), Theory X emphasize production or project and give a little consideration to human needs, while Theory Y is more human-oriented. Leadership style is based on Theory X autocratic and stick to the system of rewards and penalties, which are subordinated to comply, are rewarded and who refuse will be fined.

Theory X is the assumption of the workers are lazy, inherently do not like to work and desperately tried to escape, not ambitious, like running away from responsibility, and love drawn. Therefore, they need a strong leader to keep them working productively. Theory Y also assumes that a manager needs to involve people in designing and implementing their own work. This theory sees humans as a valuable resource. Should they be treated well and given the tasks of encouraging and using the abilities that they have, and then they will be more motivated to work harder.

Ibrahim Mamat (1998) concludes that Theory X and Theory Y by McGregor is the leader determines the treatment of subordinates. If leaders assume people are lazy and irresponsible subordinates, then these people sooner or later will be so. Conversely, if the leader considers his subordinates as a mature and responsible human being, then they will be so.

2.3.3 Situation Approach

The situation approach is an approach that shows a successful leader is the result of a combination of leaders, followers and the leadership situation. According to Hersey and Blanchard (1997), the most effective leadership style is a style of leadership that is matched by the development and maturation of employees in job skills and eases their psychological. Leadership styles proposed by Hersey and Blanchard (1997) are:

a. Telling. Manager is fully responsible towards the employees. Employees also have not been able to take responsibility and they need support and guidance.

b. Selling. Manager seeks to enable workers to buy into the idea or plan. Employees are willing but not necessarily able to implement plans that have been identified.

c. Participant. Employees can afford but do not have the confidence to take on full responsibility.

d. Delegate. Managers are 'low profile', which provide minimal support and direction to employees who have been given the responsibility to implement a plan.
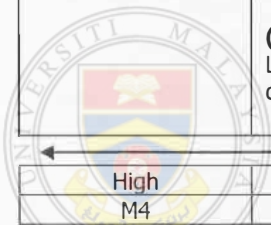
Hersey and Blanchard (1997) believe that the relationship between managers and employees move through four phases, the increasing maturity of the low (M1), the maturity of the medium (M2, M3) and high maturity level (M4). This can be illustrated by Figure 2.3. The results of their findings are classified into two, namely:

a) production-centered leadership, and b) the employee-centered leadership.

Table 2.3: Leadership Situational Theory Hersey and Blanchard

Behaviour of relationship				
High	**(Participate)** High Relationship and low work			High work and Relationship **(Sell)**
Low		**(Depute)** Low Relationship and consideration	**(Overall)** High work and low relationship	
High	**(Participate)** High relationship and low work	**Work Behaviour**		High work and high Relationship **(Sell)**
Low		**(Depute)** Low Relationship and consideration	**(Overall)** High work and low Relationship	
Maturity of Followers				
	High	Medium		Low
	M4	M3	M2	M1

Source: Hersey & Blanchard (1997)

2.4 Leadership Model

2.4.1 Fiedler Leadership Model

The main goal of a leader is to build relationships with subordinates. A good leader is concern for workers and is more oriented tasks in dealings with subordinates when there is a problem (Aminuddin, 1994). While Fiedler & Chemers (1984) also argued that a leader who has a good relationship with a subordinate simplifies the task instructions.

These leaders are fully aware of the situation or needs of its employees, as they have always encouraged employees to be more motivated and constantly encouraged the employees to make decisions as well as providing ideas. For the leaders behind it was represented by leaders who are only concerned with their self-satisfaction. Self-satisfaction is achieved through the achievement gained through relationships with other members of the organization. They are more comfortable to work when they get clear guidelines and operating procedures of the organization. Table 2.4 below shows the situation in which the leadership of the high and low results.
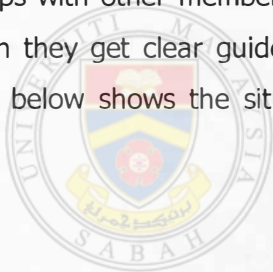
Table 2.4 : Fiedler Leadership Model

(Performance Depends On The Power Structure and Leadership Positions)

	High Performance	**Low Performance**
Situation 1	Task-oriented leadership Close relationship between leader and members Work structure-high Hierarchy power-high	Relationship oriented leadership Good relationship between leader and members Work structure-high Hierarchy power-high
Situation 2	Task-oriented leadership Close relationship between leader and members Work structure-low Hierarchy power- low	Task-oriented leadership Weak relationship between leader and members Work structure-low Hierarchy power- low
Situation 3	Task-oriented leadership Good/weak relationship between leader and members Work structure-low Hierarchy power- low	Task-oriented leadership Weak relationship between leader and members Work structure-low Hierarchy power- low

Source: Hussein Mahmood (1993)

2.5 Big Five Personality Traits

The big five personality traits model was derived from Cattell's 35 personality traits that stimulated several researchers involved in discovery and clarification of the Big-Five dimensions, and it eventually known as "Big Five" by Goldberg (John and Srivastava, 1999). It was developed from different culture, language, instruments and theoretical framework (Mount and Barrick, 1998). Big Five taxonomy is much ahead, along due extension and improvement over earlier personality traits factor systems, and it captures a broad level of abstraction and the commonalities among most of the existing systems of personality decryption (John and Srivastava, 1999). While there are easy disagreement among researchers in the view of the personality trait interpretation, it was more or less converging on big five factors of personality (Mount and Barrick, 1998). Big five personality traits constitutes the majority domain of personality (Judge, Lepine and Rich, 2006) that everyone can understand the words that define the dimensions (John and Srivastava, 1999). There is no universal agreement in the big five model (Barrick, Mound and Judge, 2001), but received considerable support and has become the most widely used and extensively researched model of personality (Gosling, Rentfrow and Swann, 2003). Therefore, big five personality traits in employed in this study.

Big five personality model consist of five dimensions which commonly named extraversion, agreeableness, conscientiousness, emotional stability or neuroticism, and openness to experience or intellect. There is some argument about the names and the contents of these five personality dimensions (Barrick, Mount and Judge,2001) particularly the dimension of emotional stability or neuroticism, some researchers proffered to name emotional stability for the fourth dimension (e.g. Ivancevich, Konopaske and Matteson, 2011) while other preferred neuroticism (e.g. John and Srivastava, 1999). Probably our mother has told us that being neuroticism that appears as hostility, depression and personality insecurity will not achieve any goal.

2.5.1 Extraversion

Extraversion describes the extent to which people are assertive, dominant, energetic, active, talkative, and enthusiastic (Costa and McCrea, 1992). They are highly active to the social and material world, and pose traits such as sociability, activity, assertiveness, positive emotionality (John and Stavastava, 1999), outgoing, enjoy meeting with people (Lane and Manner, 2005). Extravert's traits such as gregarious, talkative, assertive, they would be less suitable in skilled job such as secretary, accountant and production worker as the work design is in routine (Barrick and Mount, 1991). Extraversion could be important for business owner as they must interact with a wide range of constituents such as business partners, employees, customers, suppliers, venture capitalist, and often in the role of a salesperson while they are persuading and investment capitalist or a client to buy their product or services (Zhao and Seibert, 2006).

2.5.2 Agreeableness

Agreeableness individuals are cooperative, considerate, emphatic, generous, polite, kind and willing to accommodate others' wishes (Caspi et al., 2005). They are persons who are trusting and caring of others, as well as good natured, cheerful and gentle (Judge, Higgins, Thoresen and Barrick, 1999). For instance, agreeableness individuals like to build friendship and communicate with friends (Lane and Manner, 2012). By examining the nature of agreeableness individuals, this trait appears that being courteous and soft hearted has smaller impact on overall job performance (Barrick and Mount, 1991). However, they could be good in jobs that involve helping, cooperating and nurturing others (Barrick et al., 2001).

2.5.3 Conscientiousness

Conscientious individuals are responsible, attentive, careful, persistent, orderly and planful (Caspi et al., 2005). They are socially prescribed impulse control that facilitates task and goal-directed, and they tend to think before acting, delaying gratification, follow norms and rules, and planning gratification, organizing, prioritizing tasks (John and Stavastava, 1999). Conscientiousness also indicates an individual's degree of organization, persistent, hard work, and motivation n the pursuit goal of goal

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accomplishment (Zhao and Selbert, 2006). Therefore, they appear to tap trait which is important to the accomplishment individuals of all type of works (Murray and Mount, 1991). Generally, high conscientiousness individuals perform better because they are hardworking achievement oriented (Lepine and Dyne, 2001). In contrast, low conscientiousness individuals are careless, irresponsible, lazy, impulsive and low achievement striving (Barrick et al., 2001).

2.5.4 Emotional Stability

Emotional stability are individuals being calm, serene, secure, relaxed (Ivacevich et al., 2011) and self confident (Zhao and Seibert, 2006). They are defined by the lack of anxiety, hostility, depression and personality insecurity (Barrick et al., 2001). Thus high emotional stability characteristic may be suitable to operate a business because owner usually work for long hour in an unstructured work environment where to planning and responsible for all aspects of venture may need the ability of being calm, relaxed, and secure to overcome the high physical and psychological stress may experienced.

In contrast, people who are low on emotional stability or Neuroticism are anxious, vulnerable to stress, moody, angry, easily frustrated, and feeling insecure (Caspi et al., 2005). They are emotional unstable and even temperedness with negative emotionality, often feeling nervous, anxious, sad and tense (John and Srivastava, 1999). Individuals low on emotionally stability tends to experience a number of negative emotions including anxiety, hostility, depression, self-consciousness, impulsiveness, and vulnerability (Costa and McCrea, 1992). They are more difficult in quitting bad habits such as drinking alcohol and smoking because the distress caused by abstinence is stronger for them (McCrea and Costa, 1987). In addition, they may also have appropriate coping responses like hostile reaction and wishful thinking, irrational beliefs like self-blame, and appears disturbed thoughts and behaviors that accompany emotional distress.

2.5.5 Openness to Experience

Openness to experience individuals have the tendency to seek stimulation and explore new environment actively, and orienting sensitively which includes the tendency of sensitivity to internal and external sensory stimulation (Caspi et al., 2005). They are

characterized by intellectual, imaginative, autonomous and nonconforming (John and Srivastava, 1999). This group of people is likely to have positive attitude towards learning experience and motivated to learn (Barrick and Mount, 1991).

2.6 Earlier Studies

2.6.1 Local Studies

Studies on leadership have been done by writers from abroad, as well as studies that occurred in our country Malaysia studying administrative and leadership in general. Hussein (1993) through his thesis entitled "Dominant Power of Secondary School Principals Leadership", taking 154 respondents from government secondary school principals during the headmasters attending management courses at Institute Aminuddin Baki (IAB).

This study showed that many of the headmasters are less clear about the principles and set the value to be held in managing the quality of leadership in schools. The authors suggested that the headmasters who attend courses to improve their understanding and performance, can act, have regular work procedures and understand the staff to create a school environment that is conducive.

The study conducted by the Division of Educational Planning and Policy Research; Ministry of Education Malaysia (1989) found that effective school choice in the characteristics of leadership that has its own way to control it, the more the firmness and efficiency and insight. Husein (1993) explains that the school is less efficient because less keen to promote themselves.

Razali Othman (1990) through his research in six schools in Temerluh, Pahang shows an inclination to support, success-oriented participatory management of school administration will produce a more comfortable environment of the school. Headmasters surveyed can dominate and diversify the leadership style appropriate to the situation and the will of the teacher.

Studies by Norishah Suhaili (1996) on the leadership style and school achievement in Selangor found that a considerate leadership style creates a peaceful school environment and job satisfaction among teachers that affect school

performance. This study shows that leadership style is absolutely dominant in shaping the environment of the school.

Studies by Ahmad Mohammad Sharif (1989) to over 225 teachers from vocational schools in Malaysia that seeks to identify the relationship between leadership style and effectiveness of the organizational environment and job satisfaction found the leadership style is lower in the two-dimensional structure of the project and consideration in Azizi Yahaya et. al. (2006). School environment conditions are also low. When teachers observe their high- dimensional structure, the school environment will be more favorable.

Studies by Al-Ramaiah (1993) to over 220 teachers of secondary schools in Tumpat, Kelantan; and by Azmi Zakaria (1990) to over 463 teachers from secondary schools in Kelantan, concludes that there was correlation leadership style with the school environment situation. Bihud (1996) conducted a study using a sample of 181 teachers was to examine the relationship between teacher motivation, commitment and achievement among primary school teachers in the state. In a study he found that there is a positive relationship between achievement motivation and commitment to the organization that has the perfect climate.

Based on several studies have concluded that the management of school headmasters is a factor of excellence. Headmaster operating efficiency of human resources within the organization can achieve the vision of the school. Headmasters are the one that can shape the environment of a school. School becomes effective because of a quality headmaster.

Headmaster should be able to associate a good relationship with the staff thinking, enhance students' thinking, the strength of knowledge and skills in management. Principals are someone who needs to choose the pattern of administration according to the culture and environment of the school.

2.6.2 International Studies

Martimoore (1995), through his study "Key characteristics of effectiveness schools", he researched the hundreds of studies and findings of research on the effectiveness of schools around the world. The conclusion is that professional school leaders emphasized the decisiveness and consensus emphasizes that maintaining consensus approach.

According to him, the school headmaster should be a professional and knowledgeable who can offer leadership curriculum, curriculum design strategy, monitor student progress and be aware and know what is happening in the classroom and can help improve the quality of teaching and learning practices.

Studies of Lewin, Lippit and White (1993), concluded that after a review of 13 school headmasters, the findings may help explain the principals of the authorities in a position to practice the excellent organization working with all stakeholders in the organization of the school. These properties directly will establish a favorable environment and the comfort of the teachers and students.

While Null (1967) studied the personal characteristics of the headmasters in the United States. The study found that there are differences in culture, ethnic background, the experience and age, face the same challenges, sharing the principles and the same belief system. The study found that the dynamic visionary leadership and practitioners need good communication.

Ribbins (1995) who studied the culture of the organization that affect the lives of professional through accomplishments are self-confidence and authority. The respondents consisted of headmasters who entered the preparatory program of Education administrative leadership. The study found that headmasters should strive to make the involvement of all planned. Encourage communicate and share information with anyone regardless of the level of organization.

Further study by Fraser and Fisher (1988) was done. This study measures the perception with Likert scale and analyzed using mean, median and mode. The results

showed that each language barriers faced by headmasters can be overcome by strengthening self-concept and building confidence through practice elements of quality administrators. This study further proves that headmasters who believe can form a favorable environment in the school.

From research done by Logan (1998) also between 1988-1989 in 16 primary and secondary schools in six districts in California have found schools where teachers practice the leadership styles consideration able to create a favorable environment and high performing students significantly on standardized tests compared with schools that do not adopt the style. Leadership style is meant the involvement of teachers in shaping the school's goals, make decisions, design and development staff to learn from colleagues.

Based on the studies listed, it can be concluded that whatever the type of management to do requires consideration from various angles according to the situation prevailing in the organization of schools in order to create effective leadership, headmasters need to figure out and find your own initiative whether that involves theoretical and practical to strengthen the system of management and leadership.

2.7 Conclusion

Overall, this chapter discusses in detail about definitions, concepts and practices and the relationship between the natures of leadership in the formation of a school environment that is conducive. What is expected by the researchers is to prove the relationship between management practices of school headmasters in shaping conducive environment to achieve excellent school status.

As a conclusion to these discussions, the researcher will prove whether there was influence and relationship management practices of school headmasters in the formation of a conducive environment. The proof will be in empirical based on background research location chosen by the researchers.

CHAPTER 3

RESEARCH METHODOLOGY AND FRAMEWORK

3.1 Introduction

This chapter describes the procedures that researchers made the conduct of the study. Aspects to be discussed are the design of the study, a survey, a sample survey, data collection, review procedures, variables and data analysis. According to Dane (1990) methodological aspects of the study include research design and methods, research instruments, sampling and processing techniques and data analysis. Thus, researchers will describe the aspects mentioned in this chapter.

According to Mohd. Majid (1990), the research methodology refers to how researchers get information to achieve an objective investigation. Accordingly, in this chapter the discussion will focus on how things were done the appropriate research approach used to obtain the data, the selection of the sample, the instrument used to obtain data, procedures for data collection and analysis, research.

Thus in this chapter, researchers will describe the procedures made during this study. Indeed describe the aspects discussed in depth study of every procedure including study design, site survey, a sample survey, collecting data review procedures, variables and data analysis.

3.2 Research Design

According to Mohd. Majid (1994), there are three approaches to research that are descriptive, historical and experimental. The researcher has chosen the approach of descriptive survey method. This method is mostly used by researchers in the areas of society such as sociologists, psychologists and education (Ahmad Mahdzan, 1997).

The survey is also used to collect detailed description of the phenomenon that occur in order to use the data to prove the situation and practices that exist and to make better planning. The survey was conducted by the researcher using questionnaire.

Questionnaires were used to collect data for the survey provided an opportunity for researchers to obtain feedback from respondents more. Mohd. Majid Konting (2000) stated that the questionnaire can be used to obtain information on the facts, beliefs, feelings, wishes and so on. The questionnaire is more practical if the study involves a large number of samples.

Leady (1993) believes that the advantages of using a questionnaire are that it can engage respondents more, wider and comprehensive. The questionnaire used in this study was a questionnaire enclosed form of granules. Details form enclosed are details requiring short answers like 'yes' or 'no'; or choose the options that are available (Sulaiman Ngah Razali, 1996).

In addition, the researchers also used *Standard Kualiti Pendidikan Malaysia (SKPM)* to analyze school environment score. This analysis is used to measure the school's conducive environment. The results of this analysis will be presented in the form of percentage and evaluated based on the standard that was proposed SKPM

3.3 Hypothesis of the Study

There are four hypotheses (H) that will be tested in this study:

H1: There is positive relationship between extraversion personalities between headmaster management practices in creating a conducive school environment

H2: There is positive relationship between agreeableness personalities between headmaster management practices in creating a conducive school environment

H3: There is positive relationship between contentiousness personalities between headmaster management practices in creating a conducive school environment

H4: There is positive relationship between school environment and headmaster management practices

3.4 Theoretical Framework

For driving researchers to not deviate from the path of study, researchers have provided a conceptual framework as follows.
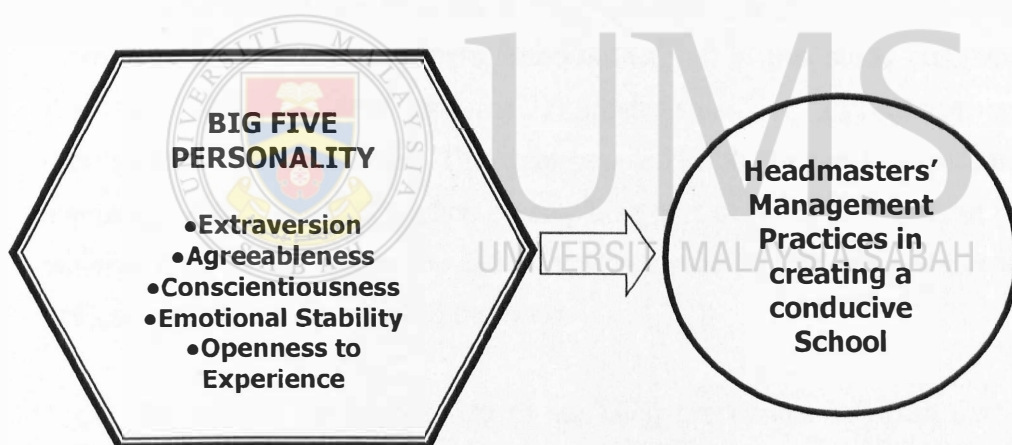
Source: John and Srivastava, 1999

Figure 3.3 Framework

Based on Figure 3.3, the leadership practiced by the principals had to do with the establishment of effective school-based teacher perspective. Practice and the nature of leadership affect how teachers and staff subordinate to achieve the goal of effective schools. Practice and the nature of teacher leadership will produce a dynamic, efficient and always strive to improve teaching and learning in the classroom as well as the impetus for students to excel in school, especially in academia in achieving effective school status.

3.5 Target Population and Sampling Frame

In a research, the identification of the population is very important for the population to determine the extent to which data and information should be collected to complete the questionnaires. According to Mohd. Majid (1990), the population is observed on a group of individuals or objects that have many differences in terms of research strategy while sampling is to obtain information about a population of individuals who comprise the population.

Generally, the population is a whole subject in hand, while the samples are part of the population that will represent the entire population to be studied. In this study, a population study refers to primary schools in Tawau. Thus, respondents were primary school teachers in the district of Tawau have properties nearly uniform.

The survey will be conducted in Tawau, Sabah. The district has 41 schools with more than two thousand teachers. Schools involved in this study are two schools that are selected based on the characteristics in accordance with the requirements of researchers. The total population of the need for researchers to sampling. Aziz et al (2007) define a sample as part of population without regard to whether it may represent a population or vice versa. As best step, the researchers will use nonprobability sampling methods.

This type of sampling refers to sampling procedures in which each subject have unequal opportunities to be selected as respondents. Using this procedure, the researchers chose a subject that has certain characteristics. The sampling procedure used is purposive sampling. In this study the researchers chose School A and School B study.

Table 3.1: Number of teachers (population)

School	Number of Teachers		
	Male	Female	Total
School A	35	43	76
School B	42	62	102
Total			**180**

Source: Tawau Education Office (2016)

Abd. Rahim Md. Nor (1999) stated that in such a sample size of 30 to 500 for a study is adequate. According to Aziz et al (2007) The minimum sample size for descriptive survey was 10%. However, the larger the sample that represents the population will create a higher the accuracy result.

In this study, the sample size determination is made based on the sampling schedule proposed by Krejcie & Morgan (1970). The study sample consisted of teachers in selected primary schools in Tawau. The teachers involves graduates, nongraduates and temporary teachers. The study was conducted over a layer teacher regardless of their status and position of clothing. The sample consisted of male and female teachers

3.6 Research Instrument

The instrument used for this study were adapted as appropriate and coordinated in order to answer the research question. The instrument is divided into six parts, A, B, C, D, E and F, which contain items for the purpose of obtaining demographic data of respondents, management practices principals and school climate. The instrument of this study will put questions adapted from Leithwood et.al, (1992) for part E and Part F is modified from the *Standard Kualiti Pendidikan Malaysia* (SKPM) 2 dimensions of organizational management, school climate element 5 designed by the Cabinet Inspector of Schools. This questionnaire can be described as follows:

Part A

This section contains two questions related to respondents' background related to gender, teaching experience and length of service under the previous principals. For questions in sections A, respondents were required to indicate the appropriate answers in the space provided.

Part B, C and D

Questions in section B, C, D consists of sixteen questions. Questions were based on Likert scale as follows:

[5]   =   **strongly agree**

[4]   =   **agree**

[3]   =   **neither agree nor disagree**

[2]   =   **disagree**

[1]   =   **strongly disagree**

Part E

Questions in section E consists of twenty five questions. Questions were based on Likert scale as follows:

[5] = Always

[4] = Often

[3] = Sometimes

[2] = Seldom

[1] = Never

Items instrument adapted from Kenneth Model Leithwood et al (1992) "Developing expert leadership for future school", as appropriate Sharifah binti Shamsuddin study (1999). Questions were given was to assess teachers'

perception of management practices principal of which is divided into six sub-ratings as follows:

Table 3.2: Distribution of the questionnaire items
Management practices principals

Management Principles	Question Number	Total Question
Achievement	Q1, Q2, Q3, Q4, Q5, Q6	6
Staff Supervision	Q7, Q8, Q9, Q10, Q11, Q12	6
Program Planning	Q13, Q14, Q15, Q16	4
Staff Competency	Q17, Q18, Q19, Q20	4
Decision Making	Q21, Q22	2
Relationship with	Q23, Q24, Q25	3
TOTAL		25

Part F

Part F contains eighteen questions. This questionnaire is to assess school climate study. This section examines the climate of the school is based on the instruments used by the School Inspectorate to measure the status of a school. These instruments have been modified accordingly and classified using a Likert scale as follows.

[5] = **Strongly Agree**

[4] = **Agree**

[3] = **Neither Agree nor Disagree**

[2] = **Disagree**

[1] = **Strongly Disagree**

Table 3.3: Distribution of school climate questionnaire items

ITEMS	Question Number	Total Question
Premises	1,2,3	3
Communication	4,5,6	3
Optimum Freedom	7,8,9	3
Discipline	10	1
Motivation	11,12,13,14	4
Cooperation	15,16,17,18	4
Total Question		**18**

3.7 Validity and reliability of the instrument

The accuracy of testing a hypothesis about the relationship between researches variables are highly dependent on the quality of the data used. Data collected will be useful when the measuring device used to collect research data that does not have a high validity and reliability (Ahmad Mahzdan, 1995).

Konting (2000) states that the validity of an instrument refers to the extent to which the instrument can measure the data that should be measured. While the reliability of the instrument is a concept that is intended to measure or the instrument used by researchers to construct a theory (Ahmad Mahdzan, 1997).

While Chapman and David (2001) states that a test or scale can be trusted if it stays the same results when elements of the same entity are measured many times under the same conditions. This means that the instrument should be able to measure all of the content and the content investigated based on the objectives of the study.

To ensure the questionnaire will be used in this study is an instrument that qualifies in terms of validity and reliability, a pilot study was conducted and the reliability of the instrument was determined using Cronbach's alpha coefficient. The validity of this questionnaire was tested out the B, E and F and has a value of alpha coefficient of 0.811, 0.941 0.925. Therefore, this questionnaire has high reliability over an alpha value of 0.8 as suggested by Mohamad Najib (2001).

3.8 Pilot Study

Although this questionnaire was modified, the researchers argue that this questionnaire can be used to survey respondents, the questionnaire should be made a pilot study in one of the schools that are not included in this study. Before that, the questionnaire was submitted to an expert who can verify an instrument to obtain views on the appropriateness of the questionnaire for the purpose of collecting data. The aim is to measure the validity of the research instrument.

A pilot study was conducted in school A and school B, Tawau on 180 teachers on 3 Jun 2016. With regard to the number of respondents to the pilot study, Gay LR (1992), the number of respondents of 153 people is enough to analyze the validity of the survey instrument. However the researchers chose 153 respondents to increase the reliability of the questionnaire.

According to Uma (1992), the coefficient of reliability of less than 0.6 is considered weak, 0.61 to 0.79 is acceptable and more than 0.8 is said to be high. The instruments used in the study with the coefficient of less than 0.60 have low reliability. Based on the Cronbach alpha reliability coefficient pilot study of high (above 0.60), then the instrument may be adopted.

3.9 Research Procedures

Review procedures (data collection) researchers to apply for permission from the Ministry of Education Malaysia, Sabah Education Department and school principals involved. The research was conducted by collecting data from a random sample. The number and position of the subject that many of the study area requires instruments that reduce expenses, time, energy data collection Majid Konting (1994). For the purpose of this research tool that can be used by means of a questionnaire.

In the actual study data collection is handled via its own distribution arm by researchers at the working place of the respondents. Researchers gave one week to complete the questionnaire. After that date the researchers have created the questionnaire is not received after that period is considered as respondents who did not respond.

The study was conducted after obtaining permission from the supervisor and obtain official approval letter from the Ministry of Education Malaysia and the Sabah Education Department. A total of 250 survey forms were printed for the purposes of this study. All instrument set is divided according to the number of teachers at the school study. The instrument will be distributed to the subject of study by the date planned.

The procedure of collecting data in this study will be carried out by circulation of respondents in hand to which they are assigned. The number of questionnaires that will be distributed is as much as 180 sets. Each school is given a questionnaire based on the number of teachers. The researchers expected only to raise the total of 153 questionnaires only. Researchers can only process a total of 153 questionnaires because of the limitations of the study. Form sent incomplete and through questionnaires sent back not processed for data collection for this study.

All survey forms were sent along with a letter of authorization by the researchers to study schools. When submitting this survey, researchers gave a short briefing related to the selection procedure of the samples and answered questionnaires to senior administrative assistant school. For the record, the researchers dealing with school principals' research.

3.10 Data Analysis

After all questionnaires can be collected, the researchers analyzed data using the software SmartPls version 2.0. The significant level was fixed at 0.5 confidence level. The results of the analysis of this question is to be answered frequency mean, standard deviation, percent, and the minimum score maximum score. Mean and standard deviation will be used to identify the management practices of school principals.

The significant level set at 0.05. This significant level indicates that the probability of making a mistake in accepting the hypothesis is 5% or less (alias Baba, 1992). The statistical methods used in this study are related to the purpose to enhance the objectives and hypotheses. Data were analyzed using descriptive statistics, Pearson's r, multiple regression, and t-test.

Descriptive statistics were used to analyze the data obtained from the questionnaire sections A, B, C, D, E and F. The percentage of frequencies to be used for the distribution of respondents by items that is available. Details about the demographic characteristics of the chosen gender, teaching experience and recognize the principals. Statistical analysis using descriptive methods to measure the mean, frequency and percentage was used. It aims to determine the perceptions of teachers in general on how the principals or management practices.

There are items contained in section B, C, D of the questionnaire, aimed at measuring the extraversion, agreeableness, conscientiousness personality of teachers to principals' management and administrative management practices section E will see that school climate is also reflected in the perception of principals' management. Techniques for measuring the frequency and size of the middle or median trend, this measure seek to determine whether these teachers have a positive or negative perception of principal management.

To determine that the teachers' perception management practices principals, it refers to the frequency analysis to show the percentage difference every aspect at the level of $p = 0.05$. Following the discussion in this chapter can be concluded that there are various methods that need to be done by the researchers in the study. Researchers need to adapt the methodology of the study with the appropriate sample. In addition to this study may benefit and to guide further research.

3.11 Summary

Overall, this chapter has discussed the research methodology. Researchers are hoping that this study can be carried out without any problems, especially in the process of collecting and analyzing data and findings. Researchers also hope that this study will be able to meet the desired goals. Finally, I hope that will be conducted this study can give the best results to be referenced in the future.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1   Introduction

This chapter presents the empirical results of the study conducted. It is divided into four sections. The first section reports the response rate and an overview of the respondents' characteristics. The second section describes the descriptive statistics. The third section is the results of the reflective measurement models evaluation. The final section describes the structural model evaluation and reports the results of hypothesis testing.

4.2   Data Collection and Response Rate

The target population of this study consists of teachers .The data was collected from the territory of rural areas of Tawau. The data collection activities began on the first week of July 2016. The questionnaires were distributed to the government teachers. Moreover, the data collection activities took about three weeks. A total of 153 questionnaires were distributed

4.3   Profile of Respondents

Table 4.1 shows the demographic profile of the respondents. A total of 153 respondents were involved in the final sample. The respondents consist of 74 or 48.4% of male respondents and the remaining 79 or 51.6% were female respondents.

From the data that collected, a total of 57 teachers or 37.3% have an experiences less than 10 years, 72 (47.1%) teachers had an experiences in teaching filed between10 years until 20 years. A total of 24 (15.7%) teachers had an experience over 10 years experience in teaching.

In addition, a total of 75 (49%) teachers duration work less than 3 years, 36 or 23.5% teacher's duration work are in between 3 years until 6 years, and the rest is more than 6 years which is 42 (27.5%) teachers.

Table 4.1 Profile of Respondents

Demographic Variables	Categories	Frequency	Percentage
Gender	Male	74	48.4
	Female	79	51.6
Teaching Experience	Less than 10 years	57	37.3
	10 years - 20 years	72	47.1
	More than 20 years	24	15.7
Duration Work	Less than 3 years	75	49
	3 years - 6 years	36	23.5
	More than 6 years	42	27.5

More details data is presented in APPENDIX

4.4 Descriptive Analysis

The mean and standard deviation values for all of the study variables are presented in Table 4.2. All of the variables/items including in product attributes dimension, environmental perception dimensions, consumer attitude and purchase intention were measured using a five-point Likert scale anchored by 1 (strongly disagree) to 5 (strongly agree).

Results show that the mean scores for each of the five components of product attributes varied from 3.891 to 4.110. For extraversion, the mean are 4.11 and standard deviation is 0.420. For agreeableness, the mean are 4.051 and standard deviation is 0.480. For Conscientiousness', the mean are 3.891 and standard deviation is 0.500. For principle management practices, the mean are 4.048 and standard deviation is 0.458. For school environment, the mean are 4.025 and standard deviation is 0.402.

In summary, based upon the scale of 1 to 5, the mean scores can be explained as: a mean score that is less than 2 is rated as low, a mean score between 2 to 4 is rated as average, and a mean score greater than 4 is rated as high (Yasin,2004). The mean and standard deviation for Conscientiousness' were also average. On the other hand, the mean and standard deviation for extraversion, agreeableness, principle management practices and school environment are high.

Table 4.2 Mean and Standard Deviation for Variables in the Study

Variable	Mean	Std. Deviation
Extraversion	4.11	0.420
Agreeableness	4.051	0.480
Conscientiousness'	3.891	0.500
Principle management practices	4.048	0.458
School environment	4.025	0.402

More details data is presented in APPENDIX

4.5   Reflective Measurement Models Evaluation

The study conducted a Confirmatory Factor Analysis (CFA) to assess the reflective outer models. The criteria assessment included the indicator reliability (squared standardized outer loadings), internal consistency reliability (composite reliability and cronbach's alpha), convergent validity (average variance extracted, AVE) and discriminant validity (Fornell-Larcker criterion and cross loadings) as suggested by Hair et al., (2011). The reflective measurement model finding showed in Table 4.3.

Figure 4.1: Measurement Model
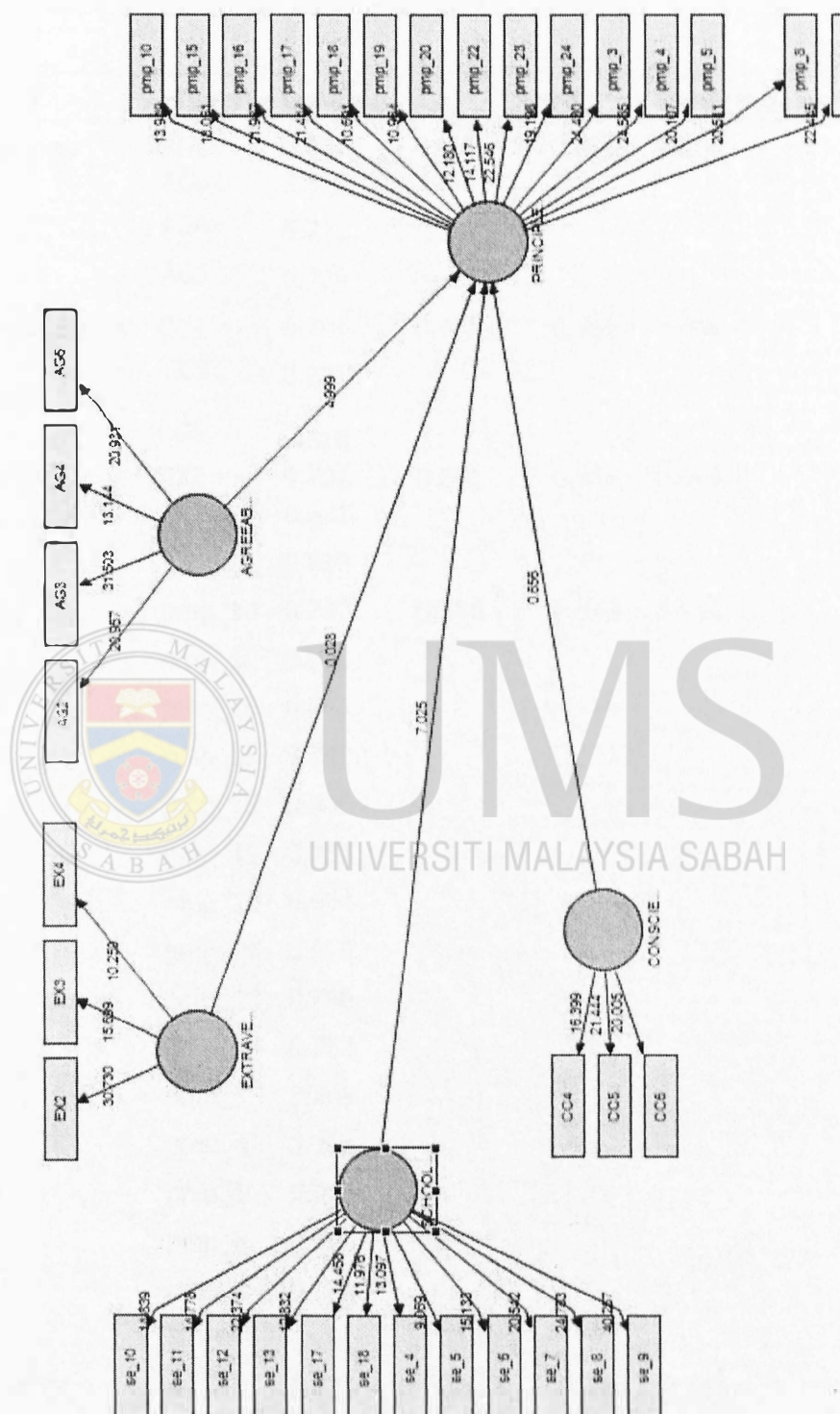
Table 4.3: Internal Consistency Reliability and Convergent Validity

Construct	Item	Loading	AVE[a]	CR[b]	Cronbach α
Agreeableness	AG2	0.811	0.638	0.876	0.811
	AG3	0.818			
	AG4	0.775			
	AG5	0.789			
Conscientiousness'	CC4	0.797	0.665	0.856	0.748
	CC5	0.831			
	CC6	0.818			
Extraversion	EX2	0.797	0.601	0.936	0.666
	EX3	0.831			
	EX4	0.818			
Principles	pmp_10	0.735	0.550	0.948	0.941
	pmp_15	0.720			
	pmp_16	0.761			
	pmp_17	0.747			
	pmp_18	0.700			
	pmp_19	0.752			
	pmp_20	0.694			
	pmp_22	0.675			
	pmp_23	0.780			
	pmp_24	0.763			
	pmp_3	0.765			
	pmp_4	0.784			
	pmp_5	0.748			
	pmp_8	0.750			
	pmp_9	0.745			
School Environment	se_10	0.775	0.552	0.936	0.925
	se_11	0.754			
	se_12	0.780			
	se_13	0.723			

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se_17	0.719
se_18	0.691
se_4	0.710
se_5	0.621
se_6	0.695
se_7	0.760
se_8	0.795
se_9	0.866

More details data is presented in APPENDIX [a]Average Variance Extracted (AVE) = (summation of the square of the factor loadings)/{(summation of the square of the factor loadings) + (summation of the error variances)}[b]Composite Reliability (CR) = (square of the summation of the factor loadings)/{(square of the summation of the factor loadings) + (square of the summation of the error variances)}

In this study, loadings of 0.50 or more were considered as minimum acceptable value and significant. The findings showed that the loadings for all items were ranged between 0.621 and 0.866, which exceeded the cut off value of 0.50. Additionally, the composite reliability (CR) for all items were ranged between 0.856 and 0.946, which exceeded the recommended value of 0.70 (Hair et al., 2010) while the cronbach's alpha (α) for all items were ranged between 0.666 and 0.941, which means exceeded the recommended value of 0.70 (Nunnally, 1978). The findings also showed that all average variance extracted (AVE) were ranged between 0.550 and 0.655, which exceeded the recommended value of 0.50 (Hair et al., 2010; Fornell and Larcker, 1981).

The detail for discriminant validity for cross loading that showed in table 4.5 and discriminant validity for Fornell-Larcker Criterion showed in table 4.6. In summary, we can conclude that all the loading are in satisfying value because it exceed all the minimum criteria that has been standardize.

Table 4.4: Measurement Items

Constructs	Items	Measurement
Extraversion	EX1	Speaks often.
	EX2	Energetic.
	EX3	Friendly and loves to socialize.
	EX4	Has firm personality.
Agreeableness	AG1	Prone to find mistakes done by others.
	AG2	Helps and prioritize
	AG3	others. Trustworthy
	AG4	Forgiving.
	AG5	Considerate and kind to everyone.
	AG6	Generally trustworthy
Conscientiousness	CC1	Prone to be careless.
	CC2	Work efficiently
	CC3	Have good work planning and stick to the plans
	CC4	Likes to work cooperatively
	CC5	Innovative
	CC6	Prone to be disoriented at his/her work
Principle Management Practices	PMP1	Establish school goals are compatible with the policy of the Ministry Of Education
	PMP2	Establish school goals that are appropriate to the priority
	PMP3	Establish goals that schools can meet the needs of students
	PMP4	Assigning a goal to excellence
	PMP5	Involving school staff in making school goals
	PMP6	Making observations to classes as usual during working hours
	PMP7	Making observations to classes outside of work
	PMP8	Ensure that the objectives classes conducted by teachers according to school goals
	PMP9	Viewing and reviewing the work of students during class monitor
	PMP10	Referring to the school goals when deciding on curriculum development and teacher
	PMP11	Arbitrates the advantages and disadvantages of current teaching during staff meeting
	PMP12	Noting the advantages and disadvantages of teaching in a written assessment
	PMP13	The administration tasks for the coordination of the curriculum for all levels with clear
	PMP14	The design program implemented to ensure that the aims of the school curriculum in line with objective

	PMP15	Designing a class curriculum program according to teaching and learning objectives
	PMP16	Planning visits to classrooms to see the learning process to run completely
	PMP17	Announced to the teachers about the opportunity to enhance their career
	PMP18	Allot time to meet with teachers individually to discuss issues of teaching and learning
	PMP19	Support teachers who want to make "in house training"
	PMP20	Involving teachers in decision making
	PMP21	Making a decision after making observations
	PMP22	Taking the opportunity to talk with students during recess
	PMP23	Create "Team work" with the school staff to solve the problem of school management
	PMP24	Engage in extra-curricular activities and extra curriculum (classes) for students
	PMP25	Giving students the opportunity to give their views about the school
School environment	SE1	The school has the characteristics of a good safety environment
	SE2	The school has a clean and cheerful environment
	SE3	The school has sufficient facilities and services
	SE4	Information presented to the school community are complete
	SE5	Feedback and opinion submitted by the school is free from discrimination
	SE6	Transparent sharing of information among the school staff are well established
	SE7	Individual freedom to make professional decisions can be clearly seen
	SE8	Individuals have the freedom to use creativity in performing their duties
	SE9	The school community has always made decisions together
	SE10	The school is in compliance with the rules and ethics of service
	SE11	The school staff make the best effort to perform tasks
	SE12	The school community is willing to work outside official hours
	SE13	The school community is ready to accept and carry out the task
	SE14	The school staff dare to try new ideas
	SE15	The meeting between parents and the school staff related to the students affairs are often done
	SE16	The school notifies parents regarding the school's events/calendar
	SE17	School staff are always ready to cooperate with the surrounding community when needed
	SE18	Surrounding community gives their cooperation to the school when needed

Table 4.5: Discriminant Validity: Cross Loadings

	AGREEABLENESS	CONSCIENTIOUSNESS	EXTRAVERSION	PRINCIPLES MANAGEMENT	SCHOOL ENVIRONMENT
AG2	**0.811**	0.538	0.562	0.501	0.379
AG3	**0.818**	0.416	0.508	0.607	0.317
AG4	**0.775**	0.456	0.415	0.493	0.333
AG6	**0.789**	0.646	0.627	0.531	0.361
CC4	0.503	**0.797**	0.438	0.455	0.339
CC5	0.522	**0.831**	0.635	0.423	0.332
CC6	0.539	**0.818**	0.659	0.459	0.417
EX2	0.504	0.607	**0.817**	0.486	0.402
EX3	0.490	0.541	**0.797**	0.432	0.451
EX4	0.543	0.490	**0.708**	0.450	0.390
pmp_10	0.493	0.508	0.470	**0.735**	0.589
pmp_15	0.456	0.313	0.383	**0.720**	0.583
pmp_16	0.456	0.309	0.409	**0.761**	0.593
pmp_17	0.558	0.452	0.423	**0.747**	0.430
pmp_18	0.474	0.334	0.437	**0.700**	0.461
pmp_19	0.515	0.295	0.420	**0.752**	0.537
pmp_20	0.532	0.415	0.445	**0.694**	0.567

pmp_22	0.517	0.493	0.466	**0.675**	0.451
pmp_23	0.542	0.422	0.464	**0.780**	0.465
pmp_24	0.429	0.396	0.425	**0.763**	0.594
pmp_3	0.489	0.460	0.446	**0.765**	0.563
pmp_4	0.558	0.500	0.428	**0.784**	0.483
pmp_5	0.519	0.364	0.433	**0.748**	0.561
pmp_8	0.475	0.466	0.517	**0.750**	0.602
pmp_9	0.462	0.360	0.396	**0.745**	0.600
se_10	0.299	0.448	0.490	0.528	**0.775**
se_11	0.393	0.364	0.460	0.519	**0.754**
se_12	0.399	0.356	0.448	0.604	**0.780**
se_13	0.315	0.342	0.360	0.467	**0.723**
se_17	0.312	0.421	0.377	0.510	**0.719**
se_18	0.229	0.320	0.321	0.518	**0.691**
se_4	0.212	0.290	0.324	0.519	**0.710**
se_5	0.418	0.390	0.420	0.557	**0.621**
se_6	0.381	0.195	0.384	0.506	**0.695**
se_7	0.278	0.209	0.356	0.494	**0.760**
se_8	0.327	0.287	0.381	0.631	**0.795**
se_9	0.282	0.342	0.421	0.599	**0.866**

More details data is presented in APPENDIX

Table 4.6: Discriminant Validity: Fornell-Larcker Criterion

CONSTRUCT	AGREEABLENESS	CONSCIENTIOUNES	EXTRAVERSION	PRINCIPLES MANAGEMENT	SCHOOL ENVIRONMENT
AGREEABLENESS	**0.799**				
CONSCIENTIOUNES	0.640	**0.861**			
EXTRAVERSION	0.661	0.707	**0.775**		
PRINCIPLES MANAGEMENT	0.671	0.548	0.590	**0.742**	
SCHOOL ENVIRONMENT	0.433	0.466	0.534	0.729	**0.743**

More details data is presented in APPENDIX

Note: The square root of AVE values is shown on the diagonal and printed in bold; off diagonals are the latent variable correlations

4.6 Structural Model Evaluation

The hypotheses of the research model were tested using the bootstrapping procedure with 5000 subsamples, which is recommended guidelines from Chin, (1998). The significance of the path coefficients is based on t- value. The SmartPLS 2.0 results for the structural model relationships and the significance of hypotheses testing were shown in Table 4.7.

In this study, there were 4 structural relationships, which consist of 4 direct relationships. The relationship are H1: There is significant relationship between extraversion personality between principle management practices; H2: There is significant relationship between agreeableness personality between principle management practices; H3: There is significant relationship between contentiousness personality between principle management practices; and H4: There is significant relationship between school environment between principle management practices.

β The findings as shown in Table 4.7 suggested that hypotheses were accepted for H2 and H4 except hypotheses for H1 and H3 was rejected. For H1, the relationship between extraversion personality and principle management practices was not significant with β=0.096. In other words, a 100% changes in the extraversion personality bring zero % changes in principle management practices. For H2, the relationship between agreeableness personality and principle management practices was significant with =0.082. In other words, a 100% changes in the agreeableness bring zero 8.2% changes in principle management practices. For H3, the relationship between conscientiousness personality and principle management practices was not significant with β=0.073. In other words, a 100% changes in the extraversion personality bring zero % changes in principle management practices. For H4, the relationship between agreeableness personality and principle management practices was significant with β=0.075. In other words, a 100% changes in the agreeableness bring zero 7.5% changes in principle management practices.

Table 4.7: Significance Testing Results of the Structural Model Path Coefficients

Hypothesis	Relationship	Std. Beta	SE	t-value	Decision
H1	EXTRAVERSION->PRINCIPALS' MANAGEMENT	0.003	0.096	0.028	NOT SUPPORTED
H2	AGREEABLENESS->PRINCIPALS' MANAGEMENT	0.410	0.082	5.00**	SUPPORTED
H3	CONSCIENTIOUSNESS->PRINCIPALS' MANAGEMENT	0.048	0.073	0.656	NOT SUPPORTED
H4	SCHOOL ENVIRONMENT->PRINCIPALS' MANAGEMENT	0.529	0.075	7.025**	SUPPORTED

More details data is presented in APPENDIX

*Significant at p<0.05; **Significant at p<0.01

Table 4.8: Result of Hypothesis Testing

Hypothesis number	Statement of Hypothesis	Result
H1	There is positive relationship between extraversion personalities between headmaster management practices in creating a conducive school environment	Not supported
H2	There is positive relationship between agreeableness personality between headmaster management practices in creating a conducive school environment	Supported
H3	There is positive relationship between contentiousness personality between headmaster management practices in creating a conducive school environment	Not supported
H4	There is positive relationship between school environment and headmaster management practices	Supported

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1   Introduction

The purpose of this chapter is to summarize and discuss the relevant findings of the study. First, this chapter presents a brief review of purpose and results of this study, to be followed by discussion of the results of hypotheses testing and the comparison of the results with previous studies. Next, the theoretical and methodological contributions, as well as managerial implications based on the results are highlighted. Finally, the limitations of this study and recommendations for future research are discussed.

5.2   Recapitulation of the Study

The main purpose of this study is to examine the teacher's perspective towards the headmaster's management in creating a conducive school environment. The respondents were the teachers from schools selected for the research which consist of new and experienced teachers, all level of education and involving both genders of male and female. In this study, the headmasters' big-five personality namely only extraversion, agreeableness and conscientiousness (independent variables) were examined to determine the headmaster's management practices in creating a conducive school environment (dependent variables). In order to accomplish the main purpose of the study the four research questions addressed are as below:

1. Is there significant relationship between extraversion personalities and headmaster management practices in creating a conducive school environment?

2. Is there significant relationship between agreeableness personalities and headmaster management practices in creating a conducive school environment?

3. Is there significant relationship between contentiousness personalities and headmaster management practices in creating a conducive school environment?

4. Is there significant relationship between school environment and headmaster management practices?

The respondents for this study are teachers from different schools around Tawau. The questionnaires were distributed by hand or hard copy. A total of 153 respondents were participated and all respondents replied towards the questionnaires at satisfactory level hence all respondents were used for the study.

In this study, the independent variables are the teacher's perspectives towards the headmaster's management practices comprising extraversion, agreeableness and conscientiousness; and the school environment. Meanwhile the dependent variable in this study is the conducive school environment achieved.

The hypotheses were developed based upon the objectives of the study, which consists of (H1) There is significant relationship between extraversion personalities between headmaster management practices in creating a conducive school environment; (H2) There is significant relationship between agreeableness personalities between headmaster management practices in creating a conducive school environment; (H3) There is significant relationship between contentiousness personalities between headmaster management practices in creating a conducive school environment; and (H4) There is significant relationship between school environment and headmaster management practices.

From the survey, it was suggested that only H1 are supported. While it was suggested that H2, H3 and H3 were rejected. It was suggested from the study that the teacher's personalities did not have effects towards the headmaster's management principles. The justification has been provided to support these findings, which discussed in the next section.

5.3 Discussion on Findings

The findings based on the data that had been analyzed will be discussed concerning; (1) the teacher's personality such as extraversion, agreeableness and conscientiousness; and (2) the school environment; towards the principal's management practices.

5.3.1 The Personalities of Teachers Such as Extraversion, Agreeableness and Conscientiousness towards the Headmaster's Management Practices.

From the study on the effect of the teacher's personalities towards the headmaster's management practices, found that the result is partially significant. The table 5.1 shows that 1 personality affects the headmaster's management practices. Similarly the school environment also shows an effect towards the headmaster's management practices. This indicates that there is a role of personality and the school's environment in determining the effectiveness of the the headmaster's management practices. A review on the previous study on the effects of personalities of the teachers towards the headmaster's management practices, shows that all personalities of the teachers towards the headmaster's management practices has significant relationship. As such, the findings in this study are not consistent with previous research. The discussion of the findings and implications for each of the dimensions are as follows:

Extraversion implies an energetic approach to the social and material world. Extraversion individuals are sensitive, sociable, talkative and energetic. They are outgoing, enjoy social life such as talking with people (John and Srivastava, 1999).

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Agreeableness individuals are tender mindedness, helpful, unselfish, cooperative, considerate, trust, kind, has a forgiving nature and willing to accommodate others' wishes. They are contrast to pro-social and communal orientation (John and Srivastava, 1999).

Conscientiousness means someone who is socially prescribed impulse control that act as task and goal oriented behavior. They tend to prioritizing tasks, do work efficiently, think and plan to before acting, well organized, careful, persistent and responsible (John and Srivastava, 1999).

School environment is made on the six elements of climate schools as expressed in the Standard Quality Education (SKTM) includes perfection of premises, communication, freedom optimum, the school discipline, motivation and cooperation between the school and the outside community. All of these elements will be the yardstick to determine the climate of a school.

Table 5.1: **The Effects of the Dimensions of Personalities of Teachers towards the Headmaster's Management Practices: Comparison of Hypotheses with Actual Results**

Hypotheses	Hypotheses Relationship	Findings
EXTRAVERSION -> PRINCIPLES MANAGEMENT	+	Insignificant
AGREEABLENESS -> PRINCIPLES MANAGEMENT	+	**Significant**
CONSCIENTIOUSNESS -> PRINCIPLES MANAGEMENT	+	Insignificant
SCHOOL ENVIRONMENT -> PRINCIPLES MANAGEMENT	+	**Significant**

5.4 Contribution of Research

The frame work of this study device to indicate the effects of perspectives of the teachers towards the headmaster's management practices which is the independent variables towards conducive school environment achievement which is the dependent variables. In this study, we found significant contribution in terms of theoretical perspectives in the contacts of teachers around Tawau.

5.4.1 Theoretical Implication

Based on the findings in this study, it show that there is evidence supporting the relationship of the teacher's perspectives towards the headmaster's management practices in creating a conducive school environment. The findings of this study supported relationship in this study were consistent with the findings of the previous researcher. However there are few relationship in this study were not supported such as the extraversion and the conscientiousness towards the headmaster's management practices in creating a conducive school environment.

The research also makes contribution to the knowledge body by filling the gap of the teacher's personality's literature especially in Tawau, Sabah. In addition, the data of the relationship between teachers and headmasters in Sabah was filled for which this data can be used by the government agencies to focus on enhancing the abilities and capabilities of headmasters in Sabah.

5.5 Limitations of the Study

This research only works with teachers in primary schools around the administration of the District Education Office Tawau. Therefore, its products are for this region only and the random selection cannot be generalized in other places and depending on the sincerity of the responses of respondents to the questionnaire. The method of data collection was a questionnaire. The focus of the study is composed of teachers regardless of their demographic differences. The result is perceptions of teachers towards leadership in the administration of each school were selected. This perception also depends on the assessment of the current leadership of the school administration at the time. This creates the possibility of an assessment made by the teacher based on the headmasters of the previous event the headmaster exchange. Researchers limit teachers who know the headmasters not less than one year. By identifying the headmasters of the period the teacher can recognize and understand a little bit of practice management practiced by their headmasters to administer and manage the school. It is limited to the management of school headmasters in the organization and the leadership whether or focuses more on the task of labor relations in terms of the perception of teachers.

5.6 Recommendations

Some of the proposals resulting from this study can be considered as a guideline by the headmaster, the education department, the ministry of education or researchers who want to carry out further research. This study according to the parties involved in education directly or indirectly

5.6.1 Proposed Action

In practice the results of this study are important to headmasters and prospective headmasters to find out whether the administrative management practices that leaders dreamed up by teachers against them. Thus researchers suggest that these

findings made by the headmaster guide for planning its management more efficient. This is because the success of a school depends on the rigor and leadership as a prime mover in the school. Planning that is not accompanied by careful planning, organized, visionary, does not guarantee an excellent school.

In addition, the researchers suggested that the Ministry of Education and the State Education Department can provide guidance headmaster management practices that must be followed to manage the school. In addition, the researchers suggested that Ministry of Education provide appropriate instruments and easily administered in schools to rate headmasters and school achievement in all respects. With the headmaster's instructions will follow developments related to leadership and management in schools.

The headmasters have a lot of exposure to the patterns of effective management and leadership. Apart from following any motivational courses, seminars, workshops, reading materials, books, journals, magazines and other media materials, the headmaster must also be supervised by the Department of Education in order to see the course management are made pursuant to planning writing that has made because the headmasters who are already pursuing various courses and seminars are still not showing a positive change.

Proposed are made to the headmaster in order to improve their leadership style in terms of relations with the supervisory staff and students. Supervisory staff held towards the achievement of important goals of the school. Headmasters are not focused on communication and opinion of the staff create an attitude is not happy, not happy the teacher. This will create dissatisfaction of teachers, lack of motivation for improving teaching and learning. The existence of this attitude is in the organization, and not towards the goals expected by the school headmaster.

The headmaster must also have specific initiatives to establish a friendly relationship with students. The headmaster must provide an opportunity for their opinions for the sake of their academic excellence. Headmasters should be down to the ground, visiting classes, mean students know their problems indirectly through

conversations with them, either in the classroom during the learning process or even outside of that time. The headmaster should continue to listen to their problems, their problems, and not just blame them.

It is also proposed to give priority to the headmaster of relationship management practices in particular to increase the motivation of teachers as instructors. Motivation should be executed so that the relationship of the parties involved in this organization gets satisfaction according to their individual needs. Travel organization also depends on the teacher as an energy mover school organization.

In conclusion the researchers looked at the issue from the point of actual management headmasters. Thus, the researchers hope that recommendation presented and discussed to be addressed by the parties involved directly and indirectly in the national education system.

5.5.2 Recommendations For Future Research

Suggested, the study could provide further guidance for headmasters in their management practices. The proposal is linked to those involved in education and proposals to be noted are like:

Firstly, this research involves only primary schools in Tawau and only focused on school in rural areas. Thus researchers suggest that this study be expanded in primary schools other areas. In this study, the researchers limit the investigation according to the perception of teachers only. Opinion of the perception of students, parents and the community can in note in the study. Researchers suggest that researchers will come to groups such as the respondent.

Second, because this research involves the schools, the headmasters are advised to conduct the survey every year. Such studies are very important in order to assess the weaknesses and strengths of management and leadership. These findings

allow researchers to the conclusion of the program, pattern, or the leadership that is constantly changing according to the situation, the structure of the school.

Third, the researcher proposed to do research and to continue this study by adding the number of respondents and additional items in the questionnaire in the survey instrument. It is expected that the study will also be made by comparing the pattern of primary school headmaster in urban and rural areas and also extended study in secondary schools whether schools in urban and rural areas.

Excellence in education depends on management and leadership. Therefore, the school headmaster must equip themselves with knowledge and skills to become competent leaders who are good and effective school. The proposal is expected that the school leaders (headmaster) have confidence that their schools have potential and can develop the organization towards excellence.

5.7 Conclusion

Of the total product of the study, all respondents surveyed indicated that headmaster's management practices towards the achievement of school goals based on the vision and mission of the Ministry of Education and staff appraisal practice. The study found that respondents to assess the environment of the school are at a moderate level. In this study, researchers found the respondents said that the relationship between the headmaster management practices with the formation of a favorable climate in schools gentleness at a moderate level. In management terms, researchers found that the management practices of headmasters' only modest impact on the formation of a favorable environment in the school. In this study, researchers found that only two headmaster elements of management practices that affect the environment of the school. Elements involved only element of goal achievement and supervisory staff only. Overall, the researchers conclude that the headmaster's management practices and the establishment of a favorable environment in schools is mutually influence each other. Thus, the headmaster management practices must be strengthened in order to enhance the school environment.

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Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	21.155	35.857	35.857	21.155	35.857	35.857
2	3.501	5.933	41.790	3.501	5.933	41.790
3	3.260	5.526	47.316	3.260	5.526	47.316
4	2.217	3.757	51.073	2.217	3.757	51.073
5	2.113	3.582	54.656	2.113	3.582	54.656
6	1.833	3.107	57.762	1.833	3.107	57.762
7	1.821	3.087	60.849	1.821	3.087	60.849
8	1.471	2.494	63.343	1.471	2.494	63.343
9	1.411	2.392	65.735	1.411	2.392	65.735
10	1.279	2.167	67.902	1.279	2.167	67.902
11	1.217	2.063	69.965	1.217	2.063	69.965
12	1.098	1.861	71.826	1.098	1.861	71.826
13	1.061	1.799	73.626	1.061	1.799	73.626
14	.988	1.674	75.300			
15	.941	1.595	76.895			
16	.852	1.444	78.339			
17	.767	1.301	79.639			
18	.750	1.271	80.911			
19	.738	1.251	82.162			
20	.696	1.180	83.342			
21	.649	1.099	84.441			
22	.624	1.058	85.500			
23	.609	1.032	86.531			
24	.515	.873	87.405			
25	.492	.833	88.238			
26	.469	.794	89.032			
27	.457	.775	89.808			
28	.420	.712	90.520			
29	.392	.664	91.184			
30	.383	.649	91.833			
31	.369	.625	92.458			
32	.356	.604	93.062			
33	.331	.562	93.624			
34	.307	.521	94.145			
35	.280	.475	94.620			
36	.265	.450	95.070			
37	.255	.433	95.503			
38	.247	.419	95.922			
39	.232	.393	96.314			

40	.208	.352	96.667
41	.200	.338	97.005
42	.177	.300	97.305
43	.165	.280	97.585
44	.158	.267	97.852
45	.149	.252	98.103
46	.142	.241	98.344
47	.122	.206	98.550
48	.111	.188	98.739
49	.109	.185	98.924
50	.091	.154	99.078
51	.084	.143	99.221
52	.083	.140	99.361
53	.075	.126	99.487
54	.068	.115	99.602
55	.057	.096	99.698
56	.052	.089	99.787
57	.050	.085	99.871
58	.045	.075	99.947
59	.031	.053	100.000

Extraction Method: Principal Component Analysis.

Statistics

		gender	Te	dwutpp
Valid		153	153	153
N Missing		0	0	0

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	74	48.4	48.4	48.4
	Female	79	51.6	51.6	100.0
	Total	153	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10 years	57	37.3	37.3	37.3
	between 10 t0 20 years	72	47.1	47.1	84.3
	more than 20 years	24	15.7	15.7	100.0
	Total	153	100.0	100.0	

dwutpp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 3 years	75	49.0	49.0	49.0
	betwee 3 to 6 years	36	23.5	23.5	72.5
	more than 6 years	42	27.5	27.5	100.0
	Total	153	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
meanEX	153	3.00	5.00	4.1111	.42038
meanAG	153	2.83	5.00	4.0512	.47996
meanCC	153	2.83	5.00	3.8911	.50012
meanPMP	153	2.68	5.00	4.0478	.45782
meanSE	153	2.72	5.00	4.0247	.40223
Valid N (listwise)	153				

UNIVERSITY MALAYSIA SABAH

FACULTY OF BUSINESS, ECONOMICS

AND ACCOUNTING

QUESTIONNAIE
TEACHER'S PERSPECTIVES TOWARDS HEADMASTER
MANAGEMENT IN CREATING A CONDUSIVE SCHOOL
ENVIRONMENT

Introduction on the Questionnaire

The questionnaire consists of four parts. Part A is the respondents' personal information. Part B is the personality of the principal. Part C is a questionnaire regarding the management practices of principals and section D is a questionnaire related to school climate.

Instructions
:

Each respondant must mark based on the will of the questions

Disclaimer
:

All your personal information will be kept confidential. Therefore you should not feel worried to respond really reflect the responsibilities and your thoughts. Your cooperation when responding to each item in the questionnaire are mostly appreciated.

RESEARCH INSTRUMENT
(QUESTIONNAIRE)

PART A: RESPONDANT'S INFORMATION

(Please provide the requested information about yourself as precisely. Mark your answer in the box provided)

01. Gender:
    1. Male ☐
    2. Female ☐

02. Teaching Experience:
    1. _____ years

03. Duration working under the previous Principal
    1. _____ years

PART B: EXTRAVERSION PERSONALITY

*(Please read this statement carefully and think together and statements in accordance with **THE PERSONALITY OF THE HEADMASTER IN** your school. Mark X in the appropriate numbers according to the following scale.)*

[5] = Strongly Agree

[4] = Agree

[3] = Neither Agree nor Disagree

[2] = Disagree

[1] = Strongly Disagree

	MY HEADMASTER	Score		
		1	**2**	**3**
01.	Speaks often			
02	Energetic			
03	Friendly and loves to socialize			
04.	Has firm personality			

PART C: AGREEABLENESS PERSONALITY

*(Please read this statement carefully and think together and statements in accordance with T**PERSONALITY OF THE HEADMASTER IN** your school. Mark X in the appropriate numbers accord to the following scale.)*

[5]   =   Strongly Agree

[4]   =   Agree

[3]   =   Neither Agree nor Disagree

[2]   =   Disagree

[1]   =   Strongly Disagree

	MY HEADMASTER	Score		
		1	**2**	**3**
01.	Prone to find mistakes done by others			
02.	Helps and prioritize others			
03.	Trustworthy person			
04.	Considerate and kind to everyone			
05.	Generally trustworthy			

	MY HEADMASTER	Score				
		1	2	3	4	5
01.	Speaks often					
02	Energetic					
03	Friendly and loves to socialize					
04.	Has firm personality					

PART C: AGREEABLENESS PERSONALITY

*(Please read this statement carefully and think together and statements in accordance with **THE PERSONALITY OF THE HEADMASTER IN** your school. Mark X in the appropriate numbers according to the following scale.)*

[5] = Strongly Agree

[4] = Agree

[3] = Neither Agree nor Disagree

[2] = Disagree

[1] = Strongly Disagree

	MY HEADMASTER	Score				
		1	2	3	4	5
01.	Prone to find mistakes done by others					
02.	Helps and prioritize others					
03.	Trustworthy person					
04.	Considerate and kind to everyone					
05.	Generally trustworthy					

PART D: CONSCIENTIOUSNESS PERSONALITY

*(Please read this statement carefully and think together and statements in accordance with **THE PERSONALITY OF THE HEADMASTER IN** your school. Mark X in the appropriate numbers according to the following scale.)*

[5]   =   Strongly Agree

[4]   =   Agree

[3]   =   Neither Agree nor Disagree

[2]   =   Disagree

[1]   =   Strongly Disagree

	MY HEADMASTER	Score				
		1	2	3	4	5
01.	Prone to be careless					
02.	Prone to be disoriented at his/her work					
03.	Have good work planning and stick to the plans					
04	Innovative					
05	Likes to work cooperatively					
06	Work efficiently					

PART E: PRINCIPAL'S MANAGEMENT PRACTICES

(Please read this statement carefully and think together and statements have been made by your principal. Refer to the Principal Management Practices Before. You are asked to consider the frequency established. You do not have to give their opinions and comments in answering the following questions. Mark X in the number appropriate to scale as follows.)

[5] = Always

[4] = Often

[3] = Sometimes

[2] = Seldom

[1] = Never

		Score				
		1	2	3	4	5
01.	Establish school goals are compatible with the policy of the Ministry of Education					
02.	Establish school goals that are appropriate to the priority					
03.	Establish goals that schools can meet the needs of students.					
04.	Assigning a goal to excellence.					
05.	Involving school staff in making school goals.					
06.	Making observations to classes as usual during working hours					
07	Making observations to classes outside of work.					
08.	Ensure that the objectives classes conducted by teachers according to school goals					
09.	Viewing and reviewing the work of students during class monitor.					
10.	Referring to the school goals when deciding on curriculum development and teacher					
11.	Arbitrates the advantages and disadvantages of current teaching during staff meeting					
12.	Noting the advantages and disadvantages of teaching in a written assessment.					

		Score				
		1	2	3	4	5
13.	The administration tasks for the coordination of the curriculum for all levels with clear					
14.	The design of a program implemented to ensure that the aims of the school curriculum in line with objectives					
15.	Designing a class curriculum program according to teaching and learning objectives.					
16.	Planning visits to classrooms to see the learning process to run completely					
17.	Announced to the teachers about the opportunity to enhance their career.					
18.	Allot time to meet with teachers individually to discuss issues of teaching and learning					
19.	Support teachers who want to make "in house training"					
20.	Involving teachers in decision making.					
21.	Making a decision after making observations.					
22	Taking the opportunity to talk with students during recess.					
23.	Create "Team work" with the school staff to solve the problem of school management					
24.	Engage in extra-curricular activities and extra curriculum (classes) for students.					
25.	Giving students the opportunity to give their views about the school					

PART F: SCHOOL ENVIRONMENT

(Please read this statement carefully and think together and statements in accordance with your school. Mark X in the appropriate numbers according to the following scale.)

[5] = Strongly Agree

[4] = Agree

[3] = Neither Agree nor Disagree

[2] = Disagree

[1] = Strongly Disagree

		Score				
		1	2	3	4	5
1.	The school has the characteristics of a good safety environment					
2.	The school has a clean and cheerful environment					
3.	The school has sufficient facilities and services					
4.	Information presented to the school community are complete					
5.	Feedback and opinion submitted by the school is free from discrimination					
6.	Transparent sharing of information among the school staff are well established					
7.	Individual freedom to make professional decisions can be clearly seen					
8.	Individuals have the freedom to use creativity in performing their duties					
9.	The school community has always made decisions together					
10.	The school is in compliance with the rules and ethics of service					
11.	The school staff make the best effort to perform tasks					
12.	The school community is willing to work outside official hours					
13.	The school community is ready to accept and carry out the tasks					

		Score				
		1	**2**	**3**	**4**	**5**
14.	The school staff dare to try new ideas					
15.	The meeting between parents and the school staff related to the students affairs are often done					
16.	The school notifies parents regarding the school's events / calendar					
17.	School staff are always ready to cooperate with the surrounding community when needed					
18.	Surrounding community gives their cooperation to the school when needed					

THANK YOU FOR YOUR COOPERATION

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Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
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14	.988	1.674	75.300			
15	.941	1.595	76.895			
16	.852	1.444	78.339			
17	.767	1.301	79.639			
18	.750	1.271	80.911			
19	.738	1.251	82.162			
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22	.624	1.058	85.500			
23	.609	1.032	86.531			
24	.515	.873	87.405			
25	.492	.833	88.238			
26	.469	.794	89.032			
27	.457	.775	89.808			
28	.420	.712	90.520			
29	.392	.664	91.184			
30	.383	.649	91.833			
31	.369	.625	92.458			
32	.356	.604	93.062			
33	.331	.562	93.624			
34	.307	.521	94.145			
35	.280	.475	94.620			
36	.265	.450	95.070			
37	.255	.433	95.503			
38	.247	.419	95.922			
39	.232	.393	96.314			

40	.208	.352	96.667			
41	.200	.338	97.005			
42	.177	.300	97.305			
43	.165	.280	97.585			
44	.158	.267	97.852			
45	.149	.252	98.103			
46	.142	.241	98.344			
47	.122	.206	98.550			
48	.111	.188	98.739			
49	.109	.185	98.924			
50	.091	.154	99.078			
51	.084	.143	99.221			
52	.083	.140	99.361			
53	.075	.126	99.487			
54	.068	.115	99.602			
55	.057	.096	99.698			
56	.052	.089	99.787			
57	.050	.085	99.871			
58	.045	.075	99.947			
59	.031	.053	100.000			

Extraction Method: Principal Component Analysis.

Statistics

		gender	Te	dwutpp
	Valid	153	153	153
N	Missing	0	0	0

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	74	48.4	48.4	48.4
	Female	79	51.6	51.6	100.0
	Total	153	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 10 years	57	37.3	37.3	37.3
	between 10 t0 20 years	72	47.1	47.1	84.3
	more than 20 years	24	15.7	15.7	100.0
	Total	153	100.0	100.0	

dwutpp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 3 years	75	49.0	49.0	49.0
	betwee 3 to 6 years	36	23.5	23.5	72.5
	more than 6 years	42	27.5	27.5	100.0
	Total	153	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
meanEX	153	3.00	5.00	4.1111	.42038
meanAG	153	2.83	5.00	4.0512	.47996
meanCC	153	2.83	5.00	3.8911	.50012
meanPMP	153	2.68	5.00	4.0478	.45782
meanSE	153	2.72	5.00	4.0247	.40223
Valid N (listwise)	153				

Construct	Measurement Item	Loading	AVE[a]	CR[b]	Cronbach α
Agreeableness	AG2	0.811	0.638	0.876	0.811
	AG3	0.818			
	AG4	0.775			
	AG6	0.789			
Conseusness	CC4	0.797	0.665	0.856	0.748
	CC5	0.831			
	CC6	0.818			
Extraversion	EX2	0.797	0.601212	0.936	0.666
	EX3	0.831			
	EX4	0.818			
Principles	pmp_10	0.735	0.550	0.948	0.941
	pmp_15	0.720			
	pmp_16	0.761			
	pmp_17	0.747			
	pmp_18	0.700			
	pmp_19	0.752			
	pmp_20	0.694			
	pmp_22	0.675			
	pmp_23	0.780			
	pmp_24	0.763			
	pmp_3	0.765			
	pmp_4	0.784			
	pmp_5	0.748			
	pmp_8	0.750			
	pmp_9	0.745			
School Environment	se_10	0.775	0.552	0.936	0.925
	se_11	0.754			
	se_12	0.780			
	se_13	0.723			
	se_17	0.719			
	se_18	0.691			
	se_4	0.710			
	se_5	0.621			
	se_6	0.695			
	se_7	0.760			
	se_8	0.795			
	se_9	0.866			

CONCTRUCT	AGREEABLENESS	CONCENTIOUSNESS	EXTRAVERSION	PRINCIPLES MANAGEMENT	SCHOOL ENVIRONMENT
AGREEABLENESS	**0.799**				
CONCENTIOUSNESS	0.640	**0.816**			
EXTRAVERSION	0.661	0.707	**0.775**		
PRINCIPLES MANAGEMENT	0.671	0.548	0.590	**0.742**	
SCHOOL ENVIRONMENT	0.433	0.446	0.534	0.729	**0.070**

HYPOTHESIS	ORIGINAL SAMPLE(O)	STANDARD ERROR (STERR)	T STATISTICS (IO/STERRI)	DECISION
AGREEABLENESS -> PRINCIPLES MANAGEMENT	0.410101	0.082033	4.999217	SUPPORTED
CONSCIENTIOUSNESS -> PRINCIPLES MANAGEMENT	0.047588	0.072505	0.65633	NOT SUPPORTED
EXTRAVERSION -> PRINCIPLES MANAGEMENT	0.00265	0.09575	0.02768	NOT SUPPORTED
SCHOOL ENVIRONMENT -> PRINCIPLES MANAGEMENT	0.529143	0.07532	7.025265	NOT SUPPORTED