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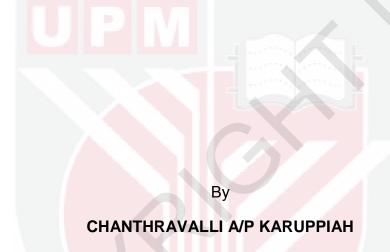
Relationship between transformational leadership, school culture and safety management in elementary schools in Pahang, Malaysia

Chanthravalli a/p Karuppiah

FPP 2018 37

RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP, SCHOOL CULTURE AND SAFETY MANAGEMENT IN ELEMENTARY SCHOOLS IN PAHANG, MALAYSIA.

By

CHANTHRAVALLI A/P KARUPPIAH

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of Philosophy

August 2018

DEDICATION

Dedicated to My Husband, Father and Mother

RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP, SCHOOL CULTURE AND SAFETY MANAGEMENT IN ELEMENTARY SCHOOLS IN PAHANG, MALAYSIA.

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CHANTHRAVALLI A/P KARUPPIAH

August 2018

Chairman : **Ramli Bin Basri, PhD**
Faculty : **Educational Studies**

The current study is an attempt to explore the relationship between transformational leadership, school culture with safety management practices among headmaster in elementary schools in Pahang, Malaysia based on teacher perception. This study also investigates the level of transformational leadership, school culture and safety management practices. According to the literature review, number of studies on safety management practices in elementary are still very less and most of the study available is related to sports practice in school or in other fields.

Besides that, more investigation is required on the dimension of transformational leadership and school culture in order to identify their contribution to safety management in school. Full-range leadership model (Bass and Avolio, 1995) associated with Multifactor Leadership Questionnaire (Bass and Avolio, 1997), Deming PDCA model (1993) associated with Questionnaire of Safety Values and Dimensions (QSVP) (Diaz Cabrera et.al, 2007) and School Culture Survey developed by Gruenert and Valentine (1998) were applied for data collection in this study. This study utilizes a stratified random sampling method by choosing 44 elementary schools and 374 teachers in 11 districts of Pahang state (Kuantan, Pekan, Raub, Kuala Lipis, Jerantut, Bera, Bentong, Temerloh, Cameron Highland, Maran and Rompin). Selected schools are including all types of school in urban and rural locations. Data analysis conducted by using descriptive statistics, Pearson Correlation Coefficient and multi regression methods.

The results of descriptive analysis indicate that both transformational leadership and school culture dimensions were at high level where else safety management dimensions were at medium level among headmaster at

elementary schools in Pahang. The result of this study showed that out of nine dimensions in safety management, only three dimensions were at high level. The rest of the dimensions were at medium level. The result of correlation analysis indicated that there is a positive, significant and high relationship between transformational leadership and overall safety management (r=.57, p=.00).The result of correlation analysis also indicated that there is positive, significant and high relationship found to be exist between school culture and overall safety management (r=.68, p=.00).

This study proposed several recommendations to the Ministry of Education, headmaster, teachers and school administration to improve the level of safety management dimensions by practising transformational leadership dimension and school culture dimensions.

HUBUNGAN DI ANTARA KEPEMIMPINAN TRANSFORMASIONAL, BUDAYA SEKOLAH DAN PENGURUSAN KESELAMATAN DI SEKOLAH RENDAH DI PAHANG, MALAYSIA.

Oleh

CHANTHRAVALLI A/P KARUPPIAH

Ogos 2018

Pengerusi   : Ramli Basri, PhD
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Kajian ini merupakan suatu usaha untuk memperihalkan hubungan antara kepemimpinan transformasi, budaya sekolah dengan amalan pengurusan keselamatan dalam kalangan guru besar di sekolah rendah di negeri Pahang, Malaysia berdasarkan persepsi guru. Turut dikaji dalam kajian ini adalah tahap kepemimpinan transformasi, budaya sekolah dan amalani tahap pelaksanaan pengurusan keselamatan di sekolah. Menurut kajian literatur, bilangan kajian tentang pelaksanaan amalan pengurusan keselamatan masih kurang dan kebanyakkan kajian yang wujud sekarang hanya berkaitan amalan sukan di sekolah atau dalam bidang lain.

Di samping itu, lebih banyak kajian diperlukan bagi meneliti amalan kepemimpinan transformasi dan budaya sekolah bagi mengenalpasti sumbangan kedua – dua pembolehubah ini terhadap pengurusan keselamatan di sekolah. Model Kepimpinan Transformasi (Bass & Avolio, 1995) bersama borang soal selidik pelbagai tahap kepimpinan (MLQ) (Bass dan Avolio, 1997), Model Rancang-Buat-Periksa-Bertindak Deming (1993) dikaitkan dengan Borang Soalselidik Nilai Keselamatan dan Amalan (Diaz Cabrera et.al, 2007) dan Borang Kajian Budaya Sekolah oleh Gruenert dan Valantine (1998) digunakan semasa proses pengumpulan data untuk kajian dilaksanakan. Kajian ini menggunakan persampelan rawak secara berstrata dengan melibatkan 44 buah sekolah dan merangkumi 374 orang guru.. Kajian di buat dari sekolah-sekolah terpilih dari 11 buah daerah di sekitar negeri Pahang iaitu merangkumi daerah Kuantan, Pekan, Raub, Kuala Lipis, Bentong, Jerantut, Temerloh, Bera, Maran, Rompin dan Cameron Highland. Kaedah analisa data yang digunakan merangkumi statistik deskriptif, analisis korelasi Pearson, statistik deskriptif dan analisis regresi.

Hasil keputusan analisis deskriptif menyatakan bahawa kedua – dua iaitu amalan kepemimpinan trasformasional dan budaya sekolah adalah pada tahap tinggi manakala tahap amalan pengurusan keselamatan dalam kalangan gurubesar di sekolah rendah di negeri Pahang didapati pada tahap sederhana. Keputusan kajian menunjukkan bahawa hanya tiga daripada sembilan amalan pengurusan keselamatan mencapai tahap tinggi. Selebihnya hanya mencapai tahap sederhana. Keputusan kajian juga menunjukkan wujudnya hubungan yang positif dan signifikan di antara amalan kepemimpinan transformasi dengan kesemua amalan pengurusan keselamatan (r=.57,p = .00). Selain itu, keputusan analisis juga menunjukkan bahawa wujudnya tahap korelasi yang tinggi, signifikan dan positif di antara dimensi budaya sekolah dengan amalan pengurusan keselamatan (r=.68, p=,00).

Kajian ini juga mencadangkan beberapa cadangan kepada Kementerian Pendidikan Malaysia, guru besar, guru – guru dan pihak pengurusan sekolah bahawa tahap pelaksanaan pengurusan keselamatan di sekolah rendah dapat ditingkatkan dengan menggunapakai kesemua dimensi kepemimpinan transformasi dan budaya sekolah.

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In the name of God, the most compassionate, and the most merciful, who endowed me strength and helped me to complete this work.

Foremost, I offer my sincerest gratitude to my supervisor, Dr Ramli Bin Basri, for his excellent guidance, encouragement, and continuous support during the period of my study at the University Putra Malaysia. Only the successful completion of this study has become possible due to his supervision. Moreover, I truly appreciate his invaluable advice, moral support, and professional comments on this research. Without his support and valuable guidance, I might have not been able to complete this project.

My deepest gratitude goes to my committee member Prof. Bahaman Abu Samah for his generous and excellent assistance concerning the methodology of this study.

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Last but not the least; I would like to express my heartfelt gratitude to my lovely parents for their endless love, prayers, constant support and encouragement, sacrifices and financial support throughout my life. I owe and will always owe a great debt for giving me whatever good quality. I also thank my lovely kids Pavithran, Sarvane, Sarvesen, Sindhu and Tulasi who always give me so much joy and happiness. I would also like to thank my brother, Mohanaraj and sister, Punethavalli for making this journey sweeter for me.

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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Declaration by graduate student

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This is to confirm that:
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Signature:

Name of Member of
Supervisory Committee: Dr Foo Say Fooi

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LIST OF ABBREVIATIONS

UNICEF	United Nations Children's Fund
MoE	Ministry of Education
OSH	Occupational Safety and Health
NIOSH	National Institute for Occupational Safety and Health
OSHA	Occupational Safety and Health Act
QSVP	Questionnaire of Safety Values and Practices Dimensions
MLQ	Multi factor Leadership Questionnaire
SCS	School Culture Survey
M	Mean
SD	Standard deviation
SEM	Structural Equation Modelling
SV	School values
II	Idealized influence
IM	Inspirational motivation
IS	Intellectual stimulation
IC	Individual consideration
FLRT	Full Range Leadership Theory
LS	Leadership style
MP	Motivation pattern
TP	Training program
UC	Upward communication
DC	Downward communication
SB I	Safety behavior promotion I
SB II	Safety behavior promotion II
UAI	Usage of accident information
CL	Collaborative leadership
TC	Teacher collaboration
PD	Professional development
UP	Unity of purpose
CS	Collegial support
LP	Learning partnership

CHAPTER 1

INTRODUCTION

1.1   Background of the Study

Malaysia has recently witnessed increasing numbers of accident and incident due negligence and breach of safety management in schools (Ssekamanya et.al. 2016). Reports from UNICEF Malaysia indicate that up to 16% of school dropouts as a result of criminal activities such as bullying, social problems and criminal acts (UNICEF, 2014). Safety management, which ensures school safety becomes an important aspect in Malaysia nowadays (Mustafa, F., 2013). As in other countries, schools in Malaysia also have a legal responsibility to ensure students' safety being taken care under the common law doctrine of in loco parentis (Tie F.H.2014). In loco parentis mean the legal idea that the school serves in place of the parent while a student is at school (Tie F.H., 2014).

Schools that promote learning and students' safety while at school can be considered fully functional school (Reeves, Kanan & Plog, 2010). Ministry of Education (MoE) also has released many circulars regarding safety management, emphasizing on school safety and student safety to all schools around Malaysia (MoE, 2002). This is to ensure students' safety being taken care, while they are at school. Therefore Ministry of Education introduced safe school policy and safety management since 2002 to safeguard the students' safety. However, school safety becomes a crucial and growing problem in our countries especially in elementary schools (Mastura et.al, 2013). Recent studies indicate an increase in numbers and severity of incidents in school violence, vandalism, theft, student discipline problems and misconduct (Mohd Muzakir, 2015).

The government has recognized students' needs where all of them wish to have safe learning environment and care from their teachers (Esa & Fatimah, 2014). Safe learning environment also enhances students' performance and make students feel safe to learn and develop themselves (Reeves, Kanan & Plog, 2010). According to Reeves, Kanan & Plog (2010), safe school can be categorized based on balance between physical and mental safety with a specific end goal to make and keep up a safe environment. There are immediate connections between accomplishment in school and the school condition in which understudy learning happens (Price, J.M., 2010). Students studying at schools with positive culture are motivated to perform to their highest potential since they feel safe and supported. (Daniel, Y. & Bondy, K., 2008).

A study done by Sabu (2005) finds that some schools lack conducive and safe environment for students. Recent incidents that shocked the nation involving students, provides more evidence to support his findings. Daily newspaper (The Star, 2011) reports a fatal incident at school as a result of beating by the teacher. On 2009, it was reported 85% out of 9586 including secondary and primary schools in Malaysia were reported exposed to hazards (Utusan Malaysia, 2009). Due to that, on 2013 NIOSH Chairman, Tan Sri Lee Lam Thye recommended Occupational, Safety and Health (OSH) to be introduced in school (Abd. Wahid Mukhairi & Yeow Siew Theng, 2010). This idea has been recommended, especially after so many incidents like building structure falls, netball goal post fell down and ceiling fan fall that took away few students' lives (Ssekamanya et, al., 2016). OSHA needs to be introduced in schools in order to ensure safety for students, teachers, school administrators and visitors (Mastura et.al, 2013). Ratio of students who are suffering due to depression and stress also has increase from 1:10 on year 2011 to 1:5 on 2017 (Suzanna, P & Audrey, V.2016). Students were stress when they feel unsecure due to unsafe learning environment.

There have been many reports on student injury and accident during co-curriculum activities. It is clear evidence on lack of safety management at school. The most recent incident which happens on 12 July 2016 where Nik Mohd Lutfi Nik Kamaruddin, 14, from SMK Tengku Indera Petra 2 died after handball goal post fell on him during the physical exercise lesson (Metro, 12 July 2016) show safety precaution not been practice effectively. Every school has to obey to Standard Operational Procedure (SOP) and safety management plan when conducting an activity. Safety management in school includes activities to protect students from risk when they are at canteen, field, laboratories, and toilets or anywhere in the school building. The poor condition of school facilities negatively affects the teachers' performance and will decrease the academic performance of students in the class (Mc Koy et.al, 2008).

Headmasters have legal responsibilities in safety management and prevention at school (Zimmerman, 2007). These include compliance with applicable laws, regulations and the enforcement of school policies, procedure and rules (Tie F.H.2008). Furthermore, headmaster's have the needs to establish additional rules as necessary and appropriate in the particular educational environment, to ensure the safety and well-being of students while under the care of the school (Singh, C. & Surujlal, J.,2010; Dunklee & Shoop, 2006).

Headmasters play an important role as a leader in school. A failure to manage risk by headmaster frequently results in increased morbidity and mortality among students (Sekendiz, B., 2011). A headmaster should determine whether students' safety and security have been considered. There are risks to the students, the staff and the school community that needs to be minimized as part of any quality assurance program. Students

risk can be minimized by ensuring that systems in schools are regularly reviewed (Kassim, M., 2012; Dunklee & Shoop, 2006).

Repeated minor incidents or severe one can damage an organization (Alan E.& Glendon, A., 2006). Ministry of Education should review and take necessary actions as this will impact education development in Malaysia. These incidents will impact parents or public trust towards our education system and this will deteriorate their participation in school activities (Premavathy, 2010). Education Ministry must focus in equipping headmasters with appropriate leadership skills to drive safety management implementation at the school. Both organizational culture and leadership works hand in hand. It determines whether a teacher willing to work along with school vision and mission or not (Northouse, 2012). The teacher will eagerly practice safety management policies in school if they have a creditable and accountable leader. Headmaster also should give empowerment to their teacher so that, teachers can move freely when carry out their tasks (Tucker & Moran, 2002). A leader creates and drives norms and behaviours within a culture. School with acceptable and comfortable environment will be a result of a headmaster with transformational leadership (Jamalulail, Che Fuzlina & Samsidah, 2014). This comfortable environment will foster strength to overcome weakness. A leader with transformational leadership practices will be able to obtain necessary support and cooperation to achieve school system goals and objectives.

Malaysian National Education Policy and Philosophy put forward 9 core values for competency requirements for school headmasters ("Kompetensi Kepengetuaan Sekolah Malaysia -SKKSM). These 9 core values are:

1. Organization and leadership management skill
2. Curriculum management skill
3. Co-curriculum management skill
4. Student Affairs management skill
5. Financial management skill
6. General Admin and office management skill
7. Facility and surrounding management skill
8. Human resource management skill
9. External relation management skill

A review of these nine core values shows safety management is not part of the nine core values for a school headmaster. This clearly indicates a lack of importance given by Ministry of Education to safety management at schools. School leadership and school culture have been found to impact safety management in school (Water et.al, 2003; Scope, 2006; Dunklee & Shoop, 2006). According to Dunklee and Shoop, (2006) and Diaz Cabrera et.al, (2008), leaders who are able to create a positive culture in school will always encourage teacher participation in risk prevention. By developing the

headmaster's understanding on school culture, they will be more prepared to form values, beliefs and attitudes necessary to stimulate a stable and nurturing learning environment. (Chuck Saufler, 2005). Meanwhile, according to Dunklee and Shoop (2006), nurturing and stable environment enables students to learn without any threat, feel safe, happy and able to involve in activity since getting proper guidance from teachers.

A leader with transformational leadership practice will be able to bring culture from present state to future state by creating a clear vision on the opportunities. Transformational leaders are a person who is willing to take risks, able to forecast risks and plan how to overcome or prevent them from occurring (Leithwood & Jantzi, 2005). They can transform school culture so that it encourages everyone to take part in practising safety management in school.

Transformational leaders can construct safety management practice effectively (Choudhry, et.al, 2008). According to Jonathan (2014), transformational leadership has significant impact on safety management. Transformational leaders utilize idealize influence to improve safety management practice in an organization like a school (Yuzhong et.at. 2016). Transformational leaders usually able to strengthen safety knowledge among teachers (Mayer, M.J. & Furlong M.J., 2010). They also able improved safety practice and decrease accident in a school (Mayer, M.J. & Furlong M.J., 2010). According to Jiang, L & Probst, T.M. (2016), in order to produce a positive safety environment in school, another variable may be needed, especially like culture because the safe environment ensures a safety feeling environment among students.

Piotrowsky (2016), define culture as an inclusive approach, value or norm that being carried in order to make up the "persona" of the school. School culture also has a great impact on safety management practice in school (Nayef, 2016). School administrators should ensure their staffs follow through all safety guidelines that been listed in school in order to ensure students' safety being taken care (Lau, J., 2014). School staff should make it as their norm and play a parental role toward students in order to create a safe environment for students (Astor et.al, 2010). Negligence among teachers can cause accident to take place in schools (Sarah, J., 2015).

A successful leader should be to able assess school culture to fine details and guide followers to understand it (Mooij, T., 2012). By understanding organizational culture, it may provide tools to understand safety management behaviour in a school. According to Greenberg et.al, (2003), leaders who build also take care of culture. A company success and failure determined by their leaders' understanding of the organizational culture. If a leader fails to understand the culture of an organisation, he/she will have a tough battle for success (Mooij, T., 2012).

4

1.2 Problem Statement

Study on safety management in school is one of the important aspects that taking place in the education sector and has been conducted in many countries, especially in Australia and United Kingdom (Rosemary, 2013). Teaching and learning cannot occur in a hazardous environment (Ssekamanya et.al, 2016). Due to that, it becomes the school administrator responsibility to ensure school as a safe environment for learning process to take place.

In recent years, the mass media were covering issues related to school safety. Statistic showed that number of bullying cases increasing from year to years is from 3,011 cases in year 2015 to 3,488 cases in the year 2016. Even 1,056 cases have reported to place within 6 months' time (January – June 2017). In relation to this issue, the National Institute of Occupational Safety and Health (NIOSH) Chairman Tan Sri Lee Lam Thye has urged to Education Ministry to appoint Safety Officers in school throughout the country for better management of safety and health among students in schools (Mohamed, B., July 2017). In line with it, Deputy Ministry of Education at that time Datuk Seri Kamalanathan made an announcement that a lack of knowledge on safety among school administrators could cause accidents to take place in school (Zazali, Nov.2017). NIOSH chairman, Tan Sri Lee Lam Thye emphasised that safe school not limited to discipline or gangsterism but includes safety aspects of building structures, equipment's used and facilities found in school. He has pointed out that numerous accidents at old schools has taken the lives of many students (Suzanna, P & Audrey, V.2016) Therefore, schools need to understand and adhere to Occupational Safety and Health Act of 1994 (Shamsiah et.al., 2005).

School's supposed to be places where students acquire knowledge and feel safe because being surrounded by well-known community (Ssekamanya et.al., 2016). It is vital for teachers to create a safe and decent environment in the classroom (Tefyur, 2015). But unfortunately this can only be achieved when safety management was being practiced effectively in a school.

Ministry of Education has emphasised that necessary safety measures need to be put in place for each activity to address parent concern over their child's safety (MoE, 2012). The Ministry of Education emphasised importance of complying with safety instructions with teachers and school administrators. Furthermore, from 10,000 schools that been audited under 3 "K" program, 600 schools were found to be unsafe for students. It needs immediate attention from the Ministry of Education. Our Minister has emphasized that safety management supposed to be practiced at school in order to ensure student right being taken care (MoE, 2012).

Transformational leadership skills that's been practiced by most of the headmasters can spur teachers to change their disposition and qualities towards school vision and mission. Furthermore, when a leader practising transformational leadership, it will move an organization to a clear vision, mission and goals of the organization (Amin, Shah & Tatlah, 2013).

According to Malaysian Education Blueprint 2013 – 2025 (MoE, 2013), there is a need to nominate and ensure high performing leaders in every school. This type of leader will be able to motivate their teacher towards the new leadership model, commitments, sharing as well lead them for national transformation and development. Finding from Zanariah (2011), showed that Malaysian primary schools facing a problem where they have insufficient leaders who are practising effective leadership while implementing their roles and responsibilities. Although empirical researches showed that transformational leadership has a significant effect on safety management in school, but more investigation needs to be done on the dimensionality of transformational leadership in order to determine the role of each dimension of transformational leadership in safety management (Ngang, 2011). Furthermore, there is less evidence on practising transformational leadership effectively (Salleh & Saidova, 2013) and more researches need to be conducted on their relationship with safety management in elementary school.

According to Mooij, T. (2012), school culture plays an important role toward safety management practice in school. Headmaster fails to encourage their teacher to plan together, observe and develop an awareness of safety management practice, even though when headmaster knows that safe learning environment is important for students' development (Sarah, J., 2015). Due to that, some of the parents refuse to send their children to school (Jonathan, 2009). Unfortunately, most of headmasters fail to make changes in their school, especially learning environment norm since it already become their practice (DuFour & Matto, 2013). Communication breakdown between parents and school administrators become one of the reasons for safety management fail to be implemented effectively in a school (Deal, T. & Peterson, K., 2016)

1.3   Purpose of the Study

The fundamental goal of this investigation is to decide the connection between transformational leadership, school culture and safety management practices among headmaster in elementary schools, Pahang, Malaysia.

1.4. Objectives of the Study

The specific objectives of the study are to:
1. To determine the level of safety management practices among headmasters in elementary schools Pahang, Malaysia.
2. To determine the level of transformational leadership practices among headmasters in elementary schools Pahang, Malaysia.
3. To determine the level of school culture among headmasters in elementary schools Pahang, Malaysia.
4. To determine the relationship between transformational leadership and safety management practices among headmasters in elementary schools in Pahang, Malaysia.
5. To determine the relationship between school culture and safety management practices among headmasters in elementary schools in Pahang, Malaysia.
6. To determine the predictors of safety management practices in elementary schools.

1.5 Research Questions

In this study, order to identify objective (1) to (6), six research questions were conducted. These are the following research questions were examined in this study:

1. What is the level of safety management practices among headmasters in elementary schools in Pahang, Malaysia?
2. What is the level of transformational leadership practices among headmasters in elementary schools in Pahang, Malaysia?
3. What is the level of school culture dimensions in among headmaster in elementary schools in Pahang, Malaysia?
4. Is there significant relationship between transformational leadership and safety management practices in elementary schools Pahang, Malaysia?
5. Is there significant relationship between school culture and safety management practices among headmasters in elementary schools Pahang, Malaysia?
6. What are the significant predictors that will influence safety management in elementary school in Pahang, Malaysia?

1.6 Significance of Studies

The study of the relationship between transformational leadership and school culture with safety management is important for several reasons:

This study will provide theoretical and empirical contribution and understanding about how the headmaster practising transformational leadership practices and exhibiting school culture dimensions to increase the level of safety management in elementary schools in Pahang, Malaysia based on teachers' perception.

The result of this study will identify the level of safety management in elementary schools in Pahang state, Malaysia based on the nine dimensions of safety management (school values, leadership styles, motivation patterns, training programs, upward communication, downward communication, safety behaviour promotion 1, safety behaviour promotion II, and usage of accident information). Therefore, with consideration to the Malaysia education 2025 vision, these results will be helpful for the Malaysian Ministry of Education (MoE) to figure out in the status-quo of safety management in elementary schools in Pahang state, Malaysia.

In the past, numerous researchers have directed the implementation of safety management in organizations and vary industry and few researches in educational settings and schools attempted to investigate the level of safety management practice behaviours and its relationship with school culture (Lau, J., 2014). The current study aims to identify the level of school culture and its relationships with safety management. Therefore, this result will be helpful to provide enough empirical findings for improvement of safety management in elementary schools in Pahang state, Malaysia.

So far numerous books and articles have been composed about transformational leadership concepts in western countries and in Malaysia but, few researchers have tried to determine the transformational leadership's dimensions as the predictor of safety in educational settings. Therefore, the result of this study can be helpful for the MOE to enhance their leadership training courses (e.g. Aminuddin Baki Institute) provided for schools headmasters and administrators. Furthermore, one of the focus of this investigation is to distinguish the level of safety management, transformational leadership and school culture in elementary schools in Pahang state, Malaysia.

Initial results exhibited a substantial (content, construct, convergent and discriminant) and reliable dimension scale for measuring safety management, transformational leadership and school culture. Moreover, translation and usage of three instruments which are Multi-factor Leadership Questionnaire (MLQ), School Culture Survey (SCS) and Questionnaire of Safety Values and Practice (QSVP) into Malay Language will assist the researchers to investigate this field in other school types and districts in Malaysia in the future.

Finally, the after effect of this research will give few recommendations and proposals to the MoE, administrator, headmasters, teachers and more information on the implementation of safety management in elementary schools.

1.7 Assumption of the Study

The researcher has some assumption that needs to be considered while doing this research. Firstly, respondents are able to understand the survey that has been distributed to them. Respondents also able to answer, respond honestly and objectively. Second assumption, Multi-leadership Questionnaires (MLQ 5x) that proposed by Burns (1978) and further developed by Bass & Avolio (2000) which been used to measure transformational leadership in this research, have been widely used all over the world. It is the standard instrument for evaluating a range of transformational, transactional and non-leadership scales. Furthermore, Questionnaire of Organizational of Safety Values and Practices (QSVP) by Diaz Cabrera et.al (2007) that's been used to measure safety management and School Culture Survey (SCS) questionnaire by Gruenert and Valentine (1998) that's been used to measure school cultures also have been used all over the world to measure safety management and school culture respectively. Both of this questionnaire already been validated and well recognize by researchers. Finally, we can assume that teachers who participated in this research are honest and give full cooperation in answering the survey questionnaire.

1.8 Scope of Research

The theoretical scope of this research included safety management practice as dependent variable based on PDCA cycle that was introduced by Deming (1993) and Questionnaire of Organizational Safety Values and Practices (QSVP) which was adapted from Diaz Cabrera et.al., (2007). The Questionnaire of Organizational Safety Values and Practices (QSVP) was designed and validates to be used in Malaysia context with nine dimensions, including school values, leadership styles, motivation patterns, training program, upward communication, downward communication, safety behaviour promotion I, usage of accident information and safety behaviour promotion II.

Meanwhile, the independent variables include transformational leadership and school culture. The concept is supported by Full - Range Leadership Theory (2003). The Full - Range Leadership Theory is operationalized by Multi – factor Leadership Questionnaire (MLQ 5x) which was developed by Bass & Avolio (1995). MLQ 5x has five constructs, including idealized influence (attribute), idealized influence (behaviour), intellectual stimulation,

inspirational motivation and individualized consideration. In addition, school culture is operationalized by using School Culture Survey (SCS) which was developed Gruenert & Valentine (1998). SCS has six constructs, including collaborative leadership, teacher collaboration, unity of purpose, learning partnership, professional development

The scope of the research is firstly, to identify the level of school culture, transformational leadership and safety management practice in Malaysia elementary schools. Next, to study the relationship between school culture dimensions, transformational leadership practices and overall safety management practice dimensions. Finally, the best predictors of school culture dimensions, transformational leadership practices on safety management practice dimensions will be identified.

1.9   Limitation of Research

The research in this investigation was restricted to national primary schools in Pahang, Malaysia. The outcome of this study limited to government and government aided primary school. In this study, other contributing factors like students socioeconomic, curriculum achievements and school size not taken into considerations. This will be a second limitation of this study.

The accompanying constraints, which centre on methodological issues, apply to this study (Heppner & Heppner, 2004):

1. The outcome of the study was restricted by the validity and reliability of the instruments.
2. The discoveries of the study were restricted by the accuracy and view of the participants. It is expected the headmaster/teachers reacted genuinely and deciphered the instrument as planned
3. The discoveries of the investigation were subject to the limitations of survey data collection methods
4. The discoveries of this study depended on Likert-type questions which don't enable members to develop their own particular feedback or enable the research to probe for extra information

1.10   Definition of Terms

1.10.1   Safety Management

Safety management is a far reaching management framework intended to manage safety components of the workplace. It consist of few steps,

including identifying situation that may expose participants to preposterous risk or harm and taking corrective action to minimize or eliminate the exposure (Diaz Cabrera et.al, 2010). In this research, safety management will be measure based on nine dimensions based on the Questionnaire of Organizational Safety Values and Practices (QSVP) which are: school values, leadership styles, motivation patterns, training programs, upwards communication, downward communication, safety promotion, usage of accident information and safety promotion II (Diaz Cabrera et.al. (2007). Definition of mentioned nine dimensions is as below:

a) **School values**: Echos workers aspects, specifically in relation to safety management at school that considered relevant. It covers teachers' participation in information collection via incident and accident reporting system which enables finding new solutions to improve safety (Cameron & Quinn, 1999; Diaz Cabrera et.al., 2007). In this research, school values are measured by 8 items.

b) **Leadership styles**: it mirrors the view of staffs about the behavioural style of the supervisor. Headmaster's, who is practicing safety management in their school, usually will organize, co-ordinates, gives instruction, define and motivates their teacher in order to achieve their school objectives toward safe school (Cameron & Quinn, 1999; Diaz Cabrera et.al., 2007). In this research, leadership styles are measured by 7 items.

c) **Motivation patterns**: In a school which is practicing risk management, headmaster should ensure their teacher satisfaction towards their job, satisfaction with work team, with the work goals, etc. By doing so, will allow teachers and administrators to practice the safety management more effectively (Cameron & Quinn, 1999; Diaz Cabrera et. al. 2007). In this research motivation patterns are measured by 4 items.

d) **Training programs**: Most of the school administrators could not practice safety management in their schools due to lack of training and exposure toward it. Training programs reflect the perception of teachers about types of training programs developed by the schools like goal setting, goal achievement and innovation (Cameron & Quinn, 1999; Diaz Cabrera et. al. 2007). In this research training program is measured by 4 items.

e) **Upward communication:** In a school, it reflects feedback provided by teachers in relation to incidents and accidents via reporting system. This includes input on accidents and incidents that affects their day to day task or their past experience about incidents and accidents (Cameron & Quinn, 1999; Diaz Cabrera et. al. 2007). In this research upward communication is measured by 2 items.

f) **Downward communication**: In a school, downward communication mirrors the view of teachers' concern related to safety information provided to them from upper levels. This includes formal communication

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on rules and procedure focused on safety, etc. (Cameron & Quinn, 1999; Diaz Cabrera et. al. 2007). In this research, downward communication measured by 5 items.

g) **Safety behaviour promotion I**: Captures teachers' reflection on rewards for safe behaviour and the priority given to rules and procedure adherence in the school (Cameron & Quinn, 1999; Diaz Cabrera et.al.2007). In this research, safety behaviour promotion I measured by 3 items.

h) **Usage of accident information**: measures teacher's perceptions on how and up to what extend the incident and accident information being used by schools. This includes compliance with safety rules and procedures, training gap, enhancement on work procedure and goals (Cameron & Quinn, 1999; Diaz Cabrera et. al. 2007). In this research, usage of accident information measured by 4 items.

i) **Safety behaviour promotion II**: It reflects the view of teachers about rewards to be obtained or sanction to be avoided for safe and unsafe conduct. For instance, avoiding sanctions or warning, increasing more noteworthy assents or cautioning, gaining self-governance and responsibilities (Cameron & Quinn, 1999; Diaz Cabrera et. al. 2007). In this research, safety behaviour promotion II measured by 3 items.

1.10.2 Transformational Leadership

Transformational leadership: is defined as a leadership approach that causes change in individuals and social systems (Leithwood, K., 2010; Bass, 1985). They also create valuable and positive changes in their followers with the end goal of developing their followers into leaders (Leithwood, K., 2010: Bass, 1985). In this research, transformational leadership will be measured by using Multi-factor Leadership Questionnaire (MLQ 5x) which consists of four dimensions, namely idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. The definition for each transformational leadership practice has been described below:

a) **Idealized Influence**: In a school context, headmasters who are practicing transformational leadership will always become a role model for their teachers. They will be respected and admired by their teachers. Teachers have confidence on their headmaster and want to emulate them. This type of headmasters also will have a clear vision, sense of purpose and prepared to take risks (Leithwood, 2012; Bass, 1998). Idealized influence is divided into two components which are behaviour and attribute.

b) **Inspirational motivation:** In a school context, headmasters who are practicing transformational leadership will act such to motivate, instil enthusiasm and challenge others. They convey clear expectations and

demonstrate commitments towards a set goal. This type of headmasters also will always share vision with their teachers (Leithwood, 2012; Bass, 1998). .

c) **Intellectual stimulation**: In a school context, headmasters who are practicing transformational leadership will continuously inculcate new ideas and a new approach to doing things. They will not correct or criticize teacher in public, but will inspire them to be creative (Leithwood, 2012; Bass, 1998).

d) **Individualized consideration**: In a school context, headmasters who are practicing transformational leadership will attend to teachers' needs and focus on their potential for development. Those leaders will establish a supportive climate while individual differences are respected. The headmaster will always interact with their teachers and understand individual concerns (Leithwood, 2012; Bass, 1998).

1.10.3 School Culture

School culture is defined as beliefs, perception, relationship, written and unwritten rules that shape and influence every aspect of how a school function. In this research, school culture will be measured by using School Culture Survey (SCS) (Gruenert & Valentine, 1998) which consist of six dimensions as below:

a) **Collaborative leadership**: in school context leaders value staffs ideas, input, involve staff in decision-making and believe in their professional decision. Leaders support and reward risk taking and creative thoughts to enhance education for students. Pioneers fortify the sharing of ideas and viable practices among all staff.

b) **Teacher Collaboration**: in the school context, teachers works as a team in planning, monitoring and share teaching practices, review programs, and build up an attention to the practices and create awareness on others teachers programs and practices.

c) **Professional Development:** in the school context, teachers gain ideas from fellow teachers, professional resources, training/seminars and organization to keep current in practices and knowledge.

d) **Unity of Purpose**: in the school context, teachers acts in line with school mission by understanding it, upkeep and carry out duties accordingly.

e) **Collegial Support**: Teachers trust in one another, esteem each other's thoughts and help each other as they work to achieve the task of the school.

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f) **Learning Partnership**: the extent to which teachers, parents and students work hand in hand for the benefit of the students. Parents and teachers share common interest and communicate regularly on students' performance. Parents trust teachers and students accept responsibilities for their schooling.

1.11 Summary

This chapter presented a general view of safety management practice, transformational leadership and school culture. In the field of study that's been carried out among safety management is very important for learning and teaching to take place in school (Ssekamanya et.al, 2016). Furthermore, students will feel safe when safety management has been practicing in a school (Dunklee & Shoop, 2006). Transformational leadership will ensure that a leader could implement the vision and mission effectively in a school (Leithwood, 2005). School culture actually provides space for effective implementation of safety management in a school (Cohen, 2006).

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PUBLICATION

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