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RELATIONSHIP BETWEEN SOCIAL CAPITAL AND TEACHERS' TRUST TOWARDS EDUCATIONAL MANAGERS IN SCHOOLS AT THE DISTRICT OF KUALA LANGAT, SELANGOR

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ABSTRACT

The study aimed to determine the relationship between social capital and teachers' trust towards educational managers in schools at the district of Kuala Langat, Selangor. Cluster sampling was used to select 255 primary and secondary school teachers. The questionnaire comprised of dimensions of educational managers' social capital such as ability, opportunity and motivation as well as teachers' trust in organization. Data was analyzed using descriptive statistics such as mean, percentage and inferential statistics which included correlation and regression analysis. The findings showed that the level of educational managers' social capital and teachers' trust in school organizations are at a high level. The dimensions of educational managers' social capital are significantly associated with teachers' trust in school organization where the ability dimension has the strongest association. The finding also showed that the dimensions of educational managers' social capital have significant influence towards teachers' trust in school organizations except the opportunity dimension. Implication of the study is the district education officer should establish beneficial resources for professional development, collaboration, commitment and information sharing through relationship network, and development of a trustworthy environment.

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HUBUNGAN ANTARA MODAL SOSIAL DAN KEPERCAYAAN GURU TERHADAP PENGURUS PENDIDIK DI SEKOLAH DAERAH KUALA LANGAT, SELANGOR

ABSTRAK

Tujuan kajian adalah untuk menentukan hubungan di antara modal sosial dan kepercayaan guru terhadap pengurus pendidik di sekolah daerah Kuala Langat, Selangor. Persampelan kluster digunakan untuk memilih 255 orang guru sekolah rendah dan menengah. Soal selidik merangkumi dimensi-dimensi modal sosial pengurus pendidik iaitu keupayaan, peluang dan motivasi serta kepercayaan guru terhadap organisasi. Data dianalisis dengan menggunakan statistik deskriptif iaitu min, peratus dan statistik inferensi termasuk analisis korelasi dan regresi. Dapatan kajian menunjukkan bahawa tahap modal sosial pengurus pendidik dan kepercayaan guru terhadap organisasi sekolah adalah pada tahap yang tinggi. Dimensi-dimensi modal sosial pengurus pendidik adalah signifikan berhubungan dengan kepercayaan guru terhadap organisasi sekolah di mana dimensi keupayaan mempunyai hubungan yang terkuat. Dapatan kajian juga menunjukkan bahawa dimensi modal sosial pengurus pendidik mempunyai pengaruh signifikan terhadap kepercayaan guru terhadap organisasi sekolah kecuali dimensi peluang. Implikasi kajian ialah pegawai pendidikan daerah harus mewujudkan sumber bermanfaat untuk pembangunan profesional, kerjasama, komitmen dan perkongsian maklumat melalui rangkaian hubungan, serta pembangunan persekitaran kepercayaan.

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LIST OF ABBREVIATIONS

NKRA	-	National Key Result Areas
MOE	-	Ministry of Education Malaysia
O, M + A	-	Opportunity, Motivation and Ability
EPRD	-	Educational Planning and Research Division
ICT	-	Information and Communication Technology
NPQEL	-	National Professional Qualification for Educational Leaders
IAB	-	Institut Aminuddin Baki

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CHAPTER 1

INTRODUCTION

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1.1 Introduction

This chapter discuss on important part of the study such as background of study, problem statement, research objective, research question, hypotheses, research and theoretical framework, limitation of the study. In last part of this chapter operational definition are define the whole study. In general, this study views relationship of educational managers' social capital with three dimensions such as opportunity, motivation and ability towards trust in the schools organization among teachers.

Within social ties that owned by educational managers this study is to define association and influence of every dimensions in social capital as independent variable to dependent variable that are trust in schools organization. Where, all

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variables have potential to influence the school marketing in order to maintaining the performance and schools' reputation.

1.2 Background of Study

The concept of social capital has been developed along with financial (Burt, 1992; Cheng, 2001), human (Becker, 1962; Coleman, 1998), intellectual (Nahapiet & Ghoshal, 1998; Qureshi & Evans, 2013) and other types of capital in today's worldwide communities as an important capital (Kwon & Adler, 2014). Social capital is social ties that owned by individual or groups with others that bring along financial and human capital for individual or organizations funding and expertise through the active network (Burt, 1992; Cheng, 2001).

The Ministry of Education has organized various courses and activities to develop educational managers leadership skills at school organization. This situation related to National Key Result Areas (NKRA) that launched in 2010 by Ministry of Education (MOE) for improving the quality of the schooling system in Malaysia (Ministry of Education Malaysia, 2013). Since then, the curriculum and expectations are also changing for student learning that requires human and social resources of the schools including communication and professional development for schools leaders and teachers (Lokman, Mohammed Borhandden, Shafeeq Hussain, Sanitah & Mohd Hanafi, 2015).

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School organization has become too complex where educational managers need to change the routine, and have knowledge intensity within diverse knowledge and skills to adapt to the changing situations. As school leaders they interface as critical relationships between schools and communities (Riley, 2013). Educational managers has a big role to influence and change the attitudes and behavior of people in schools to implement school programs with a positive attitude and dedication, in order to achieve the vision, goals and aspirations of the school (Fawziah, 2015). Nevertheless, they are also bonded with a school management operation such as work to develop, guide instruction, set up school budget plan, and also lead the charge for student achievement.

The patterns and density of the relationships among the teachers involve existence of power and hierarchy within organizations (Adler & Kwon, 2002). School performance usually associated with educational managers steady leadership style and support with existence of trust in school organization among the teachers as subordinate who will apply the national policy in classroom (Lokman et al., 2015). Thus, teachers have a fair, effective and efficient way in their working environment in school management operation that supports their practice (Bryk & Schneider, 2003).

Effective educational manager need strong social connections in network ties to promote their school as marketing strategies, to collect funding for their school program development and professional development for teachers, moreover to enrichment and remediation programs for students (Taliaferro & Flood, 2014). This explain that social capital of is a about advantage and society as a market where people can exchange all varieties of goods and ideas to meet their interest (Burt,

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2001). Together, social capital will provide important income and economic status in the public education system to expose the inequality of resources (Zeisler, 2012). Social capital network that creates trust in organizations assist to establish relationships and attract knowledge and other sources when is needed (Abdollahzadeh & Gilaninia, 2015).

1.3 Problem Statement

In Malaysia today, social capital and trust study is still few on education field towards educational managers' social capital and trust in school organization to be a reference for present and future study. Recent study by Lokman et al. (2015) has investigating educational managers significant role in trusting relationships among teachers level of trust within collaborative network. This situation are based on "New Deal" Initiatives (*bai'ah*) that introduced by Ministry of Education (MOE) Malaysia for educational managers and teachers as an incentive for maintaining high performing schools to achieve educational goals.

Each person in relationship must achieve agreement in order to understandings that others have personal obligations and expectations of other people for school community to work together. They should functions as a connector that need to leverage their social capital in order to create opportunities and social networks that can close the gap between students and other stakeholders (Taliaferro & Flood, 2014). However, Fawziah (2015) state that some of educational managers still pursuing an

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old school leadership, they still practice the old approach and less active, autocratic, ineffective and not in accordance with the change.

Social trust among teachers and school leaders is needed to improve more in routine work of schools and is a key resource for reform (Bryk & Schneider, 2003). Lack of trust in relationships only brings the greatest obstacles to educational managers in schools organization which makes a sincere commitment among teachers almost impossible (Brewster & Railsback, 2003). Individuals and organizational social capital are the sum total of the number and strength of personal network and connections that exist among people (Nemanick, 2007). People only can manage to live in a risky and uncertain situation within trust relationship to support coordination and cooperation between them (Paliszkiewicz & Koohang, 2013).

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According to Noorasiah and Mohd Nasir (2007) past research is still few to prove how social capital relates to the organization success in term of marketing in Malaysia. Therefore, researches in others country about social capital has focused on improved teacher quality and teacher efficacy (Minckler, 2011). Although, study by Nappi (2014), discusses about teacher leader who collaborate with others by distributed or shared leadership in order to share his or her expertise, thereby utilizing individual capital to develop and strengthen social capital to improving school achievement. Trust function as good straps in relations to reduce a sense of doubt and uncertainty regarding the motives, intentions, and prospective actions of others on whom they depend (Kramer, 1999).

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This study is to fill research gap on social capital concept based in education field that can help future research for enhancing understanding in building trust among teachers towards their educational managers in school organization. This research is to identify the relationship of educational managers' social capital with dimension dimensions of opportunity, motivation and ability towards trust in school organization. If social capital among educational managers has the potential to support on improving school through teacher quality and student performance by recognizing that relationships have value that can be thought as a form of capital this study are strongly needed to prove the assumption.

1.4 Research Objectives

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Based on the research problem, the objectives of this study are:

i. determine the level of educational managers' social capital and trust in school organization;

ii. identify the association between the dimensions (O, M + A) of educational managers' social capital and trust in school organization;

iii. determine the influence of educational managers' social capital dimensions (O, M + A) on trust in school organization.

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1.5 Research Questions

To achieve the objectives of this study, several research questions were developed;

i. What is the level of educational managers' social capital and trust in school organization?

ii. What is the association between the dimensions of educational managers' social capital and trust in school organization?

iii. To what extend dimensions of educational managers' social capital influence trust in school organization?

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1.6 Hypotheses

The hypotheses developed are based the on this study to be tested using inferential statistics. The alternative hypotheses are to be tested at the level of significance α=0.05.

Ha1: There is significant association between dimensions (O, M + A) of educational managers' social capital and trust in school organization

Ha2: There are significant influence of educational managers' social capital dimensions (O, M + A) on trust in school organization

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1.7 Significance of Study

People depend on others in various ways to accomplish their personal and organizational goals, where interdependence is involved when working together (Mayer, Davis & Schoorman, 1995). Educational managers' social capital concept relationship of trust in school organization study is to develop a comfortable workplace where less monitoring and control on educational managers and teachers practice. Based on organization trust contributes voluntarily among employee and employer assuming responsibility for its initiation, development, and maintenance through high levels of affection and respect (Starnes, Truhon, & McCarthy, 2010).

Social capital is needed as a part of good benefits as purposeful long-term social network, brought on by communication and relationships that emerge as a result of and form by group membership based on individual relationships (Bourdieu, 1986). Furthermore, this study is to assist the educational managers in creating a school organization that uses the relationship approach of social capital in the form of trust. The relationship and interaction between individuals and groups function as a potential source in increasing organizational performance of schools can be improved with social capital (Fukuyama, 2001).

This study is expected the influence of the educational managers' social capital of trust is strong in order to be used as a guide by the school administration. Also, in order to determine the level of educational managers' social capital and trust among the teachers for the skill development of educational managers' social capital. These dimensions such as opportunity and motivation used to develop and maintain

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the relationships that serve as conduits to share and access resources; and ability as something of value to contribute to the resource network.

Lastly, the this study also expected to be utilized by the District Education Office in an effort to enhance and improve the quality of educational managers by providing direction through useful feedback. Thus, this useful in planning, designing, implementing and evaluating future change management training programs for educational managers. This will gain a better understanding, preparing for, and enhance educational managers capacity for change to better lead change in schools. Additional this research contributes to education research in the study of social capital and trust in school context which is lacking in the current literature.

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1.8 Limitation of Study

This study was conducted in public school that involving school teachers and limited from 30 schools that randomly selected at district of Kuala Langat, Selangor. The respondents do not represent the entire state of Selangor and just focus on the areas involved. That means finding of this study is only valid for the specific area and at a certain time only and focus on the sample.

Furthermore, this study conducted to limited 300 respondents only. The sample is from among schools teachers that can provide accurate information on school management, especially the responsibility of school educational managers. However, this study not involves support staff and student. The selected instrument

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for the study through questionnaires is based on perceptions and observations of the teachers involved only. Studies are dependent on the level of sincerity of the respondents when answering the questionnaire provided.

1.9 Operational Definition

Definition of terms describing the relevant words and certain terms used to refer to previous studies.

1.9.1 Educational Managers

The educational managers is a person responsible for managing the school organization that involving planning and managing educational approach and strategies. They are headteachers for primary school and principles for secondary school that involved in this study.

1.9.2 Social Capital

Social capital is defined as a sum of asset, capital or resources generate from social relationship network that provide strong membership and interactions to support the value (capital) of social interactions and the social norms (Brown, 2005). In this study social capital is refer to resources that own by educational managers to develop strong social relations for school achievement. Social capital has been developed by social

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network ties (social relation) involving opportunity, motivation and ability (Adler & Kwon, 2002);

- **Opportunity**

Opportunity relates to the structure of a network that connects its nodes and how in which such connections help the development of synergies, information channels, and support (Connors, 2006), through educational managers' social ties to collaboration in network for school organization beneficial. Social relationships can create opportunities to develop social capital from the interaction within school affair such as meeting for the distribution of work assignments, discussions related to school activities and student achievement.

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- **Motivation**

Motivation will motivate subordinate in developing and maintaining relationship with the norm of reciprocity where both sides are motivated to strive for mutual benefit (Minckler, 2011). Motivation on educational managers' social capital will affect follower to collaborate and cooperate based social relation in group or network in school.

- **Ability**

Through a social network, ability provides and manages access from resources such as materials or equipment and skills, knowledge, or information. Ability are competencies and resources residing in the social network that can potentially be mobilized via relationships (Adler and Kwon, 2002), between educational managers and teachers.

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1.9.3 Human Capital

Human capital consists of the skills and knowledge that humans have in form of trade skills, education, and technical skills (Brown, 2005); that facilitate productive activity that able people to act toward right direction (Coleman, 1988). In this study human capital refer to educational managers skills and knowledge that provide more productive activity in school organizations through teachers' skills and knowledge for school performance.

1.9.4 Trust

Trust is a willingness to take a risk to others based on the expectation that the others will perform a particular action important to them without irrespective of the ability to monitor or control that person (Mayer et al., 1995). In this study trust in school organizations refer to relationship based trust among teachers and their educational managers to encourage team work for same goals.

1.9.5 School Organizational Trust

One form of trust that focus on the relationship between teacher and their immediate superiors (educational managers) while running the school organization involve interpersonal trust within work groups and work teams (Brewster & Railsback, 2003). School organizational trust for this study refers to trust relationship within school organization that involves educational manager and teachers in accomplish their works task in daily routine.

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1.9.6 Individual Trust

Individual trust defines as one person's belief to others or organization that leads to decision and actions towards group or organization goals (Fu, 2004). In this study teachers as individual have expectations of trustworthy behavior towards educational managers that possible gains and losses for their beneficial.

1.9.7 Social Trust

Social trust is mutual understandings that arise out of the sustained associations among individuals and others in the organization, where both parties are expected to behave in a normatively appropriate manner (Bryk & Schneider, 1996). This study explains that others play a central role in social interactions to motivate the others' behavior in the context of the mutual obligations understanding among members in the school organization.

1.10 Summary

This chapter describes the overview of research study on the objectives, research questions, hypotheses and research interests that motivate researchers to further study in the next chapter. In this part a brief introduction was explained on the issues of social capital and trust that related to educational managers and school organization. In addition, population of teachers in Malaysia is discussed and a few researches in the field of social capital and trust also included and discussed in the problem of the

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study. Problem statement is the main questions that need to be answered at the end of these research.

The research objective had been specified and followed by the research question. Hypotheses statement also has been made to claim the focus of this study. Significance of the study is stated to discuss about the advantages of this research that will contribute knowledge in the study field. Next chapter will detail literature review to obtain the essence of this study that measures the relationship between variables of social capital and trust.

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CHAPTER 2

LITERATURE REVIEW

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2.1 Introduction

The literature review contained literature defines and outlines the concept of social capital and trust used by past research that consequence of human interaction. Also to trace the development of the concept of social capital how to measure, where and how it has been applied based on multiple contexts such as business, sociology and education as well. Educational managers' social capital in this study explains a social network includes three dimensions which are opportunity, motivation and ability. Thus, the dimensions of educational managers' social capital is independent variable used to determine the influence of trust in school organization as dependent variable based teacher's perspective to their educational managers.

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2.2 Changing Roles of Educational Managers

In this information age, a Malaysian school culture has change to face challenges in the new millennium. Ministry of Education (MOE) Malaysian made various changes in educational cultures as Expectation School, Vision School, Smart School, and Cluster School (until 2010). Malaysia Education Development Plan (2001-2010), involving pre-school, primary, secondary and tertiary education which were strengthened through the development of support programs, funding, management and integration of information and communication technology (ICT) (Lokman et al., 2015). The objective is to produce citizens with high moral and ethical values not only well-educated, skilled and highly motivated workers.

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Recently, Ministry of Education (MOE) has introduce Education Development Plan (2013-2025) that to ensure that all citizens had the opportunity to twelve years of education in terms of access, equity and quality (Ministry of Education Malaysia, 2013). This, to further developing the potential of individuals in a holistic and integrated manner so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced in line with the National Education Philosophy (Ministry of Education Malaysia, 2013). Effective schools should be viewed from the perspective of holistic national and international issues that present challenges to its effectiveness and global relevancy.

Changes in the Malaysian education system have started to develop since independence in 1957 until now along with the world education development. In

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September 2013, Malaysia Education Blueprint was launched Eleven strategic and operation shifts were suggested for the enhancement of the education system over a span of thirteen years (Tai & Omar, 2013). Based on the international system, this Education Development Plan is to improve the country's aspirations, expectations of parents and society to prepare students for the 21st century. Ministries of Education (MOE) Malaysian also introduced the "New Deal" Initiatives (bai'ah) for the educational managers and teachers and as an incentive for schools with achieving quality targets in an attempt to support this objective (Ministry of Education Malaysia, 2013).

This comes with parent high expectations of student performance, where teachers have high workloads, especially barrier to knowledge management (Marinah, et al., 2011). Then, Nappi (2014) come out with the idea of distributed or shared leadership to imply a more cooperative view of influence and authority to lessen the burden on the educational managers. Others teacher can be allowed to take responsibility roles as leaders and supplies the school with professionals that eventually take on formal roles in educational leadership. This concept has developed to shift from the belief that leadership is a unique characteristic as an individual.

As school leaders' at the center of the change processes, align and exhibit change leadership competencies to turn vision into reality, they need to initiate, implement, evaluate and sustain the change (Tai & Omar, 2013). Before achieving this, all school organizations need a strong leadership to shared vision and goals. It's important to build effective leadership capacity to develop in both individual human

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capital and collective social capital by building interpersonal skills, social awareness, mutual respect, and trust (Roberts, 2013).

Leadership defines as mobilizing and directing others towards goal setting and goal achievement within a set of direction and developing the strategies necessary (Tai & Omar, 2013). Leadership is a relationship between leader and followers in order to balance between providing direction and support and encouraging autonomy (Minckler, 2011), in order to provide clear goals and objectives for followers. According to Taliaferro and Flood (2014), social capital empowers educational managers and change current practices by strengthening and connecting many existing aspects in their social networking structures.

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Leaders may be viewed primarily in terms of their ability to transform their situation or in terms of the pattern of their transactions with their followers (Purdue 2001). He also describes leadership as transformational and transactional leadership in his study. Transformational leadership is community leaders that linked to personal charisma and resource mobilization skills. However, he also states that transactional leadership similar to social capital, leadership that applied community representation and accountability and trust in partnership working. Teacher effectiveness and student achievement are influenced by the changing roles of educational managers, here where important of educational managers' social networking in school community need to develop and establish.

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2.3 Human Capital

Human capital is part of other resources, which has been discussed by Becker (1962) as resources in people that involve physical and mental ability to produce the real income prospect as return of investment. Human capital concept has been started in 1988 by Coleman that expanded social capital and trust in child educational development that involved the 'connectedness' between his or her family, friends, community and school. He also states that human capital as connect with other forms of capital such as social capital to enhanced information acquisition and transfer of authority or rights of control.

Social and human capital is a direction of group on cooperation behavior and defined by function that cannot stand alone without support from relationship with others. American political scientist Robert Putnam in 1993, state humans relations is a potential source of utility and benefit to individual or community. Explain by Putnam in 1995 that defines social capital as "a notion of physical capital and human capital is a tools and training that enhance individual productivity". Referred to Nahapiet and Ghoshal (1998), human capital has been defined as the collective knowledge and knowing the capability of organization members in term of intellectual capital.

Investing in human capital explains inequality of the good people that more intelligent, more attractive, more articulate and more skilled as an individual (Burt, 2000). This approach support by others researcher as Becker (1962) and Coleman (1988) that conclude human capital as resources in people is developed from human

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interactions within a social network. This encourages the exchange within the social network in the form of trade skills, education, and technical skills in the organization (Brown, 2005). Hence, Brown, 2005 state that social capital develops human interactions with each other includes individual, social groups, companies, or even countries.

As well as defined by Pil and Leana (2009), "as an individual's cumulative abilities, knowledge, and skills developed through formal and informal education and experience" (p.1103). Thus, involves of human relations in social capital can create more potential to eliminate obstacles and has critical value that plays an important role (Ekinci, 2012). It is bound together the members of human networks and communities, which encourages them to cooperate (Shafiz Affendi & Kamarul Faizal, 2013). Developments of human capital through individual life as resource generate return of achievement that benefits to leaders and organizations.

2.4 Social Capital

This concept have a variety of definitions based on scholarly research field depends on their conceptual approach and not just only influence on the development of human capital. Researched on sociologists (Bourdieu, 1986), political scientists (Putnam, 1993; 1995), and economists (Cheng, 2001), where the conceptual frameworks has been established that contributes to others studies (Adler & Kwon, 2002; Vorhaus, 2014). Social capital conceptual origins are dimensions of human capital (Coleman,

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1988), but this capital has been recognized as a new area of study and as a source of capital (Noorasiah & Mohd Nasir, 2007). Social capital has been developed and established in people's relationships and their values by three main researchers through the studies by Pierre Bourdieu, James Coleman, and Robert Putnam (Fu, 2004). This capital is from the social relationship network possessed by both leaders and organizations that provide valuable assets (Nemanick, 2007).

The concept of social capital has become one of the most popular exports from sociological theory in many countries with diverse group of feature. Social capital concept based on education beginning with research about '*The Rural School Community Center'* (Hanifan, 1916) at district of West Virginia. Social capital concept was founded by Hanifan (1916), state "those tangible substances [that] count for most in the daily lives of people, namely, goodwill, fellowship, mutual sympathy and social intercourse among a group of individuals and families who make up a social unit…". Describe, people must together to help others discover what has to be done and social capital being accumulated to improve community in order to gain greater result in social investment (Bourdieu, 1986; Burt, 1992; Portes, 1998; Vorhaus, 2014). Hence, when people know how to manage and control social capital more of a valuable asset will created.

After many years later, this topic became popular among researcher in various fields of studies. A French sociologist who attributed the origin of the theoretical development of social capital Pierre Bourdieu's 1986 defines social capital as; "the aggregate of the actual or potential resources which are linked to possession of a

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durable network of more or less institutionalized relationships of mutual acquaintance and recognition—or in other words, to membership in a group". This refers an individual or a group has authority and control to access the resource and benefits within the same network relations that produce membership (Bourdieu & Wacquant, 1992).

Social capital developed by Bourdieu (1986) as one of three forms of capital such as economic, cultural and social that present in the structure and dynamics of societies (Bourdieu, 1986; Vorhaus, 2014). In addition, Nahapiet and Ghoshal (1998) expand used the similar definition for social capital "as the sum of current and potential resources that generated by relationship network". As Hanifan (1916) mention earlier, that people must be together (membership) in this network relation to manage and mobilize on the volume of the capital possessed by each of those to whom he is connected. Then, a study by Portes (1998) defines social capital as "the ability of actors to secure benefits by virtue of membership in social networks or other social structures". He was discussed in economic development that social capital is an attribute of the collective benefits through relationship with the group.

According to Coleman (1988), social capital is a variety of different entities (groups) that having similar characteristics in common that consist of some aspect that reflect the variety of forms of social capital that transfers knowledge and skills to another potential capital (Vorhaus, 2015). Thus, variety of differences has capacity to convert into effective resources through the utility of social ties, networks and structures in the process of generate human capital. Social structure mention here is

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obligations, expectations, and trustworthiness; information channels; and norms and effective sanction. Another approach that support Coleman are Perkins and Long (2002) defined "as the norms, networks, and mutual trust of 'civil society' facilitating cooperative action among citizens and institutions".

Coleman (1988) has developed conceptual by focusing influence of social capital in the creation of human capital that benefits to sociology and economics based on his empirical studies of youth and schooling. He discussed the level of 'connectedness' between the child and his or her family, friends, community and school, which is an important determinant that effected to creation of human capital for the next generation. Thereby, Bourdieu (1986) and Coleman (1988) states individual advancement and collective action by emphasize the role of individual and organizational social ties (Fu, 2004). Hence, social relation cannot be separate with individual norm and belief. Moreover, in Fukuyama (2001) study, define social capital as a cultural value such as norms, honesty, promise-keeping and virtues that lead to cooperation in the society. This when trust and reciprocity prevail in the society will produce an important and active resource.

Furthermore, Putnam (1995) expands in social engagement and community involvement. Social capital exists because of two aspects from participation in the activities and relationships which acceptance of the norms and values that hold society together (Putnam, 1995). The productive interactions involve human capital, which encourages superior performance, productivity, and career advancement (Pil & Leana, 2009). Study of this concept by Paxton (1999), that defines "social capital into two

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components: (i) objective associations between individuals in network structure linking individuals that are tied to each other in social space; (ii) A subjective type of tie between individuals must be of a particular type such as reciprocity, trusting, and involving positive emotion".

Social capital as claim by Adler and Kwon (2002), as the goodwill that causes by the structure of social relations and can be mobilized to facilitate action that produces actual and potential resource embedded within and derived from social relationship. Thus, across of social relationship networks, there is always having resources can be used as capital for producing competitive advantages. Social capital defined by Lin (2005), support the researcher which is allowing formulate theoretical propositions for identifying the sources of social capital and the returns to social capital within network based. This explains the source of social capital is to access and mobilized in purposive actions such as resources, social network, social structure, and activation process. Adler and Kwon (2002) have influence in Lee (2015) study by defining social capital "as the totality of resources by virtue of possessing social ties".

Moreover, Kirsch, Ko and Haney (2010), define social capital assets are associated with team-based clan control, which means work-related behavior is motivated by shared norms and values, as well as a common vision, and individuals attempt to be accepted as members of a team. Besides, the social capital term has been associated with and used to explore individuals and social groups such as communities and nations, beside its part of organizational life (Warner, 2012). As a result, social capitals defined as the value (capital) of social networks and the social norms to both

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the group and individuals that enhance productive interactions (Brown, 2005). Norms define as a commonly agreed behavioral that influence individual or network group in making decisions based on the norms of the network (Chamberlain, 2003).

In 2005, Lin is introducing a network-based theory of social capital by discussing on the resources of ties between an individual or group, can access for attaining certain goals. Social capital from the network perspective also includes two processes which are capacity and particular actions (Lin, 2005). This involving, (i) capacity to access the resources (wealth, power and reputation); then (ii) to mobilize resources (action) as task to accomplish.

Social capital generates understanding that relationships have value for an individual or group as human capital to share and exchange the same source which is information, asset, knowledge and skill trough network. Through relationships and source exchange will foster to better decision making and accomplishment of organization goals. Finally, as summaries of various sources of social capital identified by the authors mentioned above by different authors identify appear to depend on their disciplinary background and on the questions they address with the social capital concept. Table 2.1 categorizes the source of social capital;

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Table 2.1 Source and Benefits of Social Capital

Authors	Sources				Benefits
	Networks	Norms	Beliefs	Formal Institution	
Hanifan (1916)	✓				Social investment & Community membership
Bourdieu (1986)	✓				Authority and control to resources
Coleman (1988)	✓				Closure & facilitate individuals
Bourdieu & Wacquant (1992)	✓				Authority and control to resources
Putnam (1995)	✓	✓			Social structures and activation process
Portes (1998)	✓	✓	✓		Motivation & Bounded solidarity
Nahapiet & Ghoshal (1998)	✓		✓		Mobilize resource embedded & Cognitive dimension
Paxton (1999)	✓		✓		Linking individuals
Fukuyama (2001)	✓				Activation process
Kirsch et al., (2010)	✓	✓		✓	Team-based clan control
Brown (2005)	✓	✓			Value of capital
Lin (2005)	✓				Resource embedded
Perkins & Long (2002)	✓				Trust of 'civil society' & facilitating cooperative
Adler & Kwon (2002)	✓				Resources embedded & facilitate individuals

Source: Adapted from Fu, Q. (2004). Trust, Social Capital, and Organizational Effectiveness. Faculty of the Virginia Polytechnic Institute and State University. Also, Minckler, C. H. (2011). Teacher Social Capital: The Development of A Conceptual Model and Measurement Framework with Application to Educational Leadership and Teacher Efficacy.

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2.4.1 Social Capital in Business Setting

Social capital study in the business setting leads organization benefits and success by focusing on networks and relationships as intangible resources of social network. Exclusively, social capital provides various types of assistance to underlying business as a resource where entrepreneurs obtain personal network, partner, business entity and other groups (Noorasiah & Mohd Nasir, 2007). Thus, by developing social capital in terms of producing entrepreneur's characteristics in order to improve the strong network of relationships to be more competitive.

Based on a recent study by Lee (2015) on women entrepreneurs in Korea, social capital with strong social ties can create business advantage to entrepreneurs in producing competitive advantages which lead to a better market performance. Lee study is adapted from Nahapiet and Ghoshal (1998) that divided social capital into three dimensions which are structural, cognitive and relational;

- The structural, explain connections among individuals and reflects to open and free in term of information sharing.
- The cognitive is a shared system of meaning to develop collective understanding.
- The relational is the development of relationships among individuals to extent trust existent. Emphasize source and condition of the organization advantage in order create and sharing knowledge.

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Foster the exchange of knowledge and resources among the organization members influence by main dimensions of social capital of relevance to intellectual capital are structural, cognitive, and relational capitals (Noradiva & Rosmah 2010). This helps ensure the team meets its organizational objectives within develops and reinforces an understanding of accepted ways of behaving, and a common vision (Kirsch et al., 2010).

2.4.2 Social Capital in Education

Social capital in education has been contributed and establish to the development of human capital since they are young, such as the study by Roslan et al. (2012) in family relations and in community social organizations will deprive children to able to play a proper role in the society. Children will behave along with the values and norms of the society and also have a sense of social responsibility. Social capital is not only focused on child development in order to provide human capital for the future. This matter is not taken lightly by researchers because everything started from policymakers and educators that realize the importance of social capital for school leaders (Nappi, 2014).

As school leaders, they may direct follower to invest their effort and resources (Minckler, 2011), to achieve school and student success. This to identify the effects of social capital levels at schools from the teacher's perspective. Study by Luca (2005) on extent certain interactions among social work faculty involved in curriculum

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change initiates the development of social capital among social work educators, and whether the social capital developed can predict curriculum development. Social capital can improve the relationship and interaction between individuals and groups function for increasing schools organizational performance (Ekinci, 2012).

According to Pil and Leana (2009) that study on teacher human capital and social capital is specific to a setting and task, and for teacher, social capital is predicted student performance improvement in elementary schools in a large urban school district in the northeastern United States. This approach contributes on the effects of teacher human and social capital on growth in student performance study for future reference. Meanwhile, Taliaferro and Flood (2014) explain that by building educational managers' social capital with specific strategies to develop and benefit their social capital based on trust, social networks, and the value of networks to create positive outcomes for students in schools.

2.5 Educational Managers' Social Networking

Leadership in social networking involves maintaining a flow of transactions with the constituency and place themselves as the center in the networks that channel information or builds the networks up around themselves (Purdue 2001). Networks, norms, and social trust as features of social organization that facilitate coordination and cooperation for mutual benefit (Putnam 1995). Network span structural holes are associated with creativity and learning, adaptive implementation, more positive

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evaluations, more successful teams, early promotion, and higher compensation as for individual or groups (Burt, 2001).

Leaders need to extend and strengthen the social network that involve effective leadership development that will enhance individual effectiveness, build relationships and coordinate actions by a focus on the connection between leadership development and social capital (Roberts, 2013). Social network relations in social capital are when certain people met frequently to accomplish their task where exchanges (knowledge, skill and information) with one another exist within them (Burt, 2000). Furthermore, social network practice whereby individuals could interact, asking for and sharing knowledge with each other through a social relationship (Marinah et al., 2011).

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Social capital creates value to a social unit by connecting valuable assets, rearranging resources, and using the synergies between them that are available for exchange (Connors, 2006), that's depend on the interaction of individuals as a relational construct (Leana & Pil, 2006). Strong leaders with extraordinary skills through shared leadership will improve or develop of successful schools by building social capital (Nappi, 2014). Besides, people who have access to social capital are able to claim the resources that available for them that provide by other members of the social relationship (Portes, 1998). Study by Luca (2005) state, social relations is based on norms, values and exchange generate power, resources and capacities for individuals, families or communities.

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Thus, Adler and Kwon (2002) state social relation as a dimension of social structure is underlying social capital. Social structure, each rooted in different types of relations which is market related (products and services are exchanged for money or bartered), hierarchical relations (obedience to authority is exchanged for material and spiritual security) and social relation (favors and gifts are exchanged). Approach study by Adler and Kwon (2002) focus on the nature of social capital, its sources, its benefits and risks, and the contingencies that influence its value explain by figure 2.1 below;

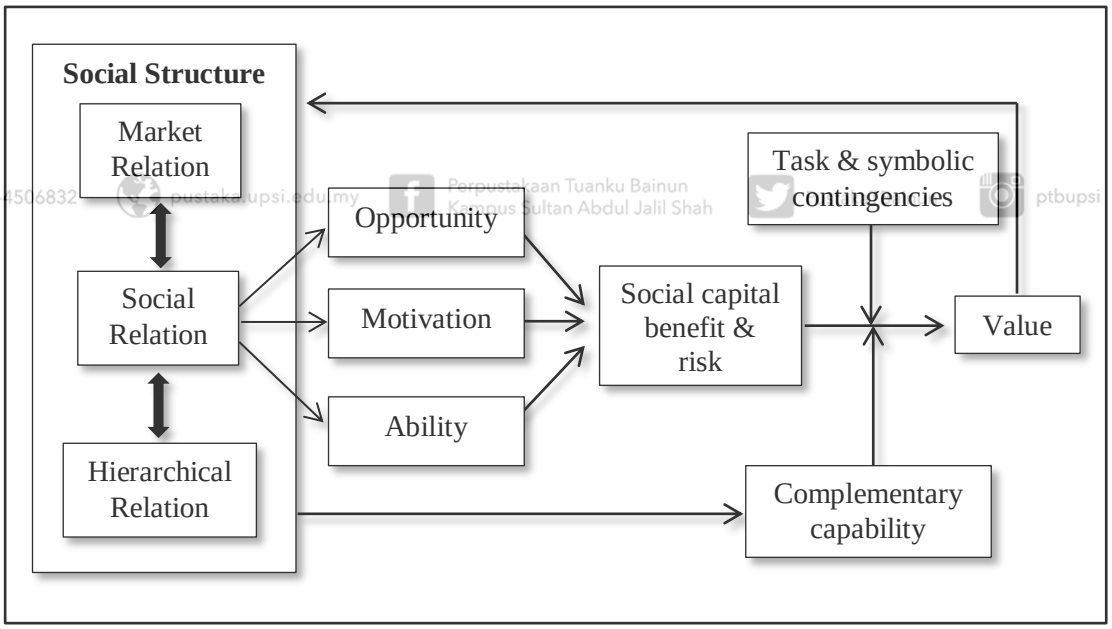


Figure 2.1: A Conceptual Model of Social Capital

Source: Based on Adler & Kwon (2002), pages 23.

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2.6 Dimension of Educational Managers' Social Capital

This current study dimension of educational managers' social capital has been developed by Minckler (2011) in her research on teachers' social capital. Based on the same concept, new framework has developed to study on educational managers' social capital that developed by social network ties (social relation) involve opportunity, motivation and ability (Burt, 1992; Adler & Kwon, 2002; Connors, 2006; Minckler, 2011; Kwon & Adler, 2014). The three dimensions of social capital are used as this research framework which to determine the association and influence of trust in school organization. Table 2.2 below show research that influence the new framework has developed to this study;

Table 2.2: Theoretical Background Framework Features of Social Capital

Authors	SOCIAL CAPITAL			Country
	Opportunity	Motivation	Ability	
Hanifan (1916)		✓		USA
Burt (1992)	✓	✓	✓	USA
Putnam (1993)		✓	✓	USA
Portes (1998)		✓	✓	USA
Cheng (2001)	✓			USA
Adler & Kwon (2002)	✓	✓	✓	USA
Lin (2005)	✓		✓	USA
Connors (2006)	✓	✓	✓	Canada
Kirsch et al. (2010)	✓	✓	✓	USA
Minckler (2011)	✓	✓	✓	USA
Najib et al.(2014)			✓	Malaysia
Taliaferro & Flood (2014)	✓			USA
Kwon & Adler (2014)	✓	✓	✓	USA
Donati, 2014		✓		Italy
Wu, Liao & Dai (2015)	✓		✓	China

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2.6.1 Opportunity

Opportunity in network of social ties creates social capital transactions involving resources from network ties to others give actors to act together (Adler & Kwon, 2002), and generate a return for the actor (Lin, 2005). Educational managers leadership will be assessed by looking at how he/she takes control and create opportunities based on place and time to develop collaborative relationships in school management and issues (Minckler, 2011). Social capital through well-connected social networks will provided more opportunities as resources when needed, which involve people from a variety of backgrounds and expertise (Marinah et al., 2011).

Creating opportunities in competitive arena through a social structure produce a higher rate of return on investment (Burt, 1992; Adler & Kwon, 2002), that will affected economically when it's benefits financially to a schools organization and students. According to Burt (1992) that support by Cheng (2001) has describe individual or organizations has three type of capital; first is financial capital such as cash in hand, credit on bank, investment coming due and others that involving funding or income as others term to money, that contribute to economic resources.

Second capital is human capital that provides ability to do excellent in certain task through their unique skill, experiences, and intelligence that own by individual or groups; and thirdly, social capital is social ties that owned by individual or groups with others such as friends, colleagues and general contact that can bring along with financial and human capital together. Suggest by Kwon and Adler (2014), potential ties are given new ideas to gather new partnership from history of successful exchange

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in the past as displayed expertise, high reliability, and quality of work. Potential ties are identify as latent ties that helped maintain and established relationships with existed social network relations that not currently active in social exchanges (Kwon & Adler, 2014), to handle unpredicted new developments and problems as soon as possible with smoother way.

Opportunities and resources within compare experiences, exchange knowledge and build networks for team members (Kirsch et al., 2010), to mobilize through their own social relations ties by increase the effectiveness of their actions (Bourdieu, 1986; Burt, 1992; Portes, 1998; Vorhaus, 2014). Furthermore, as members in social relations they need to ask for and rely on the support of their colleagues in performing their own tasks among members heterogeneity expertise through the groups of teachers and school organization (Wu, Liao & Dai, 2015). Educational managers must able to take advantage to create opportunity that's available which will be beneficial to the exchange of information and knowledge.

Thus, Kwon and Adler (2014) discuss mobilized ties and found that individuals activated ties can gain informal support through individuals' core networks influence. Individuals in core networks are where many alter are connected to each other in activated ties. Although, the frequent exchange of heterogeneous knowledge will provide a greater degree contact of opportunities for individual in term of social capital relations, where the more interaction among team members make the networks become denser (Wu et al., 2015). This opportunity wills cohesiveness or strength in group's relation to form interest similarity (Minckler, 2011).

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2.6.2 Motivation

Motivation for social capital key sources is pointed to norms, values, trust, and community membership that lead to school achievement (Kwon & Adler, 2014). According to Putnam (1993), motivation is sources of social capital that not only rely on relationship in networks but also in norms and trust. Thus, motivation relates to the social, psychological aspects of the relationships among the members of the social structure that influence by group norms, values, identification, and trust (Connors, 2006).

Socioeconomic condition can be enhanced when manager used his leadership capability to promote and employ social capital that linked to community motivation (Hanifan, 1916). Also leader needs to motivate follower desired behaviours with control as tools to motivate individuals to act in a way that is consistent with organizational objectives (Kirsch et al., 2010). Leader as "donors" can be motivated to follower as "recipients" in transactions mediated by social capital that desire benefits to both parties in returns that involve self-interest (Portes, 1998). Benefits in social capital term can be material reward or emotional attachment such as pay increase or bonus, and praise or recognition to affected follower.

According to Minckler (2011), leaders need to develop intrinsic motivation to stimulate individual and group effort from their followers through inspiration, individualized consideration, and by providing intellectual stimulation through shaping followers' perceptions of reality and through goal setting. Therefore,

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motivated people willing to spend the time and energy required to develop and maintain relationships as a way to meet their belonging needs (Minckler, 2011), where educational managers generate emotional support with teachers in the school.

The motivational content may affect by the duration of social capital and the generation of social capital between individual in the relationship (Kwon & Adler, 2014). They influence each other and combine together depending on social contexts and dynamics in many different ways (Donati, 2014). Motivation arising from social relationships in organization (Adler & Kwon, 2002), affect follower through positive rewards such as a pay increase or bonus, and praise or recognition. Motivated teachers will use opportunities to collaborate, establish and pursue challenging goals to improve their job performance based on effectiveness and student achievement (Minckler, 2011).

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2.6.3 Ability

Social capital can be used to simplify society development process with the dimension of ability to improve life quality of individual or community (Najib et al., 2014). Leaders with social capital have ability is to influence others, to communicate across barriers and larger network within the organization in order to collect information that is important to them and their teams (Nemanick, 2007). Individual ability is referring to human factor such as skill and knowledge to shared competencies and resources through the social network (Burt, 1992). Thus, educational managers need ability to

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access and mobilize opportunity and motivation through social relations as a source of social capital.

Thus, ability functions as leader's social network to observe behaviors of follower to measure outcomes and knowledge of the process to transform inputs to outputs (Kirsch et al., 2010). Ability as competencies and resources that exchange human capital (Wu, Liao & Dai, 2015), to individual ability of educational managers that benefit to school organization. Without strong social capital among educational managers will limit the ability of individuals and the development of broader networks in school organization in achieving a same goal (Noordijk, 2013). Ability in social network represents the intrinsic value of the resources that each node brings to the collectivity (Connors, 2006), such as competence, skill, knowledge, or tangible resources that, by virtue of membership that can be mobilized within relationships (Minckler, 2011).

Thus, dimension of ability must be together with the opportunity and motivation through social relations as a source of social capital (Adler & Kwon, 2002). Where, according to Adler and Kwon (2002) social capital is exchanged by whom that control the market or hierarchical exchange to a very different term depending on the form of exchange that gives the person access to a given resource, a given "asset" will be associated with very different "liabilities." Thus, resource is part a function of those contacts' abilities to offer valuable social capital that improved qualities, skills, and knowledge that are relevant to solving the particular problem or objective at hand (Kwon & Adler, 2014).

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Studies in social capital in developed group ability to maximize their potential as they develop constructive internal dynamics and optimal positioning in the social network of an organization within leadership-based approach (Connors, 2006). Therefore, social capital is depending abilities on social networks, which provide the necessary condition for access to and use of embedded resources (Lin, 2005).

2.7 Trust

Trust has been defined by Mayer et al., (1995) as "the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party". This explains by Mayer et al., that every action and contributions are related to risk taking in a relationship, and the form of the risk taking depends on the situation and control system to manage risk. Thus, it involves psychological belief to others behaviors and feel that no harm will reach you in the social environment which you feel secure. It is also to achieve agreement in maintaining and understanding of their own role's obligations and holds some expectations about the obligations of the other parties (Bryk & Schneider, 2003).

Trust that influence individuals' expectations about others, trustworthiness and their willingness to engage in trusting behavior, where psychological, social, and organizational factors exist in the network (Kramer, 1999). Discussion by Fu (2004), trust are closely linked with contextual to have meaning and relevance that experience

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through human relations such as within families, between and among friends, and colleagues, with organizations and institutions. Hence, that involves both parties know that the actions of one party can materially affect the other, but both share ideas, concerns or issues candidly no matter what by taking risks (Fu, 2004).

The concepts of trust become very important in human life have discussed by Paliszkiewicz (2013) based on Mayer et al., (1995) argument. Joanna Paliszkiewicz state, trust makes people feel more safety in the fast changing by focus on strengthening society and its major foundations to build and rebuild trust. Besides, Perkins and Long (2002) define neighboring as "informal mutual assistance and information sharing among neighbors". Thus, it does derive for successful cooperation and effectiveness, facilitates negotiations, reduces transaction costs, and even help. Trust is the foundation in contribution on individual and group relations where people feel that he is emotionally and physically safe (Perkins & Long, 2002), that lead to the same goal and school or organization achievement.

Competence trust discussed by Purdue (2001), where goodwill has an emotional acceptance of the moral commitment of the other not to exploit vulnerability, this refers to trusting the other person or organization has the capability to control risk by meeting their commitments. According to Lukas and Walgenbach (2010) define "trust in persons or organizations means accepting that they may take advantage of a trustor although the trustor expects them not to do so". Furthermore, those related to expectation concerning the behavior of others, which leads higher-stake transactions become possible by prediction of the behavior (Lukas &

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Walgenbach, 2010). People need trust to build deep emotionally and physically safe for fully participate or collaborate with others in accomplishing tasks.

2.7.1 Type of trust

This type of trust have been discussed by Starnes et al., (2010) in, '*A Primer on Organizational'*, that classified type of trust which is basic, simple, blind, or authentic.

- ***Basic trust*** is the ability and willingness that lead into intimate relationships without inordinate suspicion, to talk comfortably to and deal with strangers. A person with this trust has no problem to meet new people from new network and collaborate.

- ***Simple trust*** is known as naïve where suspicion not exists: it demands no reflection, no conscious choice, no scrutiny, and no justification. They have no reason to question the other's trustworthines.

- ***Blind trust*** it denied violation and betrayal that exposed to them, but refuses to believe it has occurred. People with this trust, believe that anything could not shake or betray the trust.

- ***Authentic trust*** is well aware of the risks and willing to confront distrust and overcome it. They is fully self-aware, cognizant of its own conditions and

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limitations, open to new and even unimagined possibilities, based on choice and responsibility rather than the mechanical operations of predictability, reliance, and rigid rule following.

Authentic relationships based on individual experiences that change over time starting with small acts and progressing to full strength (Starnes et al., 2010). Thus by building authentic trust leads to productive organizational relationships, where both the employee and the employer voluntarily assuming responsibility for its initiation, development, and maintenance through high levels of affection and respect as shown in Figure 2.2 below;

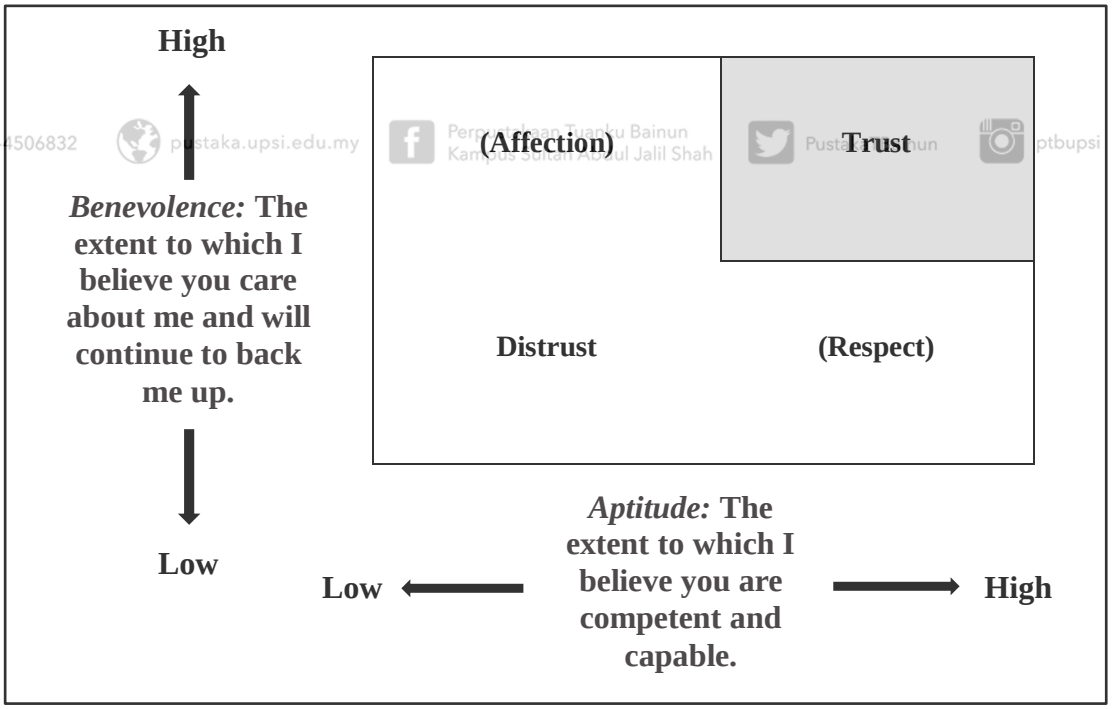


Figure 2.2: Trust, Respect, and Affection

Source: Based on Starnes, Truhon, & McCarthy (2010), page 43.

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2.7.2 Organization Trust

Trust in organizations involves employees' willingness to be vulnerable to their organization's actions through informal and formal networks when organization clearly communicates its actions to its employees (Paliszkiewicz, 2011). These similar Mayer et al. (1995) that a likely result of accumulated social capital, where organizational trust as a specific team member led to great cooperation in teams work. A trust may substitute for formal control and the same time it has the potential to increase efficiency as it may develop teamwork and cooperation (Lukas & Walgenbach, 2010).

Trust is major factor influence many things such as capital investment, relationship marketing, cross-cultural communication, learning and various types of cooperation in the organization (Paliszkiewicz, 2011). After several years Paliszkiewicz in 2013, has been enhanced this concept by exploring the importance of trust building and rebuilding and to indicate the relationship between trust in an organization and organizational performance. Hence, the great leaders frame trust in economic terms as a bridge between past experiences and anticipated future, where a low-trust culture can expect negative economic consequences (Paliszkiewicz, 2011).

Starnes et al., (2010) conclude trust as "integrity, character, ability, faith, reliability, honesty, and justice are strong words to live up to in the modern workplace… these high standards that create a culture of organizational trust". Thus,

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they put a standard level in a social network for individual value to survive in an organization.

In early study by Mayer et al. (1995) there are three dimensions of trustworthiness which is ability, benevolence and integrity. This different type of dimension explains 1) ability as the competence the trustee possesses in the specific domain, 2) benevolence as the willingness of the trustee to do good for the trustor; and 3) integrity as whether the trustee has a core set of values to guide behavior. Thus, to more understanding in organization trust a popular model of trust by Mayer et al. (In figure 2.3 below) will explain three major factors determine organizational trust such as characteristics of the trustor, characteristics of the trustee, and the perceived risk.

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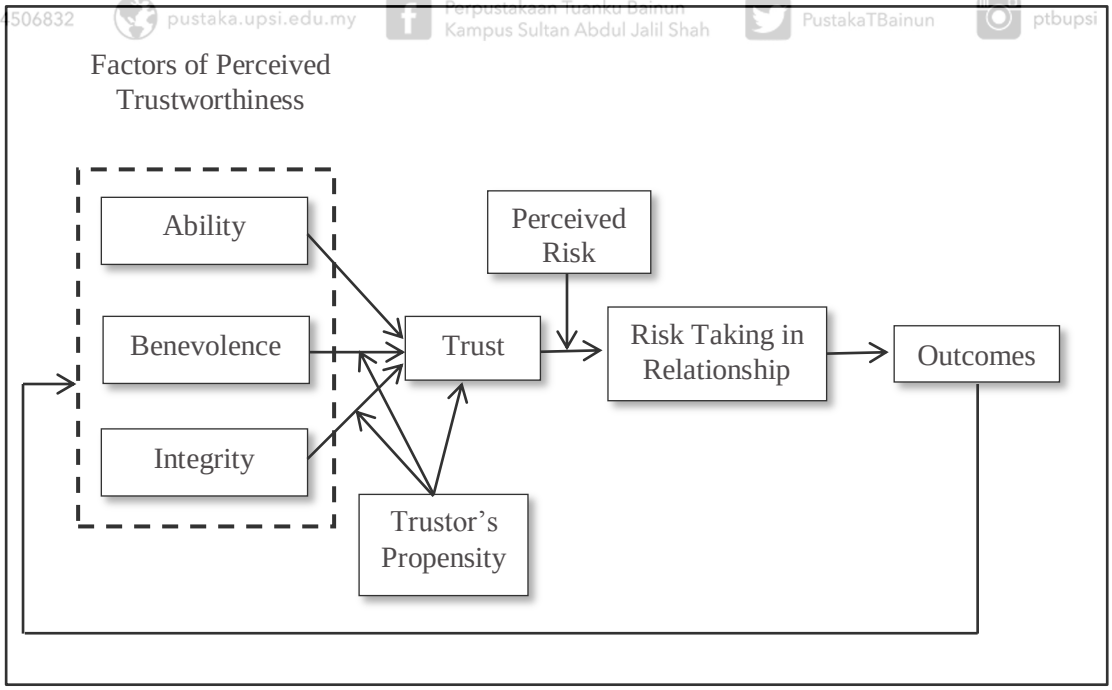


Figure 2.3: Mayer, Davis, and Schoorman's Model of Organizational Trust

Source: Mayer, Davis & Schoorman (1995), page 715.

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Based on figure 2.3 above explain, the greater the trust and the lower the perceived risk in the current context, the more likely that risk taking will occur in the trust relationship. Thus, the current situation will have a specific amount of perceived risk that tests current trust. The risk taking outcomes can be positive to negative, depends on return of outcomes to the trustee that result will increase or decrease his or her level of trustworthiness. The propensity of the trustor and the elements of trustworthiness that own by the trustee will influence the current level of trust (Mayer et al., 1995).

2.7.3 Trust in School Organization

Schools are organizations which consequences to enormous civic and economic in large public investments to maintain (Pil & Leana, 2009). Quality of public education requires both intellectual and informational processes are important drivers of performance. Meanwhile, the educational managers is responsible to set the stage for trusting relationships with teachers and other school staff as leaders through the power in the relationship (Brewster & Railsback, 2003). This will lead unwavering commitment within a social network in school organization between the educational managers and teachers. The extent to which one party believes the relationship is worth spending energy to maintain and promote (Paine, 2003).

According to Bryk and Schneider (2003), the school leader have a critical role in developing a culture of trust in the school reinforce within respect and personal

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regard for teachers, competence in core role responsibilities, and integrity in all. Study of organizational trust recently by Paliszkiewicz and Koohang (2013) suggests research on organizational trust as a foundation for knowledge sharing and it's significantly contributes to organizational performance in various enterprises. Trust in schools is role that educational managers play in creating this state of affairs by concerned 'assured reliance' and 'firm belief' can be embedded in the school organization (Harris, Caldwell & Longmuir, 2013).

Meanwhile, Nahapiet and Ghoshal (1998) in their study set-out by strengthened social interactions within maintaining trust relationship will contribute to cooperation among trusted group of people along with culture and over the time. Matter of interaction state by Brewster and Railsback (2003), peoples willingness to trust each other's is come with interaction the parties have spent together that generate by other party's actions and their perceptions of one another's. Individual understanding and consider the others effort by interaction with others around school organization (Bryk & Schneider, 2003). Hence, it is reasonable when trust in organization influences by an employees' trust for their coworkers because to regard their coworkers' perceptions as relevant and socially acceptable (Paliszkiewicz, 2011).

2.8 Relationship of Social Capital and Trust in School

Many studies approach considers trust as a product or a benefit of social capital, beside the others state trust a precondition of social capital. Researchers to study based

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on the relationship between social capital and trust offer different arguments. Example, Fukuyama (2001) that equates trust with social capital; Putnam (1993) sees trust as a source of social capital and Coleman (1988) see it as a form of social capital (Kwon & Adler, 2014). However, all researches agreed that social capital could not exist without a reasonable level of trust, where social capital cannot develop without some foundation of trust (Fu, 2004).

Social capital has been categorized by Coleman (1988) into trustworthiness of the social environment and the information flow capability of the social structure and norms. By adoption of a trust based framework to guide the generation of social capital and the transformation of social capital into intellectual capital that incorporates these overall arguments by using trust based social networks to generate social capital to ultimately enhance innovation (Qureshi & Evans, 2013). Trust is an important part of social capital to make collaboration possible based on mutual trust to produce future obligations and expectations (Coleman, 1988).

Social capital framework with three dimensions which is opportunity, motivation and ability has been suggested and study by past and previous researcher. Thus, social relations provided by the network structure give rise to social capital in the opportunities; meanwhile, content of that social network ties force motivational by the norms and values, and the abilities can be mobilized at each of the nodes of this network by such goodwill (Adler & Kwon, 2002). Trust can be as informal norm that promotes cooperation between individuals as a friendly approach that gives positive effects of social capital (Fukuyama, 2001). Relations between social capital and trust

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has positive outcome that comes with others, such as a belief or positive expectation (Paliszkiewicz, 2011).

According to Bourdieu (1986) state "the reproduction of social capital presupposes an unceasing effort of sociability, a continuous series of exchanges in which recognition is endlessly affirmed and reaffirmed". Although trust isn't being mentioned clearly, it does suggest that by concerning social reproduction people need to expand their usefulness connections base their commitments on trust. By understanding the high cost of the failure to cooperate in the school setting, action needs to take by managing this failure to provide opportunities to cooperate and contributes to school success (Minckler, 2011). Thus, to develop cooperation influence by foster enhanced trust among members to build strength level of trust within the social relationship, which need to be maintained continuity (Shafiz Affendi & Kamarul Faizal, 2013).

Furthermore, trust is absolutely necessary between principals as school leaders and between teachers' relationship as implements of school curriculum in order to producing quality and effective schools and improving student outcome (Lokman et al., 2015). According to Harris et al. (2013), social capital gives benefit to organizations, school and school system in building trust among team work, subordinate to leader, teacher to the leader, teacher to teacher and teacher to student. Trust in base of social respect that exchanges by genuinely listening to what each person has to say and taking actions with valued of respect to others opinions that place across in the school community (Bryk & Schneider, 2003). Without respect

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people may offered rude personal criticism of school organization. This chapter concludes that social capital and trust are strengthened or support one another where investment in social capital produce trust relationships that generate social capital as a return.

2.9 Theoretical Framework

Theoretical framework is developed based on the result of previous studies, theory and model of the relationship between social capital and trust. The independent variables in this study are educational managers' social capital with dimensions of opportunity, motivation and ability. High level of social capital has been recognized by academicians, policymakers, and organizational stakeholders that can develop a healthy social network in thriving community (Minckler, 2011). This social capital dimensions has been introduce by Adler and Kwon (2002) that arise from social relationships. Then, Connors (2006) used the same theory in his study about the development of social capital in managerial groups inside the organization.

This study is influences by past research on social capital by Minckler (2011), Adler & Kwon (2002) and Coleman, (1988). Thus, Minckler (2011) has adopted the concept from Adler & Kwon (2002), that including opportunity, motivation and ability as source of social capital dimensions (Burt, 1992; Connors, 2006; Minckler, 2011; Kwon & Adler, 2014). Moreover, Kwon and Adler (2014) has discuss about the

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growth of social capital studies since 2002 until 2013. Figure 2.5 shows the research trends in social capital;

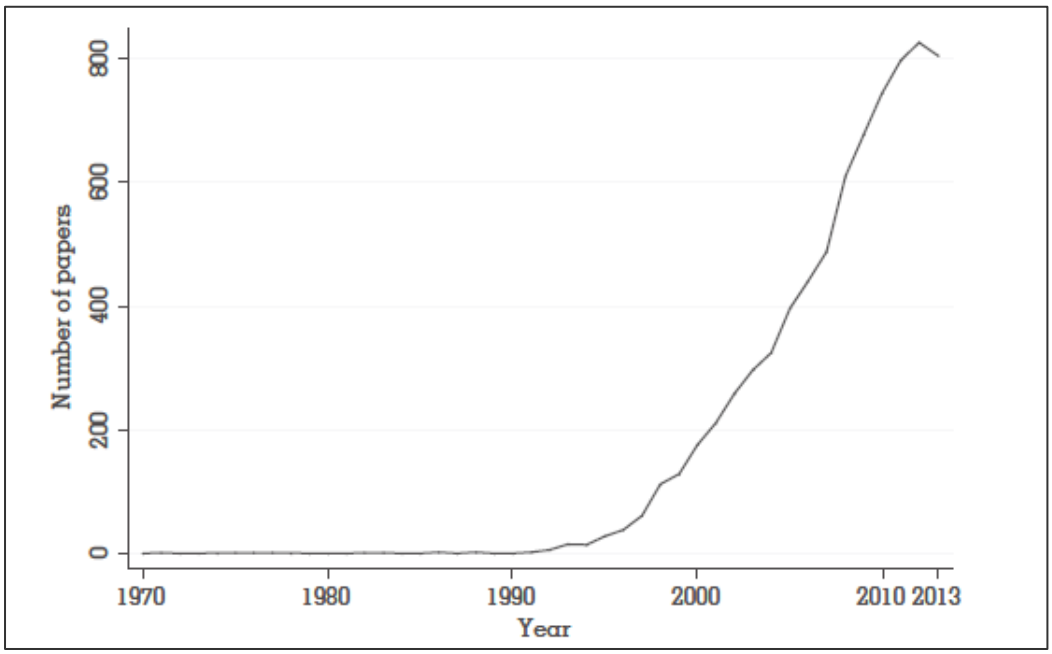


Figure 2.4 Research Trends in Social Capital

Source: Kwon & Adler (2014), page 413.

Based on the similar concept that has discussed, new framework (refer figure 3.2) has developed to study on educational managers' social capital that developed by social network ties (social relation) involve opportunity, motivation and ability towards trust in school organizations. Dimensions of social capital need to exist in social network to develop and adequately function for educational managers as respected leaders and the best role model for their followers. Through this personality educational managers also contribute to a healthy network that derive to beneficial outcomes and also increase trust in school organization as well. Thereby, that relies on teacher trust that generate positive connection between teachers and educational

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managers exist when both of them meet their satisfaction and derived to school successful (Lokman et al., 2015).

The dependent variable is trust in school organization, where educational managers is worthy as values on teacher commitment towards the school organizations (Byrk and Schneider, 2003). The main theory of trust has been develop by Mayer, Davis, and Schoorman in 1995 and become popular with model of organizational trust. Otherwise, Bryk & Schneider in 2003 has study on trust in school that given idea to develop the concept of this study on trust in schools. Then, same instrument are adopted from Paliszkiewicz & Koohang (2013) research on organizational trust that contribute to organizational performance.

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Based on theory model that develops before the concept of trust been studies by social researchers are increasingly and implemented for successful cooperation and effectiveness in organizations. This model of organizational trust would lead to risk taking of people that provide control systems in a relationship (Schoorman, and Mayer, Davis, 2007). According to Kramer (1999), study of trust and distrust in organizations has grown where he discusses about bases of trust, benefits of trust and barrier of trust in organization.

While they all have their foundation in different views develops from the different perspectives and levels of analysis based to thier study. Previous scholar have built a good foundation in establishing a theoretical as a reference to assist present and the future researchers. Thus, to prove the assumption this research are

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conducted to find the significant of association and relationship between dimension of social capital and trust in school organization has positive outcome.

2.10 Summary

This chapter has discussed the review of the literature based on previous study about educational managers' social capital dimensions such as opportunity, motivation, and ability as independent variable and trust in schools organization as dependent variable in this research theoretical framework. Next chapter will discuss research method of this study to determine the influence of social capital and trust among educational managers. Detail methodology will describe how data collected and analyze.

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CHAPTER 3

METHODOLOGY

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3.1 Introduction

This chapter discusses the research methodology for the study that included research design, sampling, instrumentation, procedures and data analysis. The research design discusses the types of analysis used. The sampling of the study refers to the respondents from the population of the study. The instrument in this study in collected the information is through the survey method. The analytical procedures will discuss measures taken to obtain the data. Lastly the procedures of data analysis with Pearson correlation and regression test.

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3.2 Research Design

The study is a quantitative explanatory study with descriptive and inferential statistics using a questionnaire for data collection. Descriptive research is designed to describe the characteristics of variables that are of interest of the research (Chua 2006). Descriptive statistics in this study include mean, standard deviation and percentage. Besides, inferential statistics for this study include correlation and regressions to determine relationship between the variables. The independent variable of this study is social capital of educational managers with dimensions opportunity, motivation and ability. The dependent variable is trust in school organization.

This study is (i) to identify the level of dimensions of educational managers' social capital and trust in school organization, (ii) to identify the association between dimensions of educational managers' social capital and trust in school organization, and (iii) to determine the influence of dimensions of educational managers' social capital on trust in school organization. The goals of the study are to obtain accurate data among teachers based on their perception on trust towards their educational managers' social capital. Respondents were asked to answer a questionnaire in a survey. Each items in this research question are provide with Likert scale (strongly disagree to strongly agree) that facilitate the respondent to select an answer.

This method usually conducted to generate information and to measure perception, behavior and knowledge (Noraini, 2010). Cooperation of the respondents to answer the questions is also high because respondents can easily understand the

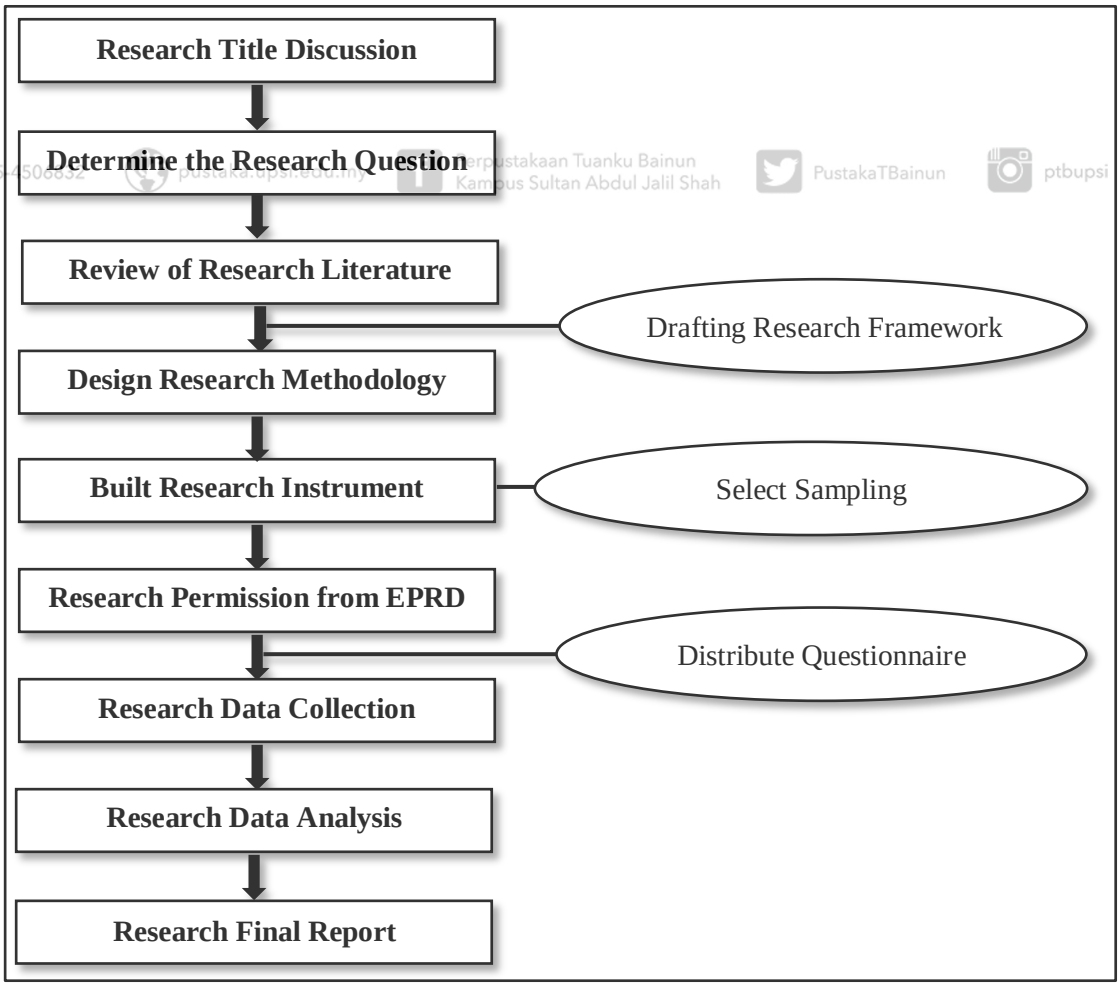
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requirement of the questions, less thinking and can respond quickly. However, the question items need to be clear, relevant and fair for respondents to gather actual information that can be measure in this study.

3.3 Research Procedure Process

The procedure for this study is shown in Figure 3.1 below. From these figures, the research procedure starts from the discussion on topics of study, literature search until the final report.



Figures 3.1: Flowchart of Research Procedure Process

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3.4 Research Framework

The research framework has developed to answer the research questions of this study, also to discover and understand the relationships among dimensions of educational managers' social capital and trust in school organization. Figure 3.2 shows the variables for this study.

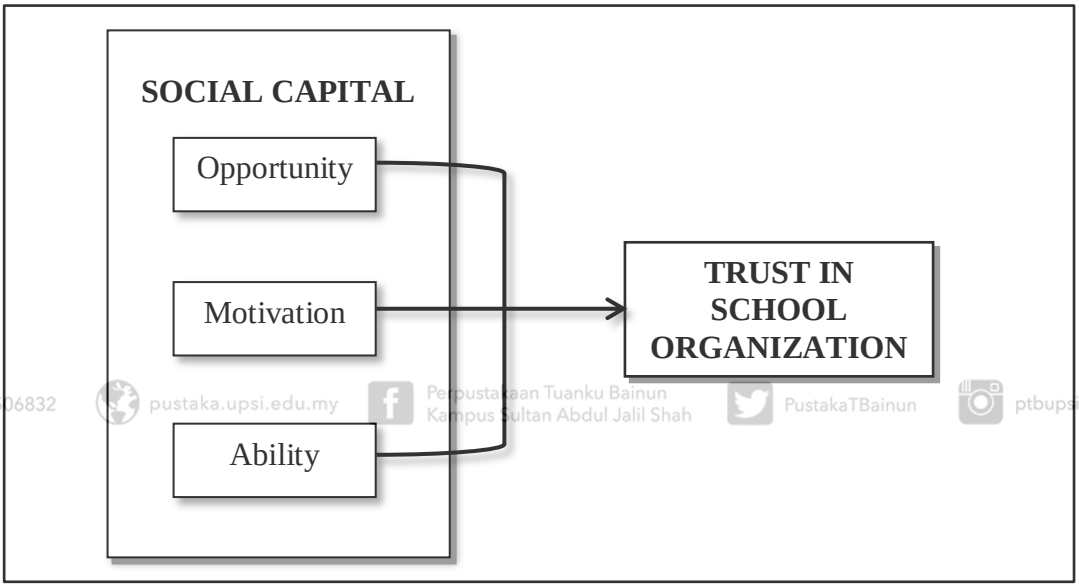


Figure 3.2: Research Framework

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3.5 Sampling

This study is using Probability Sampling to control researcher bias where every member in the population has an equal chance being subject to the sample based on population feature for the research (Noraini, 2010). The selected group of respondent is to estimate the accuracy and represented the population in the study. These

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samplings ensure the group of respondent has all variation and diversity that exist in the population (Sabitha, 2006). Cluster samplings are involved as method to conduct the data collection. This study sample respondents selected is teachers who have received teachers' training at colleges who either have teaching certificates, diplomas or degree education. Untrained teachers, substitute teachers and student teachers are not involved in this study.

Cluster sampling is chosen as for data collection to select the district of Kuala Langat as sample from the population in Selangor state. Cluster is a group sampling, where is too many group of sampling in the population (Kumar, Salim & Ramayanah, 2013), that to covers large geographical area (Zainudin, 2012). Bias can be control by using this sampling that more easily to conduct with short time frame than other random sampling.

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Source of data from Selangor Education Department website (jpnselangor.moe.gov.my) that retrieve on 11 February 2016 show that Selangor have 910 schools both secondary and primary schools as recorded until 31 January 2015. However, according to Pegawai Pejabat Pelajaran Daerah Kuala Langat one of 16 secondary schools at Kuala Langat has upgrade into Kolej Vokasional and automatically changes the number of schools that only 909 at entire Selangor state.

Kuala Langat is including all together as 10 districts (District Education Office), which the other districts are Klang, Kuala Selangor, Hulu Langat, Hulu Selangor, Sabak Bernam, Gombak, Sepang, Petaling Perdana and Petaling Utama.

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With short time frame and to reduce cost Cluster sampling method is the most suitable to help researcher for collecting data (Sabitha, 2006; Noraini, 2010). Kuala Langat is chosen to represents the large population of Selangor schools with 70 schools for both secondary and primary schools as shown at table 3.1 below;

Table 3.1 Number of School at Selangor and District of Kuala Langat.

Category	Selangor		Kuala Langat	
	Total	(%)	Total	(%)
1. Secondary schools	274	30.1	15	21.4
2. Primary schools	635	69.9	55	78.6
Total	**909**	**100**	**70**	**100**

Source: Selangor Education Department website (jpnselangor.moe.gov.my)

This because the demography factors at district of Kuala Langat schools is the most similar to others districts which is located at suburban area that is rapidly developing with multiple race groups of teachers and students. Where schools at district of Kuala Langat are a group of sample with respondent that has all variation and diversity that exist in the population. Malaysian primary school system has divided into two categories such as National schools and National-type schools. National primary schools at Kuala Langat are including 17.5 % schools in the area with aborigines (bumiputra/asli) community which is 6 schools out of 35 schools or 10.9 % from all 55 primary school (Selangor Education Department, 2016).

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3.6 Instrument

The instrument in this study used to collect the information is through the descriptive method, where the questionnaire distributed through schools via postal that attached with a letter and also face to face method (walk in). The questionnaire surveys were written in both languages which is using English and Bahasa Melayu. The original question was in English but has been translated into Bahasa Melayu to help the respondent more understanding the questions need. For this study translation from English to Bahasa Melayu has reviewed and verified the contents of the questions which translated is accurate by English teacher that has experience in teaching more than 20 years.

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The instrument of this study has been adopted and adapted from study by Minckler in 2011 for social capital, where reliability test for social capital three dimensions of Cronbach's alpha result for the opportunity is 0.886, motivation 0.933, and ability 0.912 (Minckler, 2011). As for trust in organization the instrument has been adapted and refine from study by Joanna Paliszkiewicz and Alex Koohang (2013) where the result of Cronbach's alpha for 13 items has proven the reliability and validity from previous study at 0.88 which means the all items are appear to be strongly bonded as a measure of the construct.

For Cronbach's Alpha the range of value is between zero ($\alpha = 0$) to one ($\alpha = 1$) which explain the high value of Alpha (α), means the high level of reliability. The result of reliability level can be determined as high, moderate and low (Chua, 2006;

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Othman, 2015). Reliability level for instrument scale of 10 items and above is around 0.7 described as the most satisfactory value. Besides, reliability level for instrument scale less than 10 items are around 0.5 should be satisfactory value (Noraini, 2010).

The questionnaire in this study consists of three parts. Part A contains 6 items and which one related to teacher's demographic criteria such as gender, race, age, length teaching experience, length of teaching in current school and highest level of education attained. Part B contains 24 items that are designed to obtain information about educational managers' social capital with three dimensions such as opportunity, motivation and ability (shown in Table 3.2 below). In this part, respondents were asked to circle the number best represent their views form a Likert scale of 1 to 4. The maximum scores are four and the minimum score is one for each item.

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Table 3.2: Distribution of the Questionnaire Item Dimension of Social Capital

Dimension of Social Capital	Item Number	Quantity of item
Opportunity	01-08	8
Motivation	09-16	8
Ability	17-24	8
Total	24	24

In part C, 13 items adopted from previous study by Joanna Paliszkiewicz and Alex Koohang (2013) where respondent were asked to circle the number the best view for Likert scale from 1 to 4. In current study also used these 13 items to measuring trust in the organization. In this part questions are trust in the school organization.

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3.7 Pilot Test

A pilot test was administered to test the reliability of the instrument that undertake before the actual survey conducted. This pilot test is to avoid mistake and error occurred within questionnaire and to see whether the question easy to understand or not. About 40 set of questionnaire have been distributed to respondent but only 30 set are return and completed.

Respondents were selected from master student which is teachers who are continuing their studies at Universiti Pendidikan Sultan Idris (UPSI), Tanjung Malim, Perak. This respondent has a similar background with the population for the study that comprises teachers from primary and secondary schools at district of Kuala Langat.

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3.7.1 Reliability and Validity

The data collected are conducted with *"The statistical package for social Science" (SPSS)* to test Cronbach's alpha reliability. This analysis is to examine the internal consistency reliability of the identified subclass for each of the measures used in the study. The reliability test shows the Cronbach's alpha values indicate an acceptable scale and no further changes on instruments has been made after conducting a pilot study.

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In part B result this for pilot study shows that educational managers' social capital (Independent variable) dimension for opportunity (8 items) Cronbach's alpha reliability is 0.767. Thus, a good reliability should produce at least a coefficient value of 0.70 (Pallant, 2001). However, for instrument of 10 items and above the satisfactory value is around 0.7, but items for less than 10 are around 0.5 should be satisfactory value (Noraini, 2010). This result are satisfactory value at 0.767 which containing 8 items.

The others dimension of social capital as for motivation (8 items) results are 0.863 which is ($\alpha \geq 0.7$). The result shows a high satisfactory value for the construct that is stronger for measuring educational managers' social capital. Result for ability (8 items) as dimension of social capital Cronbach's alpha reliability is 0.917. The result for this dimension is the highest between three dimensions of educational managers' social capital. This result is similar to Minckler (2011), where reliability test for social capital three dimensions of Cronbach's alpha at satisfactory value (has been discuss at instrument part).

Besides, in Part C the instrument consists of 13 items were develop for measuring trust (dependent variable) in school organization. The result show the Cronbach's Alpha reliability of all constructs presented acceptable levels of reliability at 0.967. This result ($\alpha \geq 0.9$) is considered as reasonable for the whole construct in measuring trust in school organization where no item deleted. Cronbach's Alpha reliability test results explain all the variables were contributes to the factor proposed, where all constructs presented acceptable levels of reliability and the questionnaire instruments can be proceeding for the real study. The result showed the similar result

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from Paliszkiewicz and Koohang (2013) study that shown acceptable levels of reliability.

3.8 Data Collection

Before data was collected, permission to conduct this study need to be applied to the Educational Planning and Research Division (EPRD), Ministry of Education through the Faculty of Management and Economics. Next, permission to enter schools was obtained from District Educations Office of Kuala Langat.

Data collection method for this study used two sources which is primary and secondary data collection. Primary data refers to data collected by the researcher such as respondents answering the survey questionnaire provided on the topic related to the study. The questionnaire is distributed to secondary schools and primary schools at district of Kuala Langat through mail attached with a letter and also face to face method (walk in).

Then, after 2 weeks the questionnaires were collected by the researcher. Description of the instrument and the method of responding to the survey are provided to guide the respondents in answering the questionnaire. The respondents will fill out the questionnaire based on the individual perceptions respectively.

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Meanwhile, secondary data in this study refers to the information gained from existing sources, such as government publications, journal articles, text books, electronic books (e-book), media publications and electronic database. Most of the collected data resources for this study were gathered from various journals through UPSI ProQuest and Emerald Library Database, and also other websites. Secondary data advantages, are easy access and ready to be accessed based on research studies from past study information for more understanding of the study research questions, objectives and methodology.

3.9 Data Analysis

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The questionnaires were analyzed using descriptive statistics and inferential statistics. Descriptive results show the frequencies, means, and percentages for analysis of demographic data gathered served to describe the sample. Furthermore, it's to determine the level of each item of this study based on educational managers' social capital dimensions and trust in school organization.

The maximum scores are four and the minimum score is one for each item. The score of each item one-dimension mixed to get the right score for each dimension of social capital. To determine amount of high, moderate or low score in this research based on the mean score are made, that shown in Table 3.3 below;

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Table 3.3: Level of Educational Managers' Social Capital Dimensions and Trust in School Organization

Mean Score	Level
2.68 – 4.00	High
1.34 – 2.67	Moderate
1.00 – 1.33	Low

Inferential statistics such as Pearson Correlation is to test the correlation between independent variable and dependent variable (social capital and trust). The findings of the analysis of data obtained are discussed according to each item based on the objectives of the study to see the relationship of each dimension. Table 3.4, shows the interpretations according to the size of the correlation coefficient (Chua, 2006).

Table 3.4: Interpretations According to the Size of the Correlation Coefficient

Correlation Coefficient size (r)	Interpretations
0.91 to 1.00 or -0.91 to -1.00	Very strong
0.71 to 0.91 or -0.71 to – 0.91	Strong
0.51 to 0.70 or -0.51 to -0.70	Moderate
0.31 to 0.50 or -0.31 to -0.50	Weak
0.01 to 0.30 or -0.01 to -0.30	Very weak
.00	No correlation

Regression analysis was used to predict the relationship between the independent variable and dependent variable. The independent variable in this study is educational managers' social capital and the dependent variable is trust in school organization. In this study Regression analysis is to determine various aspects of the relationship between the variables and identify the influence of social capital on trust based on the Linear Model. Statistical results obtained from the regression analysis are

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unstandardized coefficient (β), F-value, regression coefficient (R), coefficient of determination (R^2) and the adjusted R^2. This analysis was conducted to explore the amount of variance explained by the independent variable towards trust as the dependent variable.

Trust = α + β Educational Managers' Social Capital Dimensions+ ε

$$\mathbf{y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3}$$

Trust = β_1 Opportunity + β_2 Motivation + β_3 Ability

Where;

y = dependent variable

α = intercept or constant

β_1 = coefficient associated with the predictor variables

x_1 = predictor (independent) variables that influence the dependent variable

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Table 3.5: The Objectives, Alternative Hypothesis and Inferential Statistical Test used for Data Analysis

No.	Objectives	Hypothesis	Analysis
1.	To identify the level of dimensions of educational managers' social capital and trust in school organization	-	Descriptive (mean & Percentage)
2.	To identify the association between dimensions of educational managers' social capital and trust in school organization	There is significant association between dimensions of educational managers' social capital and trust in school organization	Pearson Correlation
3.	To determine the influence of dimensions of educational managers' social capital on trust in school organization	There is significant influence of dimensions of educational managers' social capital on trust in school organization	Regression

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3.10 Summary

The methodology of this study is an attempt to measure the relationship between variables accurately. This is because only measurement data will support the answers of the research question. The instrument will lead to reliability and validity with a strong point of data to answer the research questions. Meanwhile the analytical procedure is a routine process that gives the compliance and ethics in making an academic research. Data analysis explains more detail on descriptive result and inferential statistics.

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CHAPTER 4

RESULT AND DISCUSSION

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4.1 Introduction

This chapter consists of the result of the data analysis. The discussion included demographic information, descriptive and inferential statistical analysis of the result and a summary. Descriptive statistics in this study include mean, standard deviation and percentage. Inferential statistics include Pearson Correlation and Regression to test the hypotheses of the study as described in previous chapter. Data was obtained from the questionnaire distributed to teachers in both the primary and secondary schools in the district of Kuala Langat, Selangor. About 300 questionnaires were distributed by face to face method (walk in) but 255 were collected back with 85% rate of return. The computerized data was analyzed using for Science Social (SPSS) version 21.

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The purpose of this study is (i) to identify the level of dimensions of educational managers' social capital and trust in school organization, (ii) to identify the association between dimensions of educational managers' social capital and trust in school organization, and (iii) to determine the influence of dimensions of educational managers' social capital on trust in school organization related to school educational managers from teachers' perspective as subordinate. The independent variable is educational managers' social capital with dimensions of opportunity, motivation and ability and the dependent variable is trust in school organization.

4.2 Descriptive Analysis of Respondents' Demographic Characteristic

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The demographic characteristics of the respondents considered are gender, race, age, length of teaching in current school and highest level of education attained. For this section frequency and percentage will be presented.

4.2.1 Profile of Respondents

Table 4.1 below showed the number of respondents by gender, race, age, length of teaching in current school, highest level of education and respondent based on school category. Based on the gender group, the analysis showed that the majority of the respondents were 191 female teachers (74.9%) as compared to 64 male (25.1%).

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As for the number of respondents by race, the majority of respondents were Malay represented by 191 respondents (74.9%), followed by Indian with 46 respondents (18.0%), Chinese with 17 respondents (6.7%), and others as with only 1 respondent (0.4%).

As for number of respondent by age shown the majority of respondents were age 30-39 years old by 118 respondents (46.3%), followed by age 40-49 years old with 78 respondents (30.6%), age above 50 years old with 30 of respondents (11.8%) and the youngest teachers at age under 30 years old with 29 respondents (11.3%).

As for number of respondent by length of teaching in current school shown the majority of respondents were 6-10 years length of teaching in current school by 83 respondents (32.5%), followed by 1-5 years with 63 respondents (24.7%), 11-15 years length of teaching in current school with 38 respondents (14.9%), 16-20 years length of teaching in current school with 36 respondents (14.1%), and lastly 20 and above years length of teaching in current school with 35 respondents (13.8%).

As for number of respondent by highest level of education shown the majority of respondents were Degree by 185 respondents (72.5%), followed by Diploma with 51 respondents (20.0%), Master Degree holders with 16 respondents (6.3%), others highest level of education with 3 respondents (1.2%) and no PhD holder in this research respondent.

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As for respondents by school category, were 189 school teachers from the primary school and 66 were respondents from the secondary school teachers. The total number of respondent in this study is 255 teachers.

Table 4.1: Respondents Profile

		Frequency	Percentage (%)
Gender	Male	64	25.1
	Female	191	74.9
Race	Malay	191	74.9
	Chinese	17	6.7
	Indian	46	18.0
	Others	1	0.4
Age	Under 30 years old	29	11.3
	30-39 years old	118	46.3
	40-49 years old	78	30.6
	Above 50 years old	30	11.8
Length of teaching in current school	1- 5 years	63	24.7
	6-10 years	83	32.5
	11-15 years	38	14.9
	16-20 years	35	13.8
	More than 20 years	36	14.1
Highest level of education	Diploma	51	20.0
	Degree	185	72.5
	Master Degree	16	6.3
	PhD Holder	0	0.0
	Others	3	1.2
Teachers School Category	Primary	189	74.1
	Secondary	66	25.9

*n=255

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4.3 Descriptive Analysis Level of Educational Managers' Social Capital

The mean score and percentage of each item were analysed based on the perception of primary and secondary school teachers towards their educational managers in the district of Kuala Langat, Selangor.

4.3.1 Dimension of Opportunity

Educational managers' social capital on the dimension of opportunity consists of 8 items in the questionnaire. The mean score and percentage of educational managers' social capital on the dimension of opportunity are shown in Table 4.2 below;

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Table 4.2: Level of Educational Managers' Social Capital on the Dimension of Opportunity

Item No.	Statement	Score				Mean (S.D)
		1	2	3	4	
		Strongly Disagree	Disagree	Agree	Strongly Agree	
6	Educational manager participate in curriculum planning.	0 0.0%	4 1.5%	93 36.5%	158 62.0%	**3.60** (0.521)
7	Educational manager make decisions about curriculum.	1 0.4%	2 0.8%	95 37.3%	157 61.5%	**3.60** (0.529)
8	Educational manager have the opportunity to observe in classrooms.	1 0.4%	3 1.2%	97 38.0%	154 60.4%	**3.58** (0.540)
5	Educational manager have opportunities to participate in professional development sessions at the school to improve their knowledge and skills.	0 0.0%	6 2.4%	119 46.7%	128 50.2%	**3.48** (0.546)
1	Educational manager have formal opportunities to discuss ways to improve teaching and learning.	0 0.0%	9 3.5%	125 49.0%	121 47.5%	**3.44** (0.564)
2	Educational manager have opportunities to teach and learn from one another.	0 0.0%	15 5.9%	147 57.6%	93 36.5%	**3.31** (0.576)
3	Opportunities for educational manager to plan collaboratively are built into the schedule.	0 0.0%	22 8.6%	155 60.8%	78 30.6%	**3.22** (0.588)
4	Educational manager in this school have opportunities to share and discuss current literature in education.	5 2.0%	33 12.9%	152 59.6%	64 25.1%	**3.08** (0.675)

*Mean level are 1.00 – 1.33 = low, 1.34 – 2.67 = moderate, and 2.68 – 4.00 = high
*n=255

Items were sorted by ranking the highest mean score to the lowest mean score. The highest mean score is item no.6 & no.7 with a mean of 3.60. As for Item no.6 where 62.0% respondents chose strongly agree while 36.5% respondents agree. However, only 1.5% of respondents chose disagree and no respondent chose strongly disagree. Next, item no.7 where 61.5% respondents chose strongly agree while 37.3% respondents agree. However, only 0.8% of respondents disagree and more 0.4% respondents choose strongly disagree.

The third highest mean score is item no.8 with a mean score of 3.58 where 60.4% respondents chose strongly agree while 38.0% respondents agree. However,

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only 1.2% of respondents chose disagree and 0.4% respondents strongly disagree. Next in rank is item no.5 which has a mean score of 3.48 where 50.2% respondents chose strongly agree while 46.7% respondents agree. However, only 12.9% of respondents disagree where no respondent chose strongly disagree and has 2 missing item (0.8%).

Then, item no.1 with mean score of 3.44 where 47.5% respondents chose strongly agree while 49.0% respondents chooses agree. However, only 3.5% of respondents disagree and no respondent chose strongly disagree. Next, item no.2 has a mean score of 3.31 where 36.5% respondents chose strongly agree while 57.6% respondents choses agree. However, only 5.9% of respondents disagree and no respondent choose strongly disagree.

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Item no.3 has a mean score of 3.22 where 30.6% respondents chose strongly agree while 60.8 % respondents agree. However, only 8.6% of respondents disagree and no respondent choose strongly disagree. Lastly, item no.4 has the lowest mean score of 3.08 where 25.1% respondents chose strongly agree while 59.6% respondents agree. However, only 12.9% of respondents disagree, more 2.0% of respondents choose strongly disagree and has 1 missing item (0.4%).

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4.3.2 Dimension of Motivation

Educational managers' social capital on the dimension of motivation consists of 8 items in the questionnaire. The researcher analysed the mean and percentage then which were then sorted by ranking the highest to the lowest score. The mean score and percentage of educational managers' social capital on the dimension of opportunity are shown in Table 4.3 below;

Table 4.3: Level of Educational Managers' Social Capital on the Dimension of Motivation

Item No.	Statement	Score				Mean (S.D)
		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	
10	Educational manager willingly take on leadership roles.	0 0.0%	8 3.1%	98 38.4%	149 58.5%	**3.55** (0.558)
14	Educational manager are driven to help teachers succeed.	0 0.0%	5 2.0%	111 43.5%	138 54.1%	**3.52** (0.538)
13	Educational manager openly share new learnings with others teachers.	0 0.0%	6 2.4%	114 44.7%	134 52.5%	**3.50** (0.546)
15	Educational manager are very supportive to teachers and staff.	0 0.0%	6 2.3%	119 46.7%	130 51.0%	**3.49** (0.546)
9	Educational manager in this school are motivated to help teachers for improve teaching and learning.	0 0.0%	10 3.9%	116 45.5%	128 50.2%	**3.46** (0.573)
16	Educational manager in this school value teachers opinions on matters of teaching and learning.	0 0.0%	11 4.3%	115 45.1%	129 50.6%	**3.46** (0.580)
11	Educational manager in this school genuinely enjoy working together with teachers to improve teaching and learning.	0 0.0%	9 3.5%	133 52.2%	113 44.3%	**3.41** (0.560)
12	Educational manager in this school take advantage of opportunities to increase their teaching skills and knowledge outside of regular school hours.	0 0.0%	16 6.3%	159 62.3%	79 31.0%	**3.25** (0.560)

* Mean level are 1.00 – 1.33 = low, 1.34 – 2.67 = moderate, and 2.68 – 4.00 = high
*n=255

Items were sorted by ranking the highest mean score to the lowest mean score. The highest item no.10 with a mean score of 3.55 where 58.5% respondents chose

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strongly agree while 38.4% respondents agree. However, only 3.1% of respondents disagree and no respondent choose strongly disagree. Followed by item no.14 with a mean score of 3.52 where 54.1% respondents chose strongly agree while 43.5% respondents agree. However, only 2.0% of respondents disagree while no respondent choose strongly disagree and has a 1 missing item (0.4%).

The third highest mean score is item no.13 with a mean score of 3.50 where 52.5% respondents chose strongly agree while 44.7% respondent are agree. However, only 2.4% of respondents disagree while no respondent choose strongly disagree and has a 1 missing item (0.4%). Next in rank is item no.15 which has a mean score of 3.49 where 51.0% chose strongly agree while 46.7% respondents agree. However, only 2.3% of respondents disagree and no respondent choose strongly disagree.

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Then, item no.9 has a mean score of 3.46 where 50.2% respondents chose strongly agree while 45.5% respondents agree. However, only 3.9% of respondents disagree while no respondent choose strongly disagree and has a 1 missing item (0.4%). Followed by item no.16 with a mean score of 3.46 where 50.6% respondents strongly agree while 45.1% respondents agree. However, only 4.3% of respondents disagree and no respondent choose strongly disagree.

Next, item no.11 has a mean score of 3.41 where 44.3% respondents chose strongly agree while 52.2% respondents agree. However, only 3.5% of respondents disagree and no respondent chose strongly disagree. Lastly, item no.12 has a mean score of 3.25 where 31.0% respondents chose strongly agree while 62.3% respondents

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agree. However, only 6.3% of respondents disagree while no respondent choose strongly disagree and has a 1 missing item (0.4%).

4.3.3 Dimension of Ability

Educational managers' social capital on the dimension of ability consists of 8 items in the questionnaire. The mean score and percentage of educational managers' social capital on the dimension of opportunity are shown in Table 4.4 below;

Table 4.4: Level of Educational Managers' Social Capital on the Dimension of Ability

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Item No.	Statement	Score				Mean (S.D)
		1	2	3	4	
		Strongly Disagree	Disagree	Agree	Strongly Agree	
17	Educational manager have a strong knowledge base in managing.	0 0.0%	5 2.0%	119 46.6%	131 51.4%	**3.49** (0.539)
22	Educational manager have the skills necessary to foster positive relationships with teachers, parents, and students and among students.	0 0.0%	7 2.7%	127 49.8%	121 47.5%	**3.45** (0.551)
23	Educational manager are able to motivate others.	0 0.0%	6 2.3%	132 51.8%	117 45.9%	**3.44** (0.542)
20	Educational manager in this school are effective managers.	0 0.0%	6 2.3%	135 53.0%	114 44.7%	**3.42** (0.541)
21	Educational manager in this school are skilled leaders.	0 0.0%	7 2.7%	136 53.4%	111 43.5%	**3.41** (0.546)
18	Educational manager use data to make decisions about teaching and learning.	0 0.0%	12 4.7%	149 58.4%	93 36.5%	**3.32** (0.559)
19	Educational manager make across the curriculum connections to make learning more relevant.	0 0.0%	10 4.0%	161 63.1%	83 32.5%	**3.29** (0.534)
24	Educational manager use appropriate methods to develop higher-order thinking skills among teachers.	0 0.0%	13 5.1%	154 60.4%	88 34.5%	**3.29** (0.557)

* Mean level are 1.00 – 1.33 = low, 1.34 – 2.67 = moderate, and 2.68 – 4.00 = high
*n=255

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The highest is item no.17 with a mean score of 3.49 where 51.4% respondents chose strongly agree while 46.6% respondents agree. However, only 2.0% respondents disagree and no respondent choose strongly disagree. Next, item no.22 has a mean score of 3.45 where 47.5% respondents chose strongly agree while 49.8% respondents agree. However, only 2.7% of respondents disagree and no respondent chose strongly disagree.

This is followed by item no.23 with a mean score of 3.44 where 45.9% respondent chose strongly agree while 51.8% respondents agree. However, only 2.3% of respondents chose disagree and no respondent choose disagree. Next, item no.20 has a mean score of 3.42 where 44.7% respondents strongly agree while 53% agree. However, only 2.3% of respondents disagree while no respondent choose strongly disagree.

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Next ranking is item no.21 with a mean score of 3.41 where 43.5% respondents strongly agree while 53.4% respondents agree. However, only 2.7% of respondents disagree while no respondent choose strongly disagree and 1 missing item (0.4%). Followed by item no.18 has a mean score of 3.32 where 36.5% respondents chose strongly agree while 58.4% respondents agree. However, only 4.7% of respondents disagree while no respondent choose strongly disagree and 1 missing item (0.4%).

Next, item no.19 with a mean score of 3.29 where 32.5% respondents chose strongly agree while 63.1% respondents agree. However, only 4% respondents

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disagree and no respondent choose strongly disagree and 1 missing item (0.4%). Lastly, the lowest score is item no.24 with mean score 3.29 where 34.5% respondents chose strongly agree while 60.4% respondents agree. However, only 5.1% of respondents disagree and no respondent choose strongly disagree.

4.4 Analysis Level of Overall Dimensions of Educational Managers' Social Capital

Figure 4.1 below showed the highest mean score for three dimensions of social capital that was practised by educational managers based on perceptions of 255 teachers in the district of Kuala Langat. The results showed that dimensions of opportunity has the highest mean score among the others with a value of 3.60, followed by dimensions of motivation with a value of 3.55. Finally and the lowest are dimensions of ability with a value of 3.49. The overall level of educational managers' social capital is 3.55 which is high.

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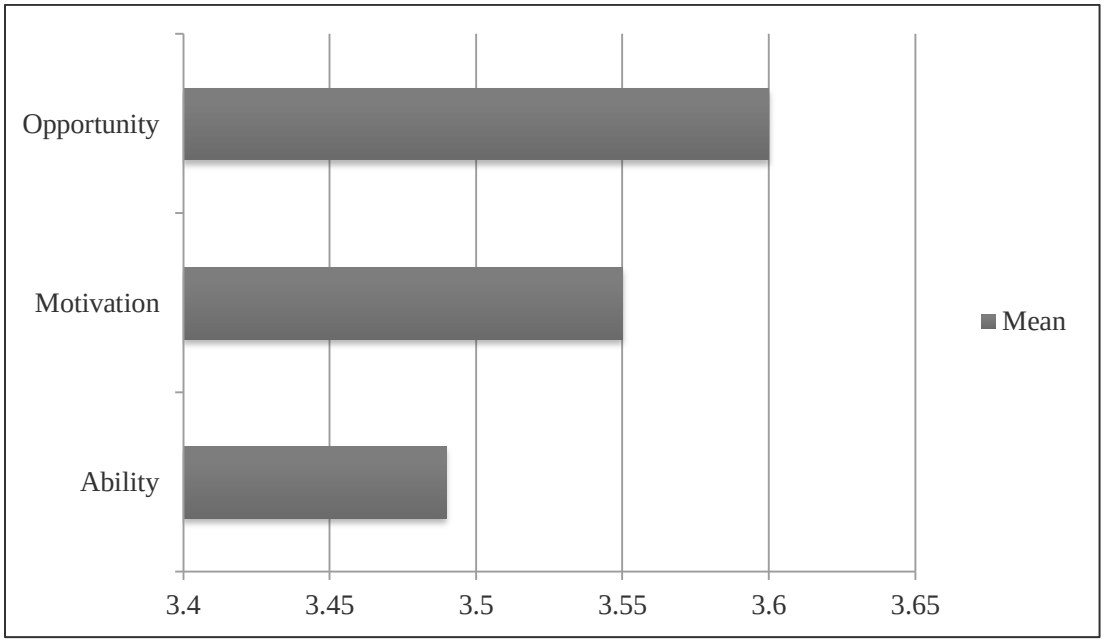


Figure 4.1 Mean for Three Dimensions of Educational Managers' Social Capital

Table 4.5 Analysis Review on Dimensions of Educational Managers' Social Capital

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Dimensions	Mean	S.D	Level of Social Capital
Opportunity	3.60	0.521	High
Motivation	3.55	0.558	High
Ability	3.49	0.539	High
Total	3.55	0.539	High

*n=255

Overall, the level of educational managers' social capital with dimensions of opportunity, motivation and ability has shown the mean score at the higher level in range 2.68 – 4.00 (see table 3.3 in previous chapter). Table 4.5 above shown the analysis review on dimensions of educational managers' social capital.

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4.5 Descriptive Analysis Level of Trust in School Organization

School Organization Trust consists of 13 items in the questionnaire. The mean score and percentage of each item were analyse based on perception of respondent from primary and secondary school teachers towards their educational managers in district of Kuala Langat, Selangor. Mean score and percentage are shown in Table 4.6 is overall the level of trust in school organization is high.

Table 4.6: Level of Trust in School Organization

Item No.	Statement	Score				Mean (S.D)
		1	2	3	4	
		Strongly Disagree	Disagree	Agree	Strongly Agree	
27	Educational manager are willing to share knowledge.	0 0.0%	2 0.8%	124 48.6%	128 50.2%	**3.50** (0.517)
32	The relationship between teachers and educational manager is good.	0 0.0%	9 3.5%	114 44.7%	132 51.8%	**3.48** (0.567)
36	Team work is encouraged and preferred.	1 0.4%	2 0.8%	128 50.2%	123 48.2%	**3.47** (0.538)
30	In general the work responsibilities are established and clear.	0 0.0%	6 2.4%	136 53.3%	113 44.3%	**3.42** (0.540)
29	Educational manager are willing to take part in trainings.	0 0.0%	8 3.1%	145 56.9%	102 40.0%	**3.37** (0.545)
26	Educational manager have clear expectation connected with results and aims.	0 0.0%	9 3.5%	144 56.5%	102 40.0%	**3.36** (0.551)
25	There is atmosphere for honest cooperation to educational manager and others teachers.	0 0.0%	14 5.5%	139 54.5%	102 40.0%	**3.35** (0.581)
35	The interests of teachers are taken care of.	1 0.4%	10 3.9%	145 56.9%	99 38.8%	**3.34** (0.573)
33	All teachers are treated fairly.	4 1.6%	15 5.9%	129 50.6%	107 41.9%	**3.33** (0.659)
34	The criteria of promotion are clear in every position.	2 0.8%	12 4.7%	142 55.7%	98 38.4%	**3.32** (0.601)
37	Teachers are encouraged to take part in decision-making.	2 0.8%	12 4.7%	144 56.5%	97 38.0%	**3.32** (0.599)
28	Educational manager openly admit and take responsibility for their mistakes.	0 0.0%	15 5.9%	146 57.2%	94 36.9%	**3.31** (0.577)
31	Evaluation of teachers is fair.	1 0.4	18 7.1%	139 54.5%	97 38.0%	**3.30** (0.614)

* Mean level are 1.00 – 1.33 = low, 1.34 – 2.67 = moderate, and 2.68 – 4.00 = high.
*n=255

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Items were sorted by ranking the highest mean score to the lowest mean score. The highest is item no.27 with a mean score of 3.50 where 50.2% respondents chose strongly agree while 48.6% respondents agree. However, only 0.8% of respondents are disagree while no respondent choose strongly disagree and has 1 missing item (0.4%).

The third highest mean score is item no.32 has a mean score of 3.48 where 51.8% respondents chose strongly agree while 44.7% respondents agree. However, only 3.5% of respondents disagree and no respondent choose strongly disagree. Next in rank is item no.36 which has a mean score of 3.47 where 48.2% respondents chose strongly agree while 50.2% respondents agree. However, only 0.8% of respondents chose disagree while 0.4% respondents choose strongly disagree and has 1 missing item (0.4%).

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Next in rank is item no.30 with a mean score of 3.42 where 44.3% respondents strongly agree while 53.3% respondents agree. However, only 2.4% of respondents disagree and no respondent choose strongly disagree. Followed by item no.29 has a mean score of 3.37 where 40.0% respondents chose strongly agree while 56.9% respondents agree. However, only 3.1% respondents disagree and no respondent choose strongly disagree.

Next is item no.26 has a mean score of 3.36 where 40.0% respondents chose strongly agree while 56.5% respondents agree. However, only 3.5% respondents disagree and no respondent choose strongly disagree. Followed by item no.25 with a

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mean score is 3.35 where 40.0% respondents chose strongly agree while 54.5% respondents agree. However, only 5.5% of respondents disagree and no respondent choose strongly disagree.

Item no.35 has a mean score of 3.34 where 38.8% respondents strongly agree while 56.9% respondents agree. However, only 3.9% of respondents disagree while 0.4% respondent choose strongly disagree. Next, item no.33 with a mean score of 3.33 where 41.9% respondents chose strongly agree while 50.6% respondents agree. Only 5.9% of respondents disagree and 1.6% respondents choose strongly disagree.

Next in rank is item no.34 with a mean score of 3.32 where 38.4% respondents chose strongly agree while 55.7% respondents agree. However, only 4.7% of respondents disagree and 0.8% respondents choose strongly disagree with 1 missing item (0.4%). Next, item no.37 with a mean score of 3.32 where 38.0% respondents chose strongly agree while 56.5% respondents agree. Only 4.7% of respondents disagree and 0.8% respondents choose strongly disagree.

Next, item no.28 has a mean score of 3.31 where 36.9% respondents chose strongly agree while 57.2% respondents agree. Only 5.9% of respondents disagree and no respondent choose strongly disagree. Lastly, item no.31 with a mean score of 3.30 where 38.0% respondents chose strongly agree while 54.5% respondents agree. However, only 7.1% respondents chose disagree and 0.4% respondent choose strongly disagree. Overall, the level of trust in school organization had shown the score mean at higher level in range 2.68 – 4.00.

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4.6 Missing Complete at Random (MCAR)

The examination of missing data was under taken. Sometimes, there is missing data when surveys are conducted and occur randomly because the respondent forgot or left out some questions. This is not intentional or the respondent does not respond because of misleading or sensitive item (Noraini, 2010). This problem was solved by using SPSS Missing Value Analysis (MVA) and the result showed that there was no problem with missing data (Appendix 4).

4.7 Normality Test

The normality of the data was assessed. Normality test is one of the basic conditions before conducting any statistical inferential test and analysis in order to ensure that the data collected from the sample are distributed normally (Chua, 2006; Othman, 2015). This is because any non-normality of data will alter the variable that increase the chance of a false positive result if by analyze the data with a test that assumes normality (McDonald, 2014). The errors will give impact on the precise p-values of the tests on coefficients etc. This normality will show from the test result by using Kolmogorov-Smirnov (KS) and Shapiro-Wilk (SW), Skewness and Kurtosis value, and histogram.

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4.7.1 Test of Normality KS and SW

Tests of Normality Kolmogorov-Smirnov and Shapiro-Wilk performed in order to fulfill the requirement for analysis before perform inferential statistics and analysis. A non-significant result ($p > 0.05$) indicates normality (Pallant, 2005). If the value of $p<0.05$ means data is not distributed normally and different significantly to population.

Table 4.7: Tests of Normality Kolmogorov-Smirnov and Shapiro-Wilk

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Opportunity	.118	255	.000	0.950	255	.000
Motivation	.140	255	.000	0.918	255	.000
Ability	.130	255	.000	0.933	255	.000
Trust	.129	255	.000	0.932	255	.000

In this case, as shown in Table 4.7, the significance value was 0.000 for all variables, suggesting violation of the assumption of normality. Shapiro-Wilk value of $p<0.05$ indicated that data was not distributed normally and different significantly to population. As for this problem Skewness and kurtosis statistics need to be performed because the result did not fulfill the requirement that p value should be greater than 0.05.

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4.7.2 Skewness and Kurtosis Statistics

Skewness and kurtosis statistics were used to perform the normality test. The score z value should be within the range –1.96 to +1.96 at confidence level of 95% or significant level at 0.05 (Othman, 2015). However, the score of z value can be rounded within the range – 2.5 to + 2.5 are considered as normally distributed data (Zainuddin, 2012). Both skewness and kurtosis value from Table 4.8 below need to divide with their standard error (SE) for z value. The following is the formula is used;

$$z = \frac{S - 0}{SE}$$

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A distribution, or data set, is symmetric if it looks the same to the left and right of the center point. Skewness is a measure of symmetry, or more precisely, the lack of symmetry (Othman, 2015). Negative values for skewness indicate data that are skewed left and positive value indicate data that are skewed right (Chua, 2006).

Kurtosis is a measure of whether the data are heavy-tailed or light-tailed relative to a normal distribution. That is, data sets with high kurtosis tend to have heavy tails, or outliers (Chua, 2006). Data sets with low kurtosis tend to have light tails, or lack of outliers.

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Table 4.8: Skewness and Kurtosis Statistics of Variables

		Statistic	Std. Error
Opportunity	Skewness	-0.404	0.153
	Kurtosis	-0.484	0.304
Motivation	Skewness	-0.408	0.153
	Kurtosis	-0.770	0.304
Ability	Skewness	-0.054	0.153
	Kurtosis	-0.810	0.304
Trust	Skewness	-0.291	0.153
	Kurtosis	-0.320	0.304

Table 4.9: Skewness and Kurtosis of z Value

		Score
Opportunity	Skewness	-2.640
	Kurtosis	-1.592
Motivation	Skewness	-2.667
	Kurtosis	-2.532
Ability	Skewness	-0.352
	Kurtosis	-2.664
Trust	Skewness	-1.901
	Kurtosis	-1.052

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All variables at Table 4.9 are showed data are normally distribution based on the results of skewness and kurtosis, where score z values are in the range of – 3.0 to + 3.0 (Zainuddin, 2012). As shown in Table 4.10 the distribution pattern for all the variables is normal to fulfill the requirement. The negative skew distribution is due to the negative value obtained from results. As for kurtosis it was used to identify the height of the distribution (high or low) with negative value. All the study variables indicated the low distribution curve (platikurtic) as shown by a negative kurtosis value. In conclusion, the data distribution pattern for all the variables clearly is normal as shown in the skewness and kurtosis statistics.

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4.7.3: Histogram with Normal Curve

The histogram is an effective graphical technique for showing both the skewness and kurtosis of data set. Inspected on histograms scores for each variable will shown the normality of data distribution (Pallant, 2005).

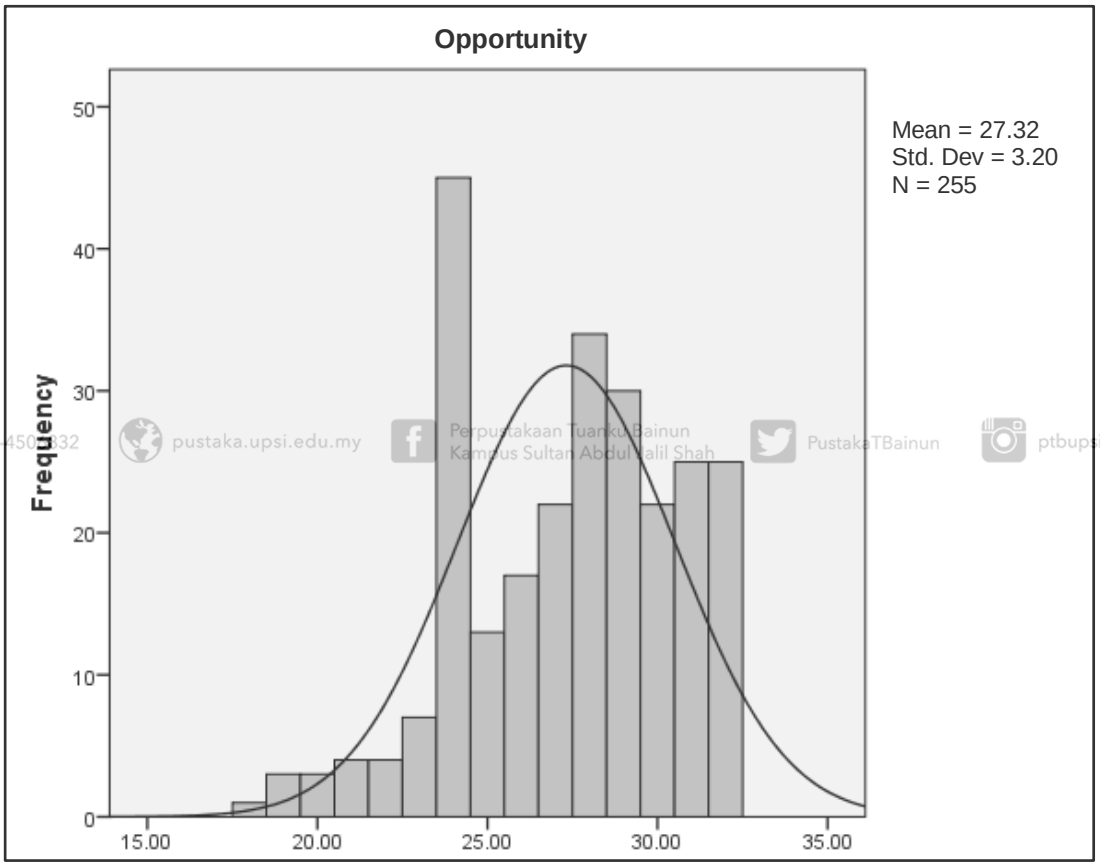


Figure 4.2: Histogram with Normal Curve for Social Capital Dimensions of Opportunity

Figure 4.2 showed normal curve with bell-shaped curve, which has the greatest frequency of scores in the middle; with smaller frequencies towards the extremes for educational managers' social capital dimensions of opportunity.

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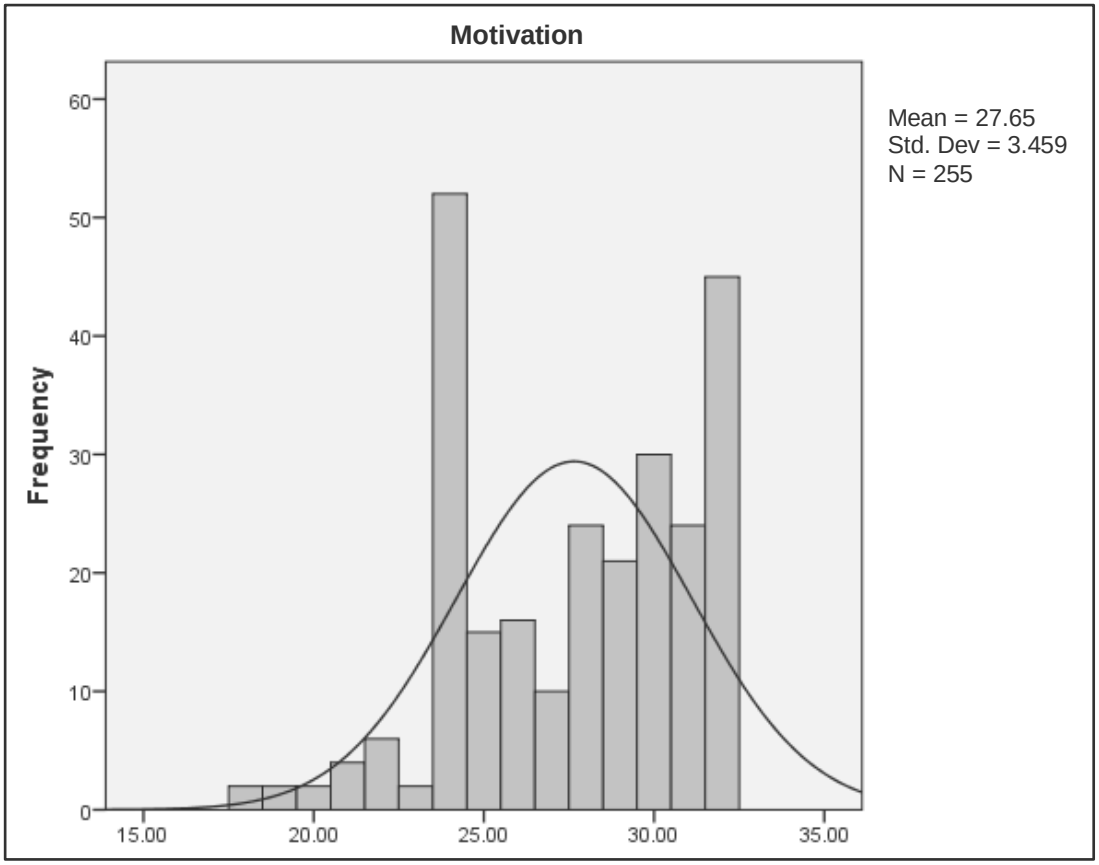


Figure 4.3: Histogram with Normal Curve for Social Capital Dimensions of Motivation

Next, figure is 4.3 above showed normal curve with bell-shaped curve, which has the greatest frequency of scores in the middle; with smaller frequencies towards the extremes for educational managers' social capital dimensions of motivation data distribution pattern are normal as shown in the histogram.

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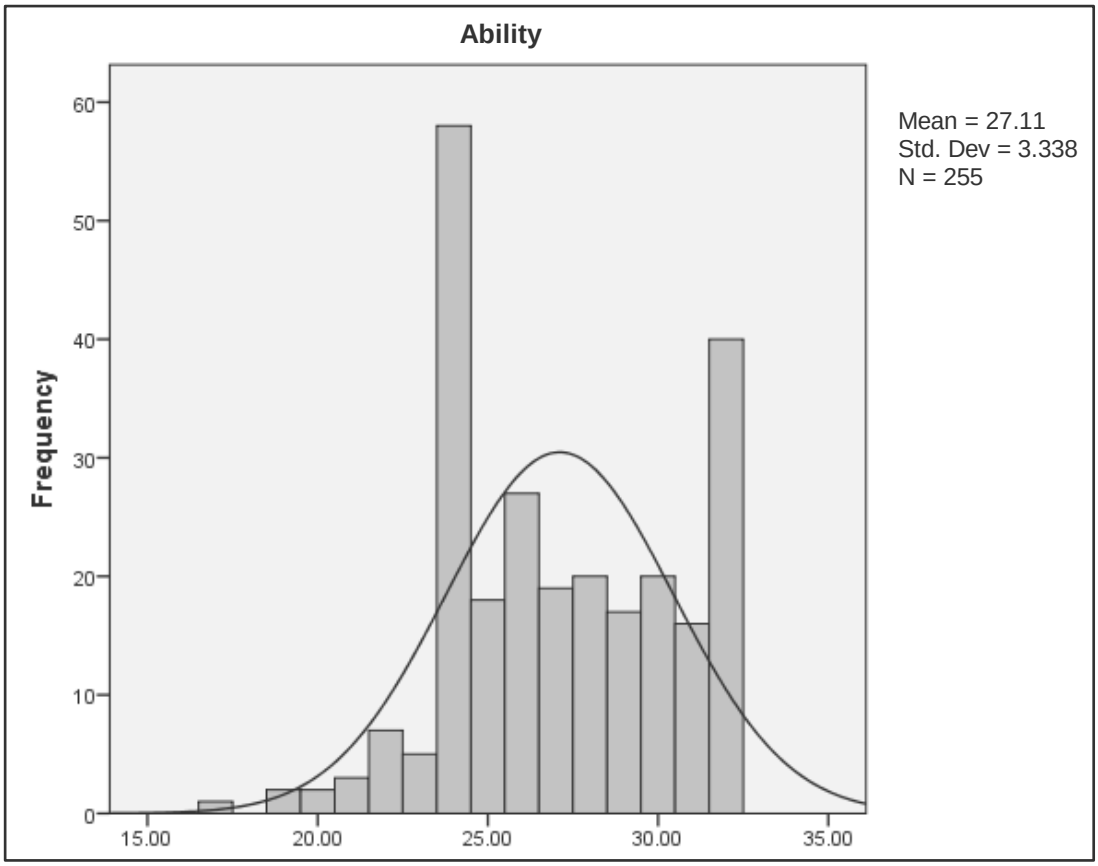


Figure 4.4: Histogram with Normal Curve for Social Capital Dimensions of Ability

Furthermore, figure is 4.4 above showed normal curve with bell-shaped curve, which has the greatest frequency of scores in the middle; with smaller frequencies towards the extremes for educational managers' social capital dimensions of ability data distribution pattern are normal as shown in the histogram.

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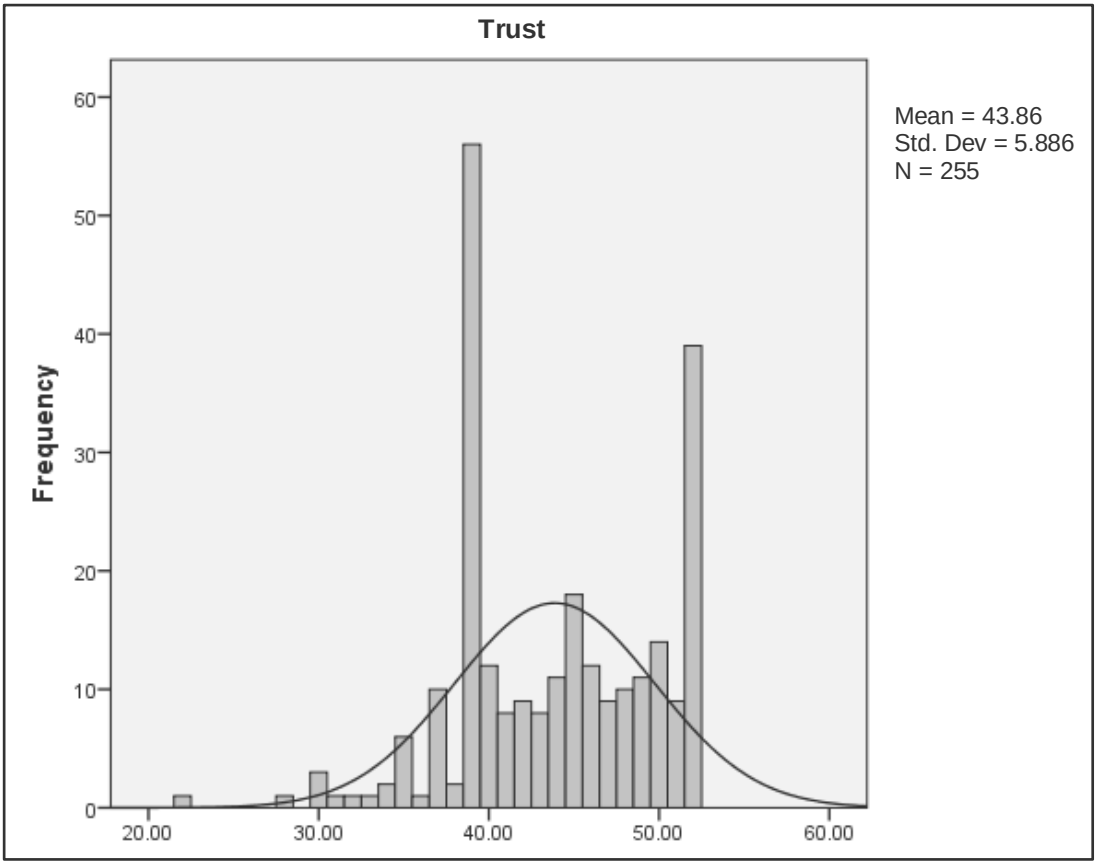


Figure 4.5: Histogram with Normal Curve for Trust in School Organization

Lastly, figure is 4.5 below showed normal curve with bell-shaped curve, which has the greatest frequency of scores in the middle; with smaller frequencies towards the extremes for trust in school organization data distribution pattern is normal as shown in the histogram.

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4.8 Association between Educational Managers' Social Capital and Trust in School Organization

The Pearson Correlation of the test result in Table 4.10 shows a significant association between educational managers' social capital and trust in school organization where r = 0.826, p = 0.000, p<0.01. The association between the variables correlate positively and strongly. Overall, the correlation is significant (p < 0.01) where correlation was indicated to be 0.00.

Table 4.10: Result of Pearson Correlation Test between Educational Managers' Social Capital and Trust in School Organization

		Educational Managers' Social Capital	**Trust in School Organization**
Educational Managers' Social Capital	Pearson Correlation	1	**.826****
	Sig. (2-tailed)		.000
	N	255	255
Trust in School Organization	Pearson Correlation	**.826****	1
	Sig. (2-tailed)	.000	
	N	255	255

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

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4.9 Association between Dimensions of Educational Managers' Social Capital and Trust in School Organization

As for this study, the objective is to test the hypotheses using inferential analysis. Thus, Pearson Correlation is used to identify the association between dimensions of educational managers' social capital and trust in school organization. In this study the two variable relationships' strength is interpreted by the size of Coefficient (Chua, 2006).

Based on the correlation test result shown in Table 4.11, the correlation analysis showed a significant association between social capital dimensions of opportunity and trust in school organization where $r = 0.604$, $p = 0.000$, $p<0.01$. These results proved that the association between the variables are correlated positively and moderately.

As for the association between educational managers' social capital dimensions of motivation and trust in school organization were $r = 0.759$, $p = 0.000$, $p<0.01$. The association between the variables were significant and correlated positively and strongly. The association between educational managers' social capital dimensions of ability and trust in school organization were significant where $r = 0.832$, $p = 0.000$, $p<0.01$. The association between the variables are correlated positively and strongly.

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Yet, all the associations have positive signs that indicate the positive direction of associations among all the variables. Pearson correlation test result also showed that the alternative hypothesis states that there is a significant association between educational managers' social capital dimensions and trust in school organization among school teachers at district of Kuala Langat, Selangor.

Table 4.11: Result of Pearson Correlation Test

		Opportunity	Motivation	Ability	Trust
Opportunity	Pearson Correlation	1	.708**	.587**	.604**
	Sig. (2-tailed)		.000	.000	.000
	N	255	255	255	255
Motivation	Pearson Correlation	.708**	1	.749**	.759**
	Sig. (2-tailed)	.000		.000	.000
	N	255	255	255	255
Ability	Pearson Correlation	.587**	.749**	1	.832**
	Sig. (2-tailed)	.000	.000		.000
	N	255	255	255	255
Trust	Pearson Correlation	**.604****	**.759****	**.832****	1
	Sig. (2-tailed)	.000	.000	.000	
	N	255	255	255	255

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

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4.10 Influence of Educational Managers' Social Capital on Trust in School Organization

The regression tests are used to identify change in two or more factors (independent variables) which contribute to change in a dependent variable. The simple linear

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regression model is to analyze the causal relationship between a single independent variable and single dependent variable. To conclude, it explains the effect of an independent variable on the dependent variable (Kumar et al., 2013). The result of the simple linear regression analysis is presented in Table 4.12.

Table 4.12: Simple Linear Regression Analysis of Educational Managers' Social Capital on Trust in School Organization

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.074	1.938		-.554	.580
	Social Capital	.548	.023	.826	23.319	.000

a. Dependent Variable: Trust
Significant at p<0.05

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Table 4.13 Model summary of Educational Managers' Social Capital on Trust in School Organization

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826[a]	.682	.681	3.32333

a. Predictors: (Constant), Social Capital

Table 4.14 ANOVA of Educational Managers' Social Capital on Trust in School Organization

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6005.929	1	6005.929	543.792	.000[b]
	Residual	2794.267	253	11.045		
	Total	8800.196	254			

a. Dependent Variable: Trust
b. Predictors: (Constant), Social Capital

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According to the linear regression model shown by increasing one unit on educational managers' social capital, trust in school organization will increase by 0.826 (Table 4.12) with significant level of $p<0.05$. In the Table 4.13 that educational managers' social capital was a significant contributor to the trust in school organization among teachers with 68.2 % in explanatory power [$R=0.826$, $R^2 = 0.682$, adjusted $R^2 = 0.681$, $F(543.792, p<0.05)$] (Table 4.13). In other words the trust in school organization is strongly predicted by educational managers' social capital.

4.11 Influence of Dimensions of Educational Managers' Social Capital on Trust in School Organization

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Multiple Regression analysis was used to determine the influence between trust in school organization various potential dimensions of social capital for the research sample size of 255 school teachers from both primary and secondary schools. The result of the multiple regression analysis is shown in table 4.15 below;

Table 4.15: Multiple Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.400	1.800		-.222	.824
	Opportunity	.122	.085	.066	1.436	.152
	Motivation	.459	.096	.269	4.768	.000
	Ability	1.042	.087	.591	11.989	.000

a. Dependent Variable: Trust
Significant at $p<0.05$

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Table 4.16 Model summary of Dimensions of Educational Managers' Social Capital on Trust in School Organization

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.858[a]	.736	.733	3.04066

a. Predictors: (Constant), Ability, Opportunity, Motivation
b. Dependent Variable: Trust

Table 4.17 ANOVA of Dimensions of Educational Managers' Social Capital on Trust in School Organization

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6479.540	3	2159.847	233.607	.000[b]
	Residual	2320.656	251	9.246		
	Total	8800.196	254			

a. Dependent Variable: Trust
b. Predictors: (Constant), Ability, Opportunity, Motivation

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Multiple Regression analysis as in Table 4.15 showed that the dimensions of educational managers' social capital which are opportunity, motivation and ability, were significant contributors to the trust in school organization among teachers with (Table 4.16) 73.6 % of the variance has been explained [R=0.858, R^2 = 0.736, adjusted R^2 = 0.733, F(233.607, $p<0.05$)] (Table 4.17). The result is significant at the level of $p<0.05$, when score motivation dimensions increases by one unit, trust in school organization increases by 0.269 units. As for ability dimension increases by one unit, trust in school organization also increases by 0.591 units. Lastly for opportunity dimension, the value of p is more than 0.05 (0.152), where the value is not significant.

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This demonstrates that increasing educational managers' social capital dimensions indirectly increases trust in school organization among teachers except for opportunity dimension. Thus, the regression equation for the model is developed based on the result of the regression analysis.

Regression equation is as follows;

$$\mathbf{y = (- 0.400) + 0.122\ x_1 + 0.\ 459\ x_2 + 1.042 x_3}$$

y = Trust in school organization

x_1 *= Opportunity*

x_2 *= Motivation*

x_3 *= Ability*

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4.12 Summary of Survey Result

The conclusion of discussion on several tests which have been carried out in this chapter is to answer the research questions. The data were analysed and processed using SPSS version 21. The result of this analysis consisted of descriptive statistics and inferential statistical. Thus, the result of this descriptive statistics analysis as shown in Table 4.5 and Figure 4.1, the level of overall educational managers' social capital dimensions of opportunity, motivation and ability showed the mean score at higher level in the range of 2.68 – 4.00. As for trust in school organization the mean score at a higher level in the range of 2.68 – 4.00. As for the inferential analysis, the

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result summarized the two types of statistical test the hypotheses shown in Table 4.18 below;

Table 4.18: Summary of Hypothesis Testing Result

	Alternative Hypothesis	Statistic	Result
Ha1	There is significant association between dimensions of educational managers' social capital and trust in school organization	Pearson Correlation	Accept
Ha2	There are significant influences of dimensions of educational managers' social capital and trust in school organization	Regression	Accept

Therefore, Ha1 is accepted which means all dimensions of educational managers' social capital have significant associations with teachers' trust in school organization. Based on the table 4.10, the significant value for educational managers' social capital were r = 0.826, p = 0.000, p<0.01. The value for this variable is the p value of 0.000 (p <0.001, significant value).

Next is Ha2, it is also accepted which indicated that the dimensions of educational managers' social capital have significant influences on teacher trust in school organization. Table 4.12 showed the significant value for educational managers' social capital at p=0.000, where the p value is less than of 0.05. However, the dimensions of educational managers' social capital which are motivation and ability contribute significantly to teacher trust in school organization except the dimension of opportunity.

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CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATION

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5.1 Introduction

This chapter discussed all the findings, and provided conclusion about the findings. Lastly, this chapter discussed the implications from the result and recommendations for future research.

5.2 Discussion of Findings

Based on the analysis of educational managers' social capital for dimension of opportunity has the highest mean score whereas the dimension of ability has the lowest of mean score. As for the overall level of educational managers' social capital

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are considers high. The finding not supported by past study where is ability has the highest mean score compare with opportunity in second place; meanwhile motivation has the lowest of mean score but overall mean score still at highest level (Minckler, 2011).

This finding are affected by successfulness Ministry of Education selection criteria that required every educational manager's to complete the National Professional Qualification for Educational Leaders (NPQEL) at *Institut Aminuddin Baki* (IAB) before they can be appointed (Ministry of Education Malaysia, 2013). Consistent with Director of *Institut Aminuddin Baki* (IAB) statement on 22 October 2015, this situation will lead to causes of high level of educational managers' social capital at school (Utusan Online, 2015).

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The Ministry also prepared incentives to encouraged educational managers and teachers by assessed their high-performance schools. This reason will drive educational managers to maintain their high performance by focuses on their leadership abilities and improvement of student outcomes for opportunities to enjoying faster career progression (Ministry of Education Malaysia, 2013). The findings of high level mean score on trust in school organization also support by Najib (2014) where a sense of trust is a concept that is most frequently mentioned as the primary dimension of social capital. As for this study, teachers with high perception on their educational managers' social capital will be encouraged to have high level of trust in school organization to produce more excellent students with balancing between the academic and moral.

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The result of the study demonstrated that educational managers' social capital is significantly associated with trust in school organization. This implies that educational managers who have equipped themselves with social capital skill such as opportunity, motivation and ability can positively influence teachers' trust towards the organization. The result finding is consistent with a significant and positive relationship between dimensions of social capital such as opportunity, motivation and ability towards teacher collective efficacy and teacher self-efficacy (Minckler, 2011).

The dimensions of educational managers' social capital such as opportunity, motivation and ability is significant and positively correlated with trust in school organization among school teachers. The ability dimension has the strongest association compare to other dimensions with trust in school organization. This is followed by discussion by Minkler (2011) with all three correlations were positive, significant, and large in magnitude. Thus, these prove that opportunity and motivation are important to develop relationships among school community together with relationships in the form of social network that individual or group are used to share resources with one another.

Although, in the last place among the three dimensions, opportunity dimensions still shows moderate correlation to trust in school. The results explain when teachers have a positive perception on all dimensions of educational managers' social capital will enhance trust in school organization in orders to achieve school goals. Also, study by Paliszkiewicz and Koohang (2013) supported the result with significant positive relationship between organizational performance and organizational trust.

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The result of the study demonstrated that educational managers' social capital is significantly has influence on trust in school organization. This implies that educational managers who have equipped themselves with social capital skill such as opportunity, motivation and ability can positively influence teachers' trust towards the organization. The result finding is consistent with study such as Roslan et al. (2012) that support to the idea that social capital is a good predictor.

Thus, Yamura (2012) study results shown that social trust has a greater role in improving the performance of students in primary school scores than on junior high school scores in Japan. Trust as resources has the potential to developing a culture of trust make relationship-building to create the organizational conditions necessary for teachers to engage in collaborative relationships (Harris et al., 2013). According to Paliszkiewicz and Koohang (2013) study, organizational trust are significantly contributes to organizational performance and suggests that organizational trust depends upon clear establishment of the work responsibilities among all employees.

The results explain educational managers' social capital has significant and positive impact to trust in school organization among teachers. Thus, by increasing on educational managers' social capital also will increase trust in school organization. The independent variable contributor to the dependent variable on indicated the coefficient of determination with positive significant influence between the independent and dependent variable. Although, the dimensions of educational managers' social capital such as motivation and ability has significant and positive

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impact as predictors that contribute to the trust in school organizations. Meanwhile, for opportunity dimensions has no impact as predictors to the trust in school organizations due to the significant level more than 0.05. This result also support by Fu (2006) statement that trust and social capital are mutually reinforcing, where social capital generates trusting relationships that in turn produce social capital that contribute to organizational effectiveness.

5.3 Conclusion

The main objective of this study was (i) to identify the level of dimensions of educational managers' social capital and trust in school organization, (ii) to identify the association between dimensions of educational managers' social capital and trust in school organization, and (iii) to determine the influence of dimensions of educational managers' social capital on trust in school organization.

The independent variable is social capital. The dimensions of social capital were opportunity, motivation and ability dimension. Meanwhile, the dependent variable is trust in school organization. A total of 255 teachers from 20 school both primary and secondary schools in the district of Kuala Langat, Selangor participated in a survey. The data was analyzed with descriptive and inferential statistics. Descriptive statistics included percentage and min. Inferential statistics used included correlation and regression. The conclusions of finding for this study are;

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(i) The level of educational managers' social capital and trust in school organization are high.

(ii) Dimensions of educational managers' social capital are significantly associated with trust in school organization. The dimension of ability has the strongest association with trust in the school organization.

(iii) Dimensions of educational managers' social capital have significant and positive influence towards trust in school organization except the dimension of opportunity.

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5.4 Implications of the Study

The findings of the study offer several practical implications as listed below;

(i) Beneficial Resources for Professional Development

Educational managers' social capital is defined in this study as a resource owned by educational managers as a leader to develop strong social relations to produce outcomes that are beneficial to the teacher, the students, and the school community. The tangibles are tools, such as abilities that involve skills and knowledge that provide opportunity for effective professional development within the school social network. The intangibles are the

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competencies of effective educational managers that involve motivation to foster positive relationships among educational managers and teachers.

(ii) Collaboration, Commitment and Information Sharing

The relationship involves individuals and people within the social network in the school organization that are formally assigned to work together. They need to collaborate, give commitment and provide information to share in order to accomplish a task or project given or solve the problem or issue. However, sometimes conflict arises because of differences, disagreement and misunderstanding where consensus is difficult to be met. Thus, relationships need to be encouraged and nourished by the educational managers' social capital to provide trusted social network within the school.

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(iii) Trust Development

The environment and experience that are shared together among educational managers and teachers to achieve the same goals, also develop and grow trust among them. Thus, trust is important to social capital (Coleman, 1988; Fukuyama, 2001) to develop relationships. A leader has the main role to develop relationships that provide these shared, goal-oriented experiences (Minckler, 2011). Through the experiences they share knowledge with each other and also strengths and weaknesses among them in order to use the strengths and to compensate for the weaknesses. Thus, trust in school organization between educational managers and among teachers enable them

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to trust each other and establish mutual trust that drive effectiveness, better quality teaching services, and a positive school climate (Ekinci, 2012).

5.5 Limitation

There is limitation of the research samples. The sample of this study is only collected from 20 primary and secondary schools in the district of Kuala Langat, Selangor. In total, only 255 samples was collected to represent the population of school teachers for Selangor State. This study also used Probability Sampling techniques whereas there are too many groups of sampling in the population, which assume every member in the population has an equal chance of being subject to the sample. Thus, the target population for the study may not be a true representative of the population that is not comprehensive enough to generalize the perspective of teachers (entire nation) in Malaysia.

The second limitation is the lack of past research related to social capital and trust in organization. There are only a few past researches on the social capital in education from Malaysia's perspective. Thus, most of the researches used to support this study originated from outside Malaysia. So, the study finding may lack accuracy in the data due to cultural differences as practiced by foreign countries.

The final limitation in this study only examined the effect of three variables which are opportunity, motivation and ability as dimensions of social capital to

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influencing trust in school organization. There are many other suitable variables that can be used to measure social capital which are not undertaken on this study.

5.6 Recommendations for Further Research

These recommendations are developed based on the limitation encountered from this study and are expected to assist other researchers in the similar field of study. For future research, it is suggested to increase the sample size for the study because it is essential to enhance greater degree of accuracy when analyzing the data obtained. The small sample size collected may lead to the data obtained not being able generalize the population of interest in the research study. Moreover, data collect might not representative of the whole population of the study.

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It is also suggested to study additional variables such as intervening variables which are defined as one that surfaces between the time the independent variables start operating to influence the dependent variable and the time their impact is felt on it (Zainudin, 2012). Thus, to gain better understanding study on demographic variables where future study should examine the effect of constructs such as gender, length of teaching in current school and highest level of education attained that can influence trust in the school organization perspective. Hence, analyzing the differences on the characteristic of the target population toward their trust in school organization according to their different demographic information to enhance the outcomes.

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APPENDIX

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APPENDIX 1:

LIST OF PRIMARY AND SECONDARY SCHOOL INVOLVED
AT DISTRIC OF KUALA LANGAT

Bil	Nama Sekolah	Catatan
1	Sekolah Menengah Kebangsaan Jenjarom	
2	Sekolah Menengah Kebangsaan Jugra	
3	Sekolah Menengah Kebangsaan Telok Panglima Garang	
4	Sekolah Menengah Kebangsaan Sijangkang Jaya	
5	Sekolah Menengah Kebangsaan Pulau Carey	
6	Sekolah Kebangsaan Sungai Buaya	
7	Sekolah Kebangsaan Jenjarom	
8	Sekolah Kebangsaan Sijangkang	
9	Sekolah Kebangsaan Kanchong Darat	
10	Sekolah Kebangsaan Seri Lanang	
11	Sekolah Kebangsaan Permatang Pasir	
12	Sekolah Kebangsaan Jalan Tanjung	
13	Sekolah Kebangsaan Kanchong Tengah	
14	Sekolah Kebangsaan (Asli) Sungai Judah	
15	Sekolah Kebangsaan (Asli) Bukit Cheding	
16	Sekolah Jenis Kebangsaan (Cina) Jenjarom	
17	Sekolah Jenis Kebangsaan (Cina) Simpang Morib	
18	Sekolah Jenis Kebangsaan (Tamil) Jenjarom	
19	Sekolah Jenis Kebangsaan (Tamil) Telok Panglima Garang	
20	Sekolah Jenis Kebangsaan (Tamil) Pulau Carey Timur	

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APPENDIX 2:

COVER LETTER & LETTER OF PERMISSION FROM DISTRICT EDUCATIONS OFFICE OF KUALA LANGAT

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SULTAN IDRIS EDUCATION UNIVERSITY
UNIVERSITI PENDIDIKAN SULTAN IDRIS
35900 Tanjong Malim
Perak Darul Ridzuan, Malaysia
Tel : 605 450 5487 (Dekan), 450 5494, 450 5480, 450 5490, 450 5473
Fax : 605 459 4649
http://ips.upsi.edu.my Email : ips@upsi.edu.my

Institut Pengajian Siswazah

Rujukan Tuan :
Rujukan Kami : UPSI/IPS-1/623.5
Tarikh : 12 Januari 2016

KEPADA SESIAPA YANG BERKENAAN

Tuan/Puan ,

PENGESAHAN PELAJAR UNTUK MEMBUAT PENYELIDIKAN

Perkara di atas adalah dirujuk dengan segala hormatnya.

2. Adalah dimaklumkan pelajar sebagaimana nama dan nombor matrik seperti di bawah adalah pelajar Program Pengajian Siswazah , Universiti Pendidikan Sultan Idris (UPSI);

Nama Pelajar	: Noridah Binti Said
No. Kad Pengenalan	: 850723105182
No. Matrik	: M20131000857
Program Pengajian	: Ijazah Sarjana Pendidikan (Pengurusan Perniagaan)
Bidang Pengajian	: MT19 - Pengurusan Perniagaan
Fakulti	: Fakulti Pengurusan dan Ekonomi
Sesi Kemasukan	: Semester 1 Sesi 2013/2014

3. Sehubungan itu, pihak kami memohon jasa baik pihak tuan supaya dapat membenarkan pelajar tersebut membuat kajian serta penyelidikan di tempat tuan/puan bagi memenuhi pengajian beliau di UPSI.

Sekian, untuk makluman.

" KOMITED MEMBAWA PERUBAHAN DALAM PENDIDIKAN "

Yang benar,

(PROFESOR DR. MAHZAN BIN ARSHAD)
Dekan
Institut Pengajian Siswazah

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NORIDAH BINTI SAID
LOT 1941 JALAN TANJUNG,
KAMPUNG SIJANGKANG,
42500 TELOK PANGLIMA GARANG,
SELANGOR DARUL EHSAN.

17 FEBRUARI 2016

Kepada;
PEJABAT PELAJARAN DAERAH KUALA LANGAT
JALAN SULTAN ABDUL SAMAD,
42700 BANTNG,
SELANGOR DARUL EHSAN.

Tuan/Puan,

PER: KEBENARAN MEMBUAT KAJIAN DI SEKOLAH-SEKOLAH TERPILIH DI DAERAH KUALA LANGAT

Saya adalah pelajar semester akhir pengajian Ijazah Sarjana Pendidikan di Universiti Pendidikan Sultan Idris, No. Matrik M20131000857 dengan rendah hati memohon bagi perkara di atas.

2) Maklumat berkaitan Kajian;

Tajuk Kajian: ***Hubungan antara Modal Sosial dan Kepercayaan di Kalangan Pengurus Pendidikan untuk Pemasaran Sekolah Mereka di Daerah Kuala Langat, Selangor.***

Bil. Responden: ***300***
Bil. Sekolah Terlibat: ***20***

3) Saya amat berharap tuan/puan dapat memberikan perhatian untuk permohonan ini bagi manfaat bersama dalam bidang pendidikan kerana kajian ini akan menjadi rujukan semasa dan masa akan datang. Bersama ini dilampirkan Ringkasan Kajian dan salinan dokumen sokongan sebagai rujukan.

Kerjasama dan keperihatinan dari pihak tuan/puan, terlebih dahulu saya ingin mengucapkan setinggi-tinggi penghargaan dan jutaan terima kasih. Sekian.

Yang Benar,

.....
NORIDAH BINTI SAID
Tel: 017-6968183

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Relationship between Social Capital and Trust among Educational Managers for Marketing Schools at District of Kuala Langat, Selangor */ Hubungan antara Modal Sosial dan Kepercayaan di Kalangan Pengurus Pendidikan untuk Pemasaran Sekolah Mereka di Daerah Kuala Langat, Selangor*

Research Summary:

Ministry of Education (MOE) has introduced and launched Malaysian Education Development Plan 2013-2025 in 2010 to improving school system in Malaysia. As school leader, educational managers is facing a challenge to adapt the changes on school curriculums and school management operation. In order to take control and create opportunities educational managers need to leverage their *social capital* by improving *trust in school organization*. This are needed to develop collaborative relationship in management for school performance and also to creating access to resources such as information favors, emotional support and career networking that beneficial to teachers, students and school community as whole.

Investment in educational managers' social capital as a tangible asset is to improve trust in school organization between individual and community with a different role to accomplish Malaysia Education Development Plan (2013-2025). Consequently, teachers have a fair, effective and efficient way in their working environment in school management operation that supports their practice. This study can be used; 1) to enhance knowledge about social capital and trust concepts in education field; and 2) by District Education Office to provide training program to improve the quality of school educational managers' social capital to increasing school performance.

Social capital is important part in schools management marketing plan to promote their school in order to find schools funding for program development and professional development for teachers, moreover to enrichment and remediation programs for students. Educational managers' social network ties will affect economically when it's involving the opportunity that benefits financially to their schools and students.

Schools at district of Kuala Langat are chosen for this study; because of the demography factors is the most similar to others districts which is located at suburban area that is rapidly developing with multiple race groups of teachers and students. Schools at district of Kuala Langat are a group of sample with respondent that has all variation and diversity that exist in the population (Selangor).

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PEJABAT PENDIDIKAN DAERAH KUALA LANGAT
JALAN SULTAN ABDUL SAMAD, 42700 BANTING
SELANGOR DARUL EHSAN

Ruj. Kami: PPDKL.HEM 600-5/1 JLD 4 ( )
Tarikh : 4 Mac 2016

PENGETUA/GURU BESAR,
Sekolah terpilih di Daerah Kuala Langat

Tuan,

KELULUSAN KEBENARAN MEMBUAT KAJIAN DI SEKOLAH-SEKOLAH TERPIILIH DI DAERAH KUALA LANGAT

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa bersama-sama ini dipanjangkan surat dari NORIDAH BINTI SAID, No. Rujukan :PPDKL.HEM 600-5/1 JLD 4( ) bertarikh 1 Mac 2016 yang jelas maksudnya untuk makluman dan tindakan pihak tuan selanjutnya.

3 Sebarang pertanyaan sila hubungi En. Mohd Noor Leza Bin Mansor, PPPD Siasatan Dan Aduan, PPD Kuala Langat di talian 03-31818792

Kerjasama dan keperihatinan pihak tuan amat dihargai dan disanjung tinggi.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"
"KEJUJURAN DAN KETEKUNAN"

Saya yang menurut perintah,

Fauzy

(HAJAH FOZIAH BT HAJI MOHD AZAHARI)
Pegawai Pendidikan Daerah
Pejabat Pendidikan Daerah Kuala Langat
s.k. Unit Perhubungan Dan Pendaftaran PPD Kuala Langat

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APENDIX 3:
INSRUMENT



Dear valued respondent,

This study is conducted in order to gather data that provides information on the level of social capital and trust and identify the relationship among educational managers based in school organization. Specifically, this study aims to determine which variable have strong influence on others variable.

On the following pages, you will be presented with a series of questions about educational managers' social capital by using the dimension opportunity, ability & motivation to measure. For the dependent variable was organization trust to measure. We would greatly appreciate if you could answer the questions carefully as the information you provide will influence the accuracy and the success of this study. Please note that there are no correct or incorrect responses. This questionnaire should not take you more than 15 minutes to complete. Since the survey is anonymous, responses will not be linked to any individual and will be used strictly for the academic purposes. **Please place the completed survey and place the envelope in the collection box.**

Thank you for your participation in this study.

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Responden yang dihargai,

Kajian ini dijalankan bagi mendapatkan data sebagai penyediaan maklumat terhadap tahap modal sosial dan kepercayaan dan mengenal pasti hubungan di kalangan pengurus pendidikan berdasarkan organisasi sekolah. Secara khususnya, kajian ini bertujuan untuk menentukan pembolehubah yang mana mempunyai pengaruh yang kuat ke atas pembolehubah yang lain.

Pada halaman yang berikutnya, anda akan diberikan dengan satu siri soalan yang berkaitan dengan modal sosial pengurus pendidikan dengan mengunakan peluang, kebolehan & motivasi sebagai pengukur. Bagi pembolehubah bersandar pula kepercayaan organisasi sebagai pengukur. Kami amat menghargai sekiranya anda boleh menjawab soal selidik ini dengan berhati-hati kerana maklumat yang diberikan akan mempengaruhi ketepatan dan kejayaan kajian ini. Tiada jawapan yang betul atau salah. Soal selidik ini tidak seharusnya mengambil lebih daripada 15 minit masa anda untuk menjawab. Kajian ini tidak akan dikaitkan kepada mana-mana individu dan hanya akan digunakan untuk tujuan akademik. Sila masukan soalan kajiselidik yang telah dilengkapkan ke dalam sampul surat dan letakkan didalam kotak pengumpulan.

Terima kasih atas penyertaan anda dalam kajian ini.

Master of Education (Business Management)

Student Name : Noridah Binti Said
Supervisor Name : Prof. Madya Dr. Khuan Wai Bing

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TITLE:
RELATIONSHIP BETWEEN SOCIAL CAPITAL AND TRUST AMONG EDUCATIONAL MANAGERS FOR MARKETING SCHOOLS AT DISTRICT OF KUALA LANGAT, SELANGOR

HUBUNGAN ANTARA MODAL SOSIAL DAN KEPERCAYAAN DALAM KALANGAN PENGURUS PENDIDIKAN UNTUK PEMASARAN SEKOLAH DI DAERAH KUALA LANGAT, SELANGOR

Section A: Demographic Information / *Maklumat Demografi*
The remaining items gather information that will be used to describe the population sample for the study. Please **bold** the appropriate responses**.**

*Item-item ini adalah untuk mengumpulkan maklumat yang akan digunakan untuk menggambarkan sampel populasi kajian. Sila **hitamkan** jawapan yang sesuai.*

1. Gender: ***Jantina***	○ Male *Lelaki*	○ Female *Perempuan*
2. Race: ***Kaum***	○ Malay *Melayu* ○ Other (please specify) : _____ *Lain-lain (nyatakan)*	○ Chinese *Cina* ○ Indian *India*
3. Age Group: ***Kumpulan Umur***	○ Under 30 ○ 50 +	○ 30-39 ○ 40-49
4. Years of teaching in current school: ***Tempoh tahun mengajar di sekolah semasa***	○ 1-5 years ○ 16-20 years	○ 5-10 years ○ 11-15 years ○ 20+ years
5. Highest level of education attained: ***Tahap pendidikan tertinggi***	○ Diploma *Diploma* ○ PhD Holder *PhD* ○ Other (please specify) : _____ *Lain-lain (nyatakan)*	○ Degree *Ijazah* ○ Master Degree *Ijazah Sarjana*

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Section B: Social Capital / *Modal Sosial*

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1. Opportunities / *Peluang*

1 Strongly Disagree / *Sangat Tidak Setuju*
2 Disagree / *Tidak Setuju*
3 Agree / *Setuju*
4 Strongly Agree / *Sangat Setuju*

No.	Statement	Score
1	Educational manager have formal opportunities to discuss ways to improve teaching and learning. *Pengurus pendidikan mempunyai peluang untuk membincangkan cara-cara bagi meningkatkan pengajaran dan pembelajaran.*	1 2 3 4
2	Educational manager have opportunities to teach and learn from one another. *Pengurus pendidikan mempunyai peluang untuk mengajar dan belajar daripada satu sama lain.*	1 2 3 4
3	Opportunities for educational manager to plan collaboratively are built into the schedule. *Peluang pengurus pendidikan untuk merancang secara bekerjasama dimasukan ke dalam jadual.*	1 2 3 4
4	Educational manager in this school have opportunities to share and discuss current literature in education. *Pengurus pendidikan di sekolah ini mempunyai peluang untuk berkongsi dan membincangkan kesusasteraan semasa dalam pendidikan.*	1 2 3 4
5	Educational manager have opportunities to participate in professional development sessions at the school to improve their knowledge and skills. *Pengurus pendidikan mempunyai peluang untuk mengambil bahagian dalam sesi pembangunan profesional di sekolah untuk meningkatkan pengetahuan dan kemahiran mereka.*	1 2 3 4
6	Educational manager participate in curriculum planning. *Pengurus pendidikan turut serta dalam perancangan kurikulum.*	1 2 3 4
7	Educational manager make decisions about curriculum. *Pengurus pendidikan turut serta dalam membuat keputusan kurikulum.*	1 2 3 4
8	Educational manager have the opportunity to observe in classrooms. *Pengurus pendidikan mempunyai peluang untuk memantau bilik darjah.*	1 2 3 4

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2. Motivation / Motivasi

1 Strongly Disagree / *Sangat Tidak Setuju*
2 Disagree / *Tidak Setuju*
3 Agree / *Setuju*
4 Strongly Agree / *Sangat Setuju*

No.	Statement	Score
9	Educational manager in this school are motivated to help teachers for improve teaching and learning. *Pengurus pendidikan di sekolah ini bermotivasi untuk membantu guru-guru bagi meningkatkan pengajaran dan pembelajaran.*	1 2 3 4
10	Educational manager willingly take on leadership roles. *Pengurus pendidikan mahu mengambil peranan pemimpin.*	1 2 3 4
11	Educational manager in this school genuinely enjoy working together with teachers to improve teaching and learning. *Pengurus pendidikan di sekolah ini benar-benar seronok bekerja bersama-sama dengan guru-guru untuk meningkatkan pengajaran dan pembelajaran.*	1 2 3 4
12	Educational manager in this school take advantage of opportunities to increase their teaching skills and knowledge outside of regular school hours. *Pengurus pendidikan di sekolah ini mengambil kesempatan daripada peluang yang ada untuk meningkatkan kemahiran pengajaran dan pengetahuan mereka di luar waktu sekolah biasa.*	1 2 3 4
13	Educational manager openly share new learnings with others teachers. *Pengurus pendidikan secara terbuka berkongsi pengetahuan yang baru dengan guru-guru lain.*	1 2 3 4
14	Educational manager are driven to help teachers succeed. *Pengurus pendidikan mendorong untuk membantu kejayaan guru-guru*.	1 2 3 4
15	Educational manager are very supportive to teachers and staff. *Pengurus pendidikan banyak memberikan sokongan kepada guru-guru dan kakitangan.*	1 2 3 4
16	Educational manager in this school value teachers opinions on matters of teaching and learning. *Pengurus pendidikan di sekolah ini menghargai pendapat guru-guru mengenai hal-hal pengajaran dan pembelajaran.*	1 2 3 4

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3. Ability / *Kebolehan*

1 Strongly Disagree / *Sangat Tidak Setuju*
2 Disagree / *Tidak Setuju*
3 Agree / *Setuju*
4 Strongly Agree / *Sangat Setuju*

No.	Statement	Score
17	Educational manager have a strong knowledge base in managing. *Pengurus pendidikan mempunyai asas pengetahuan yang kukuh dalam pengurusan.*	1 2 3 4
18	Educational manager use data to make decisions about teaching and learning. *Pengurus pendidikan menggunakan data untuk membuat keputusan tentang pengajaran dan pembelajaran.*	1 2 3 4
19	Educational manager make across the curriculum connections to make learning more relevant. *Pengurus pendidikan membuat seluruh hubungan kurikulum untuk menjadikan pembelajaran lebih relevan.*	1 2 3 4
20	Educational manager in this school are effective managers. *Pengurus pendidikan di sekolah ini ialah pengurus yang effektif.*	1 2 3 4
21	Educational manager in this school are skilled leaders. *Pengurus pendidikan di sekolah ini adalah pemimpin yang mahir.*	1 2 3 4
22	Educational manager have the skills necessary to foster positive relationships with teachers, parents, and students and among students. *Pengurus pendidikan mempunyai kemahiran yang diperlukan untuk memupuk hubungan yang positif dengan guru-guru, ibu bapa dan pelajar dan di kalangan pelajar.*	1 2 3 4
23	Educational manager are able to motivate others. *Pengurus pendidikan dapat memberikan motivasi kepada orang lain.*	1 2 3 4
24	Educational manager use appropriate methods to develop higher-order thinking skills among teachers. *Pengurus pendidikan menggunakan kaedah yang sesuai untuk membangunkan kemahiran berfikir aras tinggi dalam kalangan guru.*	1 2 3 4

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Section C: Organizational Trust / *Kepercayaan Organisasi*

1 Strongly Disagree / *Sangat Tidak Setuju*
2 Disagree / *Tidak Setuju*
3 Agree / *Setuju*
4 Strongly Agree / *Sangat Setuju*

No.	Statement	Score			
25	There is atmosphere for honest cooperation to educational manager and others teachers. *Terdapat suasana kerjasama jujur kepada pengurus pendidikan dan guru-guru.*	1	2	3	4
26	Educational manager have clear expectation connected with results and aims. *Pengurus pendidikan mempunyai jangkaan yang jelas berkaitan dengan keputusan dan matlamat.*	1	2	3	4
27	Educational manager are willing to share knowledge. *Pengurus pendidikan bersedia untuk berkongsi pengetahuan.*	1	2	3	4
28	Educational manager openly admit and take responsibility for their mistakes. *Pengurus pendidikan secara terbuka mengakui dan bertanggungjawab terhadap kesilapan mereka.*	1	2	3	4
29	Educational manager are willing to take part in trainings. *Pengurus pendidikan bersedia untuk mengambil bahagian dalam latihan.*	1	2	3	4
30	In general the work responsibilities are established and clear. *Secara umum tanggungjawab kerja telah diwujudkan dan jelas.*	1	2	3	4
31	Evaluation of teachers is fair. *Penilaian guru adalah adil.*	1	2	3	4
32	The relationship between teachers and educational manager is good. *Hubungan antara guru-guru dan pengurus pendidikan adalah baik.*	1	2	3	4
33	All teachers are treated fairly. *Semua guru dilayan dengan adil.*	1	2	3	4
34	The criteria of promotion are clear in every position. *Kriteria kenaikan pangkat yang jelas di setiap posisi.*	1	2	3	4
35	The interests of teachers are taken care of. *Kepentingan guru-guru dijaga.*	1	2	3	4
36	Team work is encouraged and preferred. *Kerja berpasukan adalah digalakkan dan menjadi pilihan.*	1	2	3	4
37	Teachers are encouraged to take part in decision-making. *Guru-guru digalakkan untuk mengambil bahagian dalam membuat keputusan.*	1	2	3	4

Thank you for participating in this survey. Your contribution to this effort is greatly appreciated. Just a friendly reminder as to end this process, please make sure you have answered all questions.

Terima kasih kerana mengambil bahagian dalam kaji selidik ini. Sumbangan anda terhadap usaha ini adalah amat dihargai. Sebagai peringatan mesra sebelum mengakhiri proses ini, sila pastikan anda telah menjawab kesemua soalan.

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APPENDIX 4:

SPSS MISSING VALUE ANALYSIS (MVA) OF SOCIAL CAPITAL DIMENSION

A) OPPORTUNITY

Univariate Statistics

	N	Mean	Std. Deviation	Missing		No. of Extremes[a]	
				Count	Percent	Low	High
Opportunity1	255	3.44	.564	0	.0	0	0
Opportunity2	255	3.31	.576	0	.0	0	0
Opportunity3	255	3.22	.588	0	.0	0	0
Opportunity4	254	3.08	.675	1	.4	5	0
Opportunity5	253	3.48	.546	2	.8	0	0
Opportunity6	255	3.60	.521	0	.0	0	0
Opportunity7	255	3.60	.529	0	.0	1	0
Opportunity8	255	3.58	.540	0	.0	1	0

a. Number of cases outside the range (Q1 - 1.5*IQR, Q3 + 1.5*IQR).

EM Covariances[a]

	Opportunity1	Opportunity2	Opportunity3	Opportunity4	Opportunity5	Opportunity6	Opportunity7	Opportunity8
Opportunity1	.318							
Opportunity2	.196	.331						
Opportunity3	.163	.157	.345					
Opportunity4	.113	.140	.171	.455				
Opportunity5	.168	.163	.153	.117	.297			
Opportunity6	.112	.130	.119	.080	.173	.272		
Opportunity7	.113	.107	.108	.057	.131	.191	.280	
Opportunity8	.140	.139	.096	.101	.158	.173	.156	.291

a. Little's MCAR test: Chi-Square = 15.110, DF = 14, Sig. = .371

EM Correlations[a]

	Opportunity1	Opportunity2	Opportunity3	Opportunity4	Opportunity5	Opportunity6	Opportunity7	Opportunity8
Opportunity1	1							
Opportunity2	.603	1						
Opportunity3	.492	.464	1					
Opportunity4	.298	.361	.431	1				
Opportunity5	.545	.518	.478	.319	1			
Opportunity6	.380	.432	.388	.228	.607	1		
Opportunity7	.380	.351	.347	.158	.454	.693	1	
Opportunity8	.460	.449	.301	.279	.538	.616	.546	1

a. Little's MCAR test: Chi-Square = 15.110, DF = 14, Sig. = .371

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B) MOTIVATION

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Univariate Statistics

	N	Mean	Std. Deviation	Missing		No. of Extremes[a]	
				Count	Percent	Low	High
Motivation9	254	3.46	.573	1	.4	0	0
Motivation10	255	3.55	.558	0	.0	0	0
Motivation11	255	3.41	.560	0	.0	0	0
Motivation12	254	3.25	.560	1	.4	0	0
Motivation13	254	3.50	.546	1	.4	0	0
Motivation14	254	3.52	.538	1	.4	0	0
Motivation15	255	3.49	.546	0	.0	0	0
Motivation16	255	3.46	.580	0	.0	0	0

a. Number of cases outside the range (Q1 - 1.5*IQR, Q3 + 1.5*IQR).

EM Covariances[a]

	Motivation 9	Motivation 10	Motivation 11	Motivation 12	Motivation 13	Motivation 14	Motivation 15	Motivation 16
Motivation9	.328							
Motivation10	.177	.311						
Motivation11	.192	.175	.313					
Motivation12	.129	.146	.119	.313				
Motivation13	.166	.140	.167	.118	.298			
Motivation14	.176	.164	.191	.114	.195	.289		
Motivation15	.191	.155	.199	.104	.194	.207	.298	
Motivation16	.174	.172	.220	.149	.178	.206	.215	.336

a. Little's MCAR test: Chi-Square = 31.179, DF = 28, Sig. = .309

EM Correlations[a]

	Motivation 9	Motivation 10	Motivation 11	Motivation 12	Motivation 13	Motivation 14	Motivation 15	Motivation 16
Motivation9	1							
Motivation10	.553	1						
Motivation11	.599	.561	1					
Motivation12	.402	.468	.380	1				
Motivation13	.531	.460	.545	.387	1			
Motivation14	.570	.547	.635	.379	.662	1		
Motivation15	.610	.510	.650	.339	.650	.705	1	
Motivation16	.525	.533	.678	.459	.562	.659	.679	1

a. Little's MCAR test: Chi-Square = 31.179, DF = 28, Sig. = .309

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C) ABILITY

Univariate Statistics

	N	Mean	Std. Deviation	Missing		No. of Extremes[a]	
				Count	Percent	Low	High
Ability17	255	3.49	.539	0	.0	0	0
Ability18	254	3.32	.559	1	.4	0	0
Ability19	254	3.29	.534	1	.4	0	0
Ability20	255	3.42	.541	0	.0	0	0
Ability21	254	3.41	.546	1	.4	0	0
Ability22	255	3.45	.551	0	.0	0	0
Ability23	255	3.44	.542	0	.0	0	0
Ability24	255	3.29	.557	0	.0	0	0

a. Number of cases outside the range (Q1 - 1.5*IQR, Q3 + 1.5*IQR).

EM Covariances[a]

	Ability17	Ability18	Ability19	Ability20	Ability21	Ability22	Ability23	Ability24
Ability17	.290							
Ability18	.158	.312						
Ability19	.118	.172	.284					
Ability20	.160	.132	.114	.292				
Ability21	.169	.128	.114	.206	.298			
Ability22	.148	.156	.131	.196	.185	.303		
Ability23	.158	.152	.139	.169	.163	.187	.294	
Ability24	.134	.162	.156	.154	.154	.179	.182	.311

a. Little's MCAR test: Chi-Square = 14.632, DF = 21, Sig. = .841

EM Correlations[a]

	Ability17	Ability18	Ability19	Ability20	Ability21	Ability22	Ability23	Ability24
Ability17	1							
Ability18	.524	1						
Ability19	.410	.578	1					
Ability20	.549	.438	.397	1				
Ability21	.576	.421	.392	.699	1			
Ability22	.500	.508	.447	.657	.615	1		
Ability23	.541	.502	.479	.577	.550	.625	1	
Ability24	.445	.519	.523	.512	.507	.583	.604	1

a. Little's MCAR test: Chi-Square = 14.632, DF = 21, Sig. = .841

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SPSS MISSING VALUE ANALYSIS (MVA) OF TRUST IN SCHOOL ORGANIZATION

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Univariate Statistics

	N	Mean	Std. Deviation	Missing		No. of Extremes[a]	
				Count	Percent	Low	High
Trust25	255	3.35	.581	0	.0	0	0
Trust26	255	3.36	.551	0	.0	0	0
Trust27	254	3.50	.517	1	.4	0	0
Trust28	255	3.31	.577	0	.0	0	0
Trust29	255	3.37	.545	0	.0	0	0
Trust30	255	3.42	.540	0	.0	0	0
Trust31	255	3.30	.614	0	.0	1	0
Trust32	255	3.48	.567	0	.0	0	0
Trust33	255	3.33	.659	0	.0	4	0
Trust34	254	3.32	.601	1	.4	2	0
Trust35	255	3.34	.573	0	.0	1	0
Trust36	254	3.47	.538	1	.4	1	0
Trust37	255	3.32	.599	0	.0	2	0

a. Number of cases outside the range (Q1 - 1.5*IQR, Q3 + 1.5*IQR).

EM Covariances[a]

	Trust25	Trust26	Trust27	Trust28	Trust29	Trust30	Trust31	Trust32	Trust33	Trust34	Trust35	Trust36	Trust37
Trust25	.337												
Trust26	.216	.303											
Trust27	.183	.173	.266										
Trust28	.196	.178	.149	.333									
Trust29	.195	.180	.179	.173	.297								
Trust30	.209	.189	.154	.181	.183	.292							
Trust31	.218	.189	.170	.205	.187	.207	.377						
Trust32	.199	.170	.155	.173	.164	.202	.224	.322					
Trust33	.252	.202	.179	.197	.209	.223	.298	.258	.434				
Trust34	.211	.181	.144	.195	.181	.203	.233	.227	.295	.361			
Trust35	.189	.162	.131	.177	.181	.167	.231	.189	.269	.245	.328		
Trust36	.188	.171	.142	.138	.153	.177	.185	.188	.223	.215	.206	.289	
Trust37	.205	.175	.158	.169	.186	.161	.207	.201	.226	.224	.234	.209	.359

a. Little's MCAR test: Chi-Square = 69.537, DF = 36, Sig. = .001

EM Correlations[a]

	Trust25	Trust26	Trust27	Trust28	Trust29	Trust30	Trust31	Trust32	Trust33	Trust34	Trust35	Trust36	Trust37
Trust25	1												
Trust26	.676	1											
Trust27	.610	.608	1										
Trust28	.585	.560	.501	1									
Trust29	.617	.600	.636	.550	1								
Trust30	.666	.635	.551	.579	.623	1							
Trust31	.612	.558	.536	.580	.561	.626	1						
Trust32	.605	.544	.530	.528	.531	.661	.643	1					
Trust33	.659	.557	.525	.518	.582	.628	.736	.690	1				
Trust34	.605	.547	.464	.562	.553	.625	.631	.666	.745	1			
Trust35	.568	.515	.442	.537	.580	.541	.658	.582	.713	.712	1		
Trust36	.602	.577	.513	.443	.523	.610	.561	.615	.630	.665	.669	1	
Trust37	.589	.530	.511	.488	.568	.499	.562	.590	.571	.622	.681	.649	1

a. Little's MCAR test: Chi-Square = 69.537, DF = 36, Sig. = .001

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