

The Competency of Principal/HeadMaster with the Principal/HeadMaster Quality Standard in Johor Bharu District District

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Abstract

This study aims to identify the level of competency of principals/headmasters in the district of Johor Bharu. This competency is divided into four dimensions namely (1) intellectual quotient (IQ) (2) emotional quotient (EQ) (3) spiritual quotient (SQ) and (4) skills intelligence. Respondents of this study are 113. The questionnaire used contains 57 items built on the Florida Principal Competencies published by Florida Council on Educational Management (FCEM). The Alpha Cronbach value in this study instrument is 0.803. The data analysis in this study uses the *Statistical Packages for the Social Science (SPSS) for Windows (Version 12.0)* to obtain the mean value, percentage and inferential statistics. The study finding shows that the competency of the principals/headmasters is at the highest mean level for all the dimensions studied.

Introduction

Competency is a combination of knowledge, skills, personal traits and behaviour that needs to be possessed and practised to carry out an occupation or position. According to (Singh and Sandeep, 2014) competency refers to intellectual, management, social and emotions. One is appreciated by the people around him or her because they simply have high competency (Spencer & Spencer, 1993).

Tomatala (2010) states that competency is a field of work that is measurable, to see the effectiveness of the work in question. In general, competency functions as the measurement of the level of work progress, used to test the quality of an individual who is adept or has mastered a field. He adds that there are several benefits that emerge, when testing this competency, which is measuring the individual's commitment towards the organization, measuring the group's commitment towards the organization, identifying the need for training, overseeing work outcome and acknowledging the competency that has been

achieved. Also, according to Abd Hakim and Singh (2020) competency can also be defined as an alternative or an effective facilitator that can measure the required capability level to attain optimal performance.

According to the National Education Philosophy, educators need to instil themselves with self-professionalism by focusing on intellectual quotient (IQ), emotional quotient (EQ), spiritual and physical (JERI). The intellectual aspect (IQ) can be perceived through the tireless efforts in increasing knowledge, having creative, critical and sound thinking, and being visionary. Emotional quotient (EQ) encompasses self-management, the spirit and fastidiousness and being able to motive oneself and persistent in facing failures and obstacles, as well as willing to manage their urges and emotions. The spiritual quotient (SQ) and physical quotient act as complements to intellectual and emotional aspects. Other than that, according to Garcia (2012) spiritual quotient is the ability to build and maintain the relationship with God, where one makes the effort to ask for countless blessings and do something good in his or her life.

Other than that, the skill aspect is one of the things that is essential in one individual to increase competency. This is also supported by Ahmad and Jingga (2015) where an educator must possess some elements of competency to be a good teacher in mastering the content of the subject taught, knowledgeable in the pedagogy, able to choose the teaching resources, able to diversify the teaching strategies, having technological skills, having good communicative skills with the students also having positive attitude and personality like motivated, humorous and confident.

Background of the Problem

Headmasters and principals are a manager at school who are responsible to their school citizens. A good administrator is able to fulfil his or her responsibilities according to the needs of the employees. Other than that, the headmasters and principals are also the people who have to follow the orders of the superiors, such as Ministry of Education Malaysia, State Education Office and District Education Office. In this vein, Headmasters and principals have to have high competency in administrating the school. Headmasters and principals need to be competent and function as an efficacious manager and leader. Today, competent principals play an important role where Malaysian education today is making an effort to move towards world-class education towards greater achievement in terms of the pedagogy, curriculum, support program, technology, management and the administration.

In relation to this, this goal is shared together with the society and the educators by displaying clear direction through the 2006-2010 Education Development Masterplan. The formation of the direction marks the commitment of the government, headmasters and principals in increasing the level of education in Malaysia to achieve, not only world-class national education but more importantly, excellent core education business leaning on the National Education Philosophy (Budiman, 2008). Through the outcome, a clear aim is to be concluded and it is hoped that it can benefit well in producing human capital that is skilled, highly knowledgeable, credible, highly moraled and highly competitive.

Literature Review

Intellectual quotient is significant among leaders where it is one of the success predictors as it is closely related to the cognitive capability in tending to their tasks. However, according to (Goleman), when studies examine individual's career success in a given occupation or career, emotional quotient is a more powerful success predictor compared to cognitive capability. This is also supported by Heath et al (2017) whereby a leader who only has high IQ is not a factor that helps him to lead or influence others well. He also adds that they may make the decision by hierarchy, but there are also other things required when they deal with other people, build teamwork and retain workers.

According to Sidle (2017) leaders with high intellect always seek, obtain and hold closely to the knowledge he or she has. The intellectual quotient is related to their expertise and intellectual understanding about their profession, technical skills, rational thinking and able to see the reality clearly in an objective manner. The finding by Judge et al (2004) reveals that intellectual and skills intelligences are positively related. Also, based on the underlying theories on leadership, they suggest that this relationship will be stronger when one or both constructs are measured in a perspective. Intellect and leadership will be more inextricably linked when the stress level is low and the leaders are more commanding.

According to Fullan (2002), he states that administrators with good emotional quotient are those who are always able to control their emotions, are sensitive to others and are able to inspire others. Other than that, he adds that administrators with good emotional quotient are able to address their problems well, like being able to make a better change in the culture of an organization. Consistent with the view held by Goleman (2001) he states that the main quality that distinguishes a leader's success from his failure is his emotional-based efficacy.

According to Djafri (2020), the success in facing any obstacle at work is influenced by several factors including their emotional stability, self-awareness and building relationships between colleagues. When a leader confronts a problem, his ability to resolve it and his good work outcome are largely determined by his emotional intelligence. Other than that, leaders who have emotional intelligence show the behaviour, moral and attitude that are exemplary and can reduce or mitigate both stable and unstable circumstances. Leaders with high emotional intelligence can reduce their emotions and other people's emotions (Djafri, 2020). Emotional intelligence is one's ability to manage his emotional state using intelligence; maintaining the harmony of the emotion with, or to, the suitability of the emotions and their expressions; self-awareness skills, self-control, empathy and social skills.

Leadership is also not about having to be wiser and more assertive. It is about the quality of the motivation, empathy, integrity and intuitiveness which is part of the emotional intelligence domain (Ornstein, 2011). Goleman et al (2002) have the view that what differentiates the best leaders from others is understanding the strong role of emotions at the workplace. Leaders can no longer neglect their emotions or see it as irrelevant. Leaders have to be wise about their emotions and adapt to them at the workplace following the surroundings. Understanding the importance of emotions in work determination separates the best leaders from the others. Building upon a stronger emotional intelligence is a great challenge that has to be faced by leaders at every level of the organization.

According to Carl (2001) humans are not just psychosexual and psychosocial creatures, but they are also psychospiritual creatures. Spirituality is a concept that carries many perspectives. It can be interpreted as transcendental which is the highest achievement in an individual's development, as a motivation that motivates an individual to find meaning and purpose in life. In general, spirituality includes a relationship with something greater than humans and meanings in life. According to Maslow (1999) about spiritual life, he states that it is the most important sense of humanity and this value is created to distinguished humans from other creatures.

According to Zohar and Marshall (2004) SQ helps the public to evaluate the most meaningful actions. With Spiritual Quotient (SQ) it addresses and resolves issues, and further gives meaning and value to others. Writer claims that SQ is the basis required to function effectively for the combination of both IQ and EQ. SQ is the significant point in human intelligence. Other than that, spiritual intelligence helps humans in evaluating the most meaningful actions. Next, with Spiritual Quotient (SQ), humans are able to address and resolve their issues, and give meaning and value to their lives. According to Erba Rozalina (2020) spirituality can push people to look for the very core of their existence. Finally, it can guide individuals in achieving self-actualization as the creation of Allah. Any individuals are able to appreciate the beauty of life, honesty, unity and life sacrifices. Thus, one of the important things in SQ is that individuals can appreciate other creatures (Rozalina, 2020).

According to Emenike (2018) skills intelligence is related to the capability to place oneself on other people's positions, understand the motivation, their intention and react effectively. Gardner (2006) defines skills intelligence as the capability to know, appreciate and compete with feelings, beliefs and intentions that come from others. This statement is also supported by Mckenzie (2009), where skills intelligence forms an individual to work well in groups, be able to lead, be sensitive to other people's feelings, and be able to categorise other people's behaviour. The skills intelligence of school principals is shown specifically through empathy skills where there lies the capability to understand others and step into the emotional state of the sufferers (Rifkin, 2009). Apart from that, it is a social responsibility, that includes displaying responsible behaviour on the surrounding issues as well as the social issues (Zimianiti, 2008), other than managing interpersonal relationships well. Other than that, in terms of skills, leaders with good skills in the competency factor are able to motivate others with spirit in working and also with visions in their occupations (Fullan, 2002). Also, skills are important in competency where leaders are able to convince their followers through various tactics, at the same time supporting new skills development, abilities and increased performance.

Research Objective

This study is carried out based on the following objectives

- i. To identify the level of strength of the IQ, EQ, SQ and skills intelligence dimensions of the principals/headmasters in Johor Bahru district.
- ii. To identify the dimensions that contribute significantly to the increased score of the principals'/headmasters' quality standard in Johor Bahru district.
- iii. To identify if there is significant difference caused by the demographic factors (gender, position and tenure) and the demography on the competency score of the principals/headmasters and their quality standard scores in Johor Bahru district.

Research Questions

This study aims to answer the following questions

1. What is the level of strength of the IQ, EQ, SQ and the skills intelligence of the principals/headmasters in Johor Bahru district?
2. What is the dimension level that contributes significantly to the increased score of the quality standard of the principals/headmasters in Johor Bahru?
3. What is a significant difference caused by the demographic factors (gender, position and tenure) and the demography on the competency score of the principals/headmasters and their quality standard scores in Johor Bahru?

Research Methodology

This study is in the form of a quantitative study using the questionnaire as the study tool. There are two data analyses carried out in this study namely descriptive analysis and inferential analysis. The quantitative approach is used in this study using the questionnaire that contains item referring to four elements in the principal/headmaster competency namely intellectual quotient (IQ), emotional quotient (EQ), spiritual quotient (SQ) and skills intelligence using the Florida Principal Competencies Theory.

The population selected in this study comprises of principals and headmasters serving in Johor Bharu which totalled 138 people. The selection of the sample is based on the purposive sampling which is 138 people are the respondents in this study. That said, there has been a limitation where the questionnaire obtained is spoilt and the respondents took longer than they were supposed to. Thus, only 113 forms were accepted and analysed. The questionnaire is used as the study instrument using the Likert Scale from 1 to 5. The reliability obtained in the pilot study is reported at 0.803.

Research Findings

Respondents' descriptive analysis for demographic factors

This research has a total of 113 respondents comprising of headmasters and principals in schools of the Johor Bahru district. Data analysis for demographic factors in this research comprises of gender, age, position, service tenure and education level. Table 1 below shows the number as well as percentage for data analysis for demographic factors. The number of headmistresses and female principals is higher when compared to the number of headmasters and male principals, at 78 people (69.0%) compared to 35 people (31.0%). The research findings found that a majority of respondents are over 50 years of age at a total of 83 people (73.5%). Next, the number of respondents are between 40-45, with 7 people (6.2%), hence it is the lowest number in this research. The number of respondents aged between 46-49 is 23 people (20.4%). Distribution of the number of respondents according to position comprises of 79 headmasters (69.9%) and 34 (30.1%) are principals. 13 respondents (11.5%) have served for between 16-20 years in the teaching industry. Meanwhile, the period of service that recorded the highest number in this research exceeds 20 years of teaching with 100 respondents (88.5%). 47 respondents (41.6%) graduated from teaching colleges. Respondents who hold a degree totaled 65 people (57.5%).

Table 1

Number and percentage of respondents for demographic factor (N=113)

Variable	Number	Percentage (%)
Gender		
Male	35	31.0
Female	78	69.0
Age		
40-45	7	6.2
46-49	23	20.4
50 and above	83	73.5
Position		
Headmaster/Headmistress	79	69.9
Principal	34	30.1
Service tenure		
16-20 years	13	11.5
More than 20 years	100	88.5
Level of Education		
Teachers' College	47	41.6
Degree Holder	65	57.5

Data Analysis Based on Research Questions

1. What is the level of strength of the IQ, EQ, SQ, and skill intelligence dimensions of the Principal/Headmasters in the Johor Bahru district?

Table 2 below is a mean statistical analysis according to dimensions. The results show that the spiritual quotient (SQ) dimension has the highest overall mean value of 4.48, followed by the intellectual quotient (IQ) dimension with 4.42. The skill intelligence dimension has mean value of 4.41, and lastly the emotional quotient (EQ) has a mean value of 4.34. All these dimensions achieved a high mean value in the data analysis obtained.

Table 2

Mean Statistical Analysis for IQ, EQ, SQ and Skill Dimensions

Dimensions	N	Mean
Intellect (IQ)	113	4.42
Emotional (EQ)	113	4.34
Spiritual (SQ)	113	4.48
Skill	113	4.41

2. What is the dimension level which significantly contributes to the increase in Headmasters/Principals Standard Quality score in the Johor Bahru district?

Table 3 below shows the research findings of the intelligence competence dimensions for headmasters and principals which are found to contribute to the standard quality score for principals/headmasters. The R^2 value studied shows a contributing value of 0.668 which denotes that the competency intelligence contributes at a rate of 66.8 percent to the competency intelligence. Specifically, the dimensions that significantly contributed to the Principal/Headmaster Standard Quality score are the IQ intelligence element (Beta=0.384, $p < 0.05$) and SQ intelligence (Beta=0.569, $p < 0.05$). On the other hand, the EQ intelligence

(Beta= -0.043, $p>0.05$) and the Skills intelligence did not significantly contribute, and the value skills intelligence is at 0.502 and has a Beta value of -0.053.

Table 3

Multiple Regression: Dimensions of Intelligence Competency for Headmasters and Principal/Headmaster Standard Quality

Independent Variables	R	R ²	Beta	Sig
Competency Intelligence	0.817	0.668	-	0.000
IQ Intelligence	-	-	0.384	0.000
EQ Intelligence	-	-	-0.043	0.590
SQ Intelligence	-	-	0.569	0.000
Skills Intelligence	-	-	-0.053	0.502

Significant at $p<0.05$ Level

- Is there a significant difference caused by demographic factors (gender, position, and years of service) and demography towards the competency score for principals/headmasters and the Principal/Headmaster Standard Quality score for the Johor Bahru district?

Differences Between Gender and Competency Score for Principals/Headmasters

Based on Table 4 below, the data analysis showed that there are no significant differences caused by gender factors towards the competency scores of the principal/headmaster ($t=1.537$, $p>0.05$). Therefore, gender factor for the principal/headmaster does not influence the competency score for principals/headmasters in the Johor Bahru district.

Table 4

Analysis of t-test: Principal/Headmaster Competency Mean Score Difference Based on Gender

Gender(N=113)	Total	Mean	SP	Df	t-test	Sig
Male	35	1.506	0.086	111	1.537	0.077
Female	78	1.473	0.113			

Level of significance $\alpha= 0.05$, $P = 0.077 > 0.05$

Difference Between Gender for Principals/Headmasters Standard Quality Score.

Data analysis based on Table 5 below shows that there is no significant difference caused by gender factor towards the standard quality score for principals/headmasters ($t=0.734$, $p>0.05$). Therefore, gender factor for principals/headmasters does not influence Principals/Headmasters Standard Quality Score for the Johor Bahru district.

Table 5

Analysis of t-test On Gender Differences with Principal/Headmaster Standard Quality Score

Gender (N=113)	Total.	Mean	SP	Df	t-test	Sig
Male	35	0.748	0.047	111	0.734	0.113
Female	78	0.739	0.061			

Level of significance $\alpha= 0.05$, $P = 0.113 > 0.05$

Differences Between Position and Principal/Headmaster Competency Scores

Based on Table 6 below, the data analysis shows that there are no significant differences caused by position factor towards the principal/headmaster competency score ($t=0.575$, $p>0.05$). Therefore, the principal/headmaster position factor does not influence principal/headmaster competency score in the Johor Bahru district.

Table 6

Analysis of t-test On Position Differences with Principal/Headmaster Competency Score

Position (N=113)	Total	Mean	SP	Df	t-test	Sig
Headmaster	79	1.489	0.106	111	0.870	0.575
Principal	34	1.470	0.108			

Level of significance $\alpha=0.05$, $P=0.575 > 0.05$

Differences Between Positions with Principal/Headmaster Standard Quality Score

Based on Table 7 below, the data analysis shows that there are no significant differences caused by the position factor towards the principal/headmaster standard quality score ($t=0.947$, $p>0.05$). Therefore, principal/headmaster gender factor does not influence Principal/Headmaster Standard Quality score in the Johor Bahru district.

Table 7

Analysis of t-test on Differences Between Positions with Principal/Headmaster Standard Quality Score

Position (N=113)	Total	Mean	SP	Df	t-test	Sig
Headmaster	79	0.746	0.057	111	1.282	0.947
Principal	34	0.731	0.056			

Level of significance $\alpha=0.05$, $P=0.947 > 0.05$

Differences Between Service tenure with Principal/Headmaster Competency Score

Table 8 below shows the differences between Service tenure with the competency score for principals/headmasters in the Johor Bahru district. The p value obtained is 0.271, whereas the significant level set if 0.05 (5%). Therefore, based on the one-way ANOVA table, the analysis shows that there is no significant difference for the Service tenure with the competency score for the principals/headmasters.

Table 8

ANOVA Inference Analysis on Differences Between Service tenure and Competency Score for Principal/Headmaster

ANOVA(ONE-WAY)					
	dk	Source Squared	Mean Squared	F Ratio	Sig. p
Between Groups	1	176.435	1.561		
Within Group	111	16020.202	1.277	1.222	0.271
Total	112	16196.637	2.838		

*Significant approximate is 0.05

Differences Between Service tenure and Principals/Headmasters Standard Quality Score.

Table 9 below shows the differences between Service tenure with standard quality score for principals/headmasters in the Johor Bahru district. The p value obtained is 0.278, while the significant level is set at 0.05 (5%). Therefore, based on this one-way ANOVA table, the analysis indicates that there are no significant differences between Service tenure and the Principals/Headmasters Standard Quality Score.

Table 9

ANOVA Inference Analysis on the Differences Between Service tenure with Standard Quality Score for Principals/Headmasters

ANOVA(ONE-WAY)					
	dk	Source Squared	Mean Squared	F Ratio	Sig. p
Between Groups	1	48.820	0.432	1.187	0.278
Within Group	111	4563.640	0.364		
Total	112	4612.460	0.796		

*Significant approximate is 0.05

Discussion and Conclusion

Based on the study from Table 2, to identify the strength levels for the IQ, EQ, SQ, and skill intelligence dimensions for Principals/Headmasters in the Johor Bahru district, it shows that the dimension that recorded the highest mean value is the spiritual intelligence (SQ) with 4.48 and followed by intellectual intelligence (IQ) with 4.42. Next, the mean statistic for emotional intelligence (EQ) is 4.34 and the lowest mean value recorded is skills intelligence, recorded at 4.40.

According to the findings obtained it can be discerned that the SQ intelligence plays a vital role in the competency for headmasters and principals. This matter is further strengthened based on the concept of intelligence which is detailed in chapter 2, whereby SQ is the major pillar in any given matter. SQ is also one of the intelligences where it is internal in nature, whereby it is capable to control human behavior from straying from the *shara'* life determined by Allah S.W.T. According to Muhamad et al (2007), the weakness that is found in IQ and EQ is how both have a massive impact on every individual. However, if there were weaknesses in the SQ, they may bring about disaster to the human civilization as it was found that despite having high IQ and EQ, those who were unable to control their SQ well will be the cause of destruction to the society and subsequently they would use their intelligence to destroy others and to raise their self-importance.

Therefore, it can be concluded that based on the obtained research that SQ is a crucial aspect for headmaster and principal competency, the researcher feels that even though a headmaster or a principal holds high IQ and EQ levels but does not practice the laws prescribed by Islam and clean ethics in governing their organization, it is as good as not bringing blessings to the school. Next, also according to the opinion of the researcher, in any religion, the followers' faith in their own religion is high and the one who believes in his religion should follow the laws set by their respective religions. Therefore, SQ cannot be

separated from an individual's life. Regardless of how far the individual has succeeded, if he or she does not possess SQ, it would be impossible for this individual to continue to be successful in life.

Based on the research findings to identify the dimensions that significantly contribute to the increase in Standard Quality Score for Principals/Headmasters in the Johor Bahru district, it is found that SQ intelligence significantly contributed to the Standard Quality of principals/headmasters whereby spiritual intelligence is one of the crucial intelligences in the process of forming the perfect human being. According to Zohar and Marshal (2004), on the realization of the importance of spiritual intelligence from a Western scholar context, a man's life is not complete with only intellectual intelligence (IQ) and emotional intelligence (EQ). They added that spiritual intelligence (SQ) will influence a person's IQ and EQ. With that, it may be concluded through this statement that an individual's spiritual intelligence (SQ) plays a vital role in their lives.

Besides that, according to a Malaysian scholar, Abdul Fatah (2006), spiritual intelligence is an ability to control one's actions and decisions based on religious principles and obedience to Allah SWT. He also states that there are several matters that are emphasized, among which is that spiritual intelligence is not only a concept that emphasizes on godliness but is also seen as a relation between humans. The conclusion that may be made based on the research findings is that spiritual intelligence is an important pillar towards achieving and implementing standard quality for principals/headmasters. The researcher is of the opinion that spiritual intelligence (SQ) is an important pillar as spiritual intelligence is a combination of two vital elements in life, namely the element of man's relationship with Allah SWT as well as the relationship among humans. Any task undertaken through spiritual intelligence as well as relationship with other humans must be done following correct Islamic guidelines. Therefore, the researcher opines that the headmasters and principals, who possess high spiritual intelligence, will be better equipped to develop quality standards for principals/headmasters as this element encompasses the relationship with God as well as with the humans. The researcher is also of the opinion that if this spiritual intelligence is utilized as best as possible and is enhanced from time to time, the standard quality of principals/headmasters will also be further magnified.

Besides SQ, intellectual intelligence (IQ) also significantly contributes to the increase in Principals/Headmasters Standard Quality Score. This is based on the research findings obtained. The researcher maintains that intellectual intelligence (IQ) is needed in Principal/Headmaster Standard Quality as these elements require clear knowledge and understanding for headmasters and principals to be implemented. Therefore, in this capacity, intellectual intelligence plays a vital role for headmasters and principals to ensure the Standard Quality for principals/headmasters will be implemented, and subsequently succeed. Based on the next research objective which is to identify the significant differences caused by demographic factors (gender, position, service tenure) and demography towards competence scores for principals/headmasters and Standard Quality scores for Principals/Headmasters in the Johor Bahru district, the research findings found that the p value (0.077) > 0.05 indicates that there is no significant difference between male or female respondents towards the principal/headmaster competency score for the Johor Bahru district. This finding dispels the general stigma that female principals/headmasters tend to show higher levels of motivation,

commitment, and knowledge in performing their duties. Other than that, the researcher asserts that nowadays gender does not play a role in differentiating the level of success of an individual. Both male and female may compete with each other, without any noticeable differences. There is no prior research which has specifically studied how gender differences relate to the competency score for principals/headmasters. Therefore, the findings on both these variables may not be compared with other bodies of research.

Research findings for the t-test indicate that the demographic factors according to gender do not influence the Principals/Headmasters Standard Quality score in the Johor Bahru district. The p value of (0.0113) > 0.05 suggests that there is no significant difference between male and female respondents towards the standard quality score for principals/headmasters in the Johor Bahru district. This finding rejects the general stigma that female principals/headmasters show more obvious characteristics as a more effective and ethical leader when performing duties. There is no prior research which has specifically studied how gender differences relate to the standard quality score for principals/headmasters. Therefore, the findings on both these variables may not be compared with other research works.

As for the next research finding, data analysis indicates that there are no significant differences between position and principal/headmaster competency scores in the Johor Bahru district. The p value of (0.575) > 0.05 suggests that there are no significant differences between position and principal/headmaster competency score. The findings of this research inadvertently reject the findings of the research conducted by Senin et al (2008) whereby the analysis according to domain competency has found that headmasters hold higher mean scores as compared to the mean scores by principals in all domains of competency. This situation may have occurred due to the fact that headmasters have the space and chance to socialize and communicate with various parties. In general, the number of students in primary schools is lower compared to secondary schools. Therefore, they would have more time to interact and communicate with other parties.

The following is the research findings indicating that there are no significant differences between position and principal/headmaster standard quality score in the Johor Bahru district. The p value of (0.947) > 0.05 suggests that there are no significant differences between position and the Principal/Headmaster Standard Quality scores in the Johor Bahru district. Based on the findings of this research, it is found that the respondents who hold the position of headmaster of principal, practice effective leadership when performing their duties. There is no prior research which has specifically studied how position relates to standard quality score for principals/headmasters. Therefore, the findings on both these variables may not be compared with other research, or support this research.

Next, the research findings from the one-way ANOVA test are used to study the differences between Service tenure with principal/headmaster competency score. It is found that the p value of (0.271) > 0.05 proves that there are no significant differences between the Service tenure demographic factor to the principal/headmaster competency score for the district of Johor Bahru. Headmasters/principals who have served for a long time or have just served the education field both held similar principal/headmaster competency scores when performing their duties.

Based on the research findings of the one-way ANOVA test utilized in studying the differences between Service tenure and the Standard Quality score for Principals/Headmasters, the p value of (0.278) > 0.05 has proven that there are no significant differences between the Service tenure demographic and the standard quality score for principals/headmasters in the Johor Bahru district. The findings of this research indicate that the Service tenure is highly crucial for a school administrator namely the headmaster and principal. The researcher points out that Service tenure helps in a person's maturity when performing tasks- the longer a person is in service or on duty, the more knowledge they will gain. Therefore, the researcher opines that Service tenure is vital for a headmaster and principal when undertaking standard quality score for principals/headmasters in school. Other than that, as can be observed in a person's daily life, the longer an individual is employed, the more competent the individual becomes at their job.

As this research is a newly completed study by the researcher, the data analysis obtained may not be compared to other studies. Other than that, this research may also not be able to support or reject other studies as there is no similarity in the data analysis performed.

Based on the findings of this research, overall, there are no significant differences between the competency of the headmaster/principal with the standard quality score of the principal/headmaster. In this regard, it is appropriate for the school headmasters and principals to improve their current competencies to the maximum, thus increasing their efforts in achieving a more solid and effective Principal/Headmaster Standard Quality score in school to ensure that their schools are consistently at an excellent level.

Another way in which headmasters and principals may increase their competency is by constantly implementing it in their daily activities. Therefore, the competency aspect must always be emphasized as they attend courses and programs implemented by the Malaysian Ministry of Education. Positive competency properties must be explained and nurtured so that it may be inculcated within these school leaders.

Based on the research findings, it may be concluded that there are significant differences between the level of competency of headmasters and principals with the standard quality score of the principal/headmaster in school. Therefore, the competency of the headmaster, principal and teachers should be given more attention as their overall involvement may ensure that the objective and goals set are achieved. This will contribute to solidifying the competencies and producing skilled headmasters, principals and teachers, who possess leadership qualities and identities. This will inadvertently contribute to the efforts in producing a generation of leaders who achieves personal well-being and can contribute towards the harmony and prosperity of the society and country.

Practical Implications

This paper covers the implications for the development of administrative competencies in schools in management and administration schools. In addition, it emphasizes the balance between all competencies in each school administrator.

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