

The Ability of Primary School Principals in Abu Dhabi to Practice Creative Behaviour from Their Point of View: Administration in the Economics of Education

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The study aimed to identify the ability of primary school principals in Abu Dhabi to practice creative behaviour from their viewpoints. To achieve the goals of the study, the researchers developed a questionnaire and 23 paragraphs concerning the field of creative behaviour. The study sample consisted of 100 male and female principals. The results of the study showed that the ability of primary school principals to practice creative behaviour was moderate; the study also showed that there were statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the responses of the study sample individuals about the practice of creative behaviour, according to the variable (gender) in favour of females. It also showed the absence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the responses of the individuals of the study sample about the practice of creative behaviour according to the variable (experience).

Keywords: *Creative behaviour, Principals of primary schools, Abu Dhabi schools.*

Introduction

The topic of creativity has received the attention of educators because it is one of the main stages in discovering creators. The practice of creative behaviour in educational institutions is one of the educational goals pursued by those in charge of education.

Creativity and innovation are necessary and important elements and basic characteristics that a principal should possess because of increasing aspirations, multiple needs, and diversity.



The phenomenon of globalisation and its challenges in all aspects and fields of life constitute a fundamental point in the necessity of introducing creativity in managing the educational process and school leadership. It undoubtedly and urgently needs to be a method that adopts creativity, innovation, renewal and dynamism in the work of the school principal (Al-Khawaja, 2004).

The use of creative behaviour by high school principals identifies problems, increases the ability to solve them by producing multiple ideas, reduces the resources used to solve problems, and improves the principal's methods of work(Sangeeta, & Subburaj, 2020).

Creative behaviour is also the accurate and correct criterion for principals' work as it works to elicit the best of what high school principals have and contributes to providing distinct services to beneficiaries that exceed their expectations. Thus, it enhances the work environment for managers with openness, confidence and saves time and effort (Ventral, 2003).

Creativity is one of the most important elements of a successful and distinguished administration, which seeks to make a qualitative shift and fundamental changes in its administrative methods of work. It also supports its personnel and encourages their creative behaviour so that it becomes more efficient and effective. Creativity is also a kind of change and innovation in the way of working and using it in ways and technologies that keep pace with the requirements of the environment and the modern era so that it seeks to meet the renewed needs of society (Abraham, 2011).

The creative school administration adopts a technical method in the field of effective leadership. There are common characteristics between the leader and the creator. The leader and the creator affect the group and both play a role in the social, civilisational and technological field which affects the fate and civilisation of humanity, its destruction, its happiness, its progress and survival. The leader and the creator deal with and disrupt old habits in order to devise a solution and alternatives to new situations (Amabile, 2000).

The school principal is the educational supervisor, and he can be a key factor in the success of his school or its failure. He plays an important role in developing innovation and exploding the creative energies of teachers, students and all employees of the school. To lead the educational process in the school, the principal must have some creative characteristics, because creative school principals are more flexible, more humorous, more independent, more open-minded and love knowledge(Alkhazaleh,2018).

The most important features and characteristics of the creative principal include:

- Mental characteristics: this refers to the ability to produce the largest number of new ideas useful at a specific time, flexibility in thinking, the ability to change the direction of thinking easily so that it can adapt to changing circumstances. They also refer to the ability to organise ideas in broader and more comprehensive patterns before arriving to build a new thinking model through imagining, composing, constructing, building, analysing, reorganising and permanently breaking out of the ordinary and realising the direct relationship between the way in which the future is viewed and what the future will actually be by relying on divergent thinking.
- Personal characteristics: they lie in the tendency to risk and accept ambiguity and lack of thinking in exerting effort as much as thinking about achieving the result. They also lie in caring for achieving success more than avoiding failure, caring for others and their views and enjoying self-confidence, taking responsibility and action in expressing opinions and presenting crisis proposals.
- Cognitive characteristics: These include the love of reading and learning, the tendency to search and investigate the use of existing knowledge as a basis for producing new ideas. They also include the ability to deal with symbolic systems, abstract ideas, and the diversity of interests and hobbies.

The creators enjoy various personal and psychological characteristics, but there are common features and general characteristics between them indicating to varying degrees that they possess creative capabilities. The most important of these characteristics are the following:

- Curiosity, inquiry, constant enthusiasm, and perseverance in solving problems.
- The desire to explore, discover, and prefer challenging scientific, mathematical, literary, and artistic assignments.
- Proficiency, savvy, imagination, quick wit, multiple ideas and answers, and their diversity compared to their peers.
- Show the spirit of the survey in their opinions and ideas.
- The ability to present their ideas creatively and enjoy wide imagination and high ability in mental visualisation (Al Ajiz & Sheldan, 2010).

The creative principal is able to break the routine, leave the usual traditional routine practices, and try to introduce some ideas that would change and develop work in school. He has the ability to search for creative ideas in all sources that he can access either within his school, or from other institutions or benefit from the experiences of his colleagues from school administrators or from research results and studies or internet pages. He has the ability to implement creative ideas subject to experimentation to encourage their owners and to direct the creators of the school, students or teachers to help them improve their creativity and direct them to the most important areas of the school to make creativity part of the school culture (Basak, 2016).

The principal was at one time a leader of the school, a supervisor of the teaching staff, employees, a teaching leader and a first-decision maker in preserving multiple roles. The principal worked alongside the faculty to constantly improve the school's educational programs; this was achieved by keeping the best methodological practices and sharing them with teachers. He also sought to ensure that his teachers had received training in those practices and worked on familiarising them with the latest supervisory and administrative practices, and put them in an appropriate framework within his own environment. The role of the principal has always been complex. (Sergiovanni, 2007) has created nine tasks for the principal:

- Achieving the goals: linking the shared visions together.
 - Maintaining harmony: building mutual understanding.
 - Rooting values: creating a set of procedures and structures to achieve the school's vision.
 - Motivation: encouraging staff and faculty.
 - Management: planning, archiving, drawing up procedures, organising, etc.
 - Empowerment: clarify the reasons for employees to carry out specific tasks.
 - Removing the obstacles that stand in the way of the faculty and staff achieving their goals, and providing the necessary materials for that.
 - Modelling: take responsibility to serve as a model for what the school aims to do.
- Supervision: Ensuring that the school fulfils its obligations. If it does not, it must search for and remove the reasons.

For the principal to fulfil his duty, he must have distinctive characteristics. The most important of which are the following (Jarvis, 2015):

- To be of good appearance, behaviour and morals with full maturity.
- Being human with others and respecting school schedules (attendance).
- Feeling responsible and sincere in performance and justice.
- Be quick to decide matters, especially in critical situations, without hesitation.
- To develop and grow continuously because the educational work is in a process of continuous renewal and development.
- Combines firmness, kindness, and love, and is flexible and not rigid in facing problems.

Knowing the degree to which creative behaviour is practiced in school management is an attempt to achieve an innovative climate based on defining variables, aspects of behaviour, types of nurturing, and effective interaction in creating the creative style of personality in individuals.

The Study Problem

Administrative creativity is considered one of the most important pillars of state progress and development in various fields: economic, social and educational. It helps in solving problems of various kinds in addition to improving work methods in innovative ways. Administrative creativity also works to define the type of solutions, gets rid of the usual thinking, and produces more ideas in less time. Because of the importance of creative behaviour and its role in refining the educational process, the researchers tried to find out the ability of principals of primary schools in the Abu Dhabi region to practice creative behaviour from their point of view, by asking the following questions:

Study Questions

The study developed the following two questions:

- 1 - What is the ability of principals of primary schools in the Abu Dhabi region to practice creative behaviour from their point of view?
- 2 - Are there any statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the ability of principals of primary schools in Abu Dhabi to practice creative behaviour from their point of view according to the two variables, (gender and experience)?

Importance of the study

The importance of the study lies in the following:

- 1- It may be useful in developing the personality of principals, preparing them as future leaders and developing their behavioural performances in a creative manner.
- 2- Finding a process of change and development in the behaviour of school principals and effective educational planning in Abu Dhabi schools.
- 3- The study results may benefit researchers in the field of school administration by providing theoretical literature and previous studies.

Procedural Definitions

A number of terms have been used in the study, and they are as follows:

Creative Behaviour: Behaviour issued by an individual or group on the condition that it is characterised by novelty, fluency, and flexibility (Ali, 2009).

- **Creative behaviour procedurally:** the creation of a new idea or group of ideas represented in the behaviour and its dependence on potential mental energies, which makes the person adopt values and methods that contribute to the formation of capabilities and preparations that lead the individual to development and excellence. It is measured by the overall degree of the responses of the study sample individuals on the scale prepared for this study.

Study Limitations

The study was determined by the following limitations:

Human Limitations: The study was limited to a sample of principals in the Abu Dhabi region.

Spatial Limitations: basic schools in the Abu Dhabi region.

Time Limitations: the second semester of the academic year (2019-2020).

Methodological Limits: The results of this study were determined by the accuracy of the responses of the sample to the fields of study.

The results of this study were determined by the semantics of the tool prepared for this study, in terms of its reliability and the procedures used.

Previous Studies

The researchers selected previous studies related to the subject of the study, including: an Al-Awawdeh study (2018), entitled, The Level of Secondary School Principals' Use of Creative Management in Dealing with Educational Crises Facing the School from their Point of View. The study sample consisted of (100) individuals. Among the most important results indicated by the study is that the level of use of creative management among high school principals in Palestine in dealing with educational crises faced by schools was average.

Al-Zyoud (2017) conducted a study that aimed at knowing the degree of government secondary school principals' practice of information technology from their point of view and from the viewpoint of teachers. The sample consisted of 215 individuals. The most important results were the presence of a high level of administrative creativity among school principals from the point of view of teachers; and the absence of statistically significant differences in the practice of creativity due to the variable of experience.

Al-Shaqrat (2016) conducted a study that aimed to know the degree of administrative creativity practice by educational leaders and the impact of the study variables (practical

experience, directorate, job title) on administrative creativity. The study sample included (223) individuals. The most important result the study showed was that the degree of administrative creativity practice by educational leaders in the directorates of education in the Irbid governorate came with a moderate degree.

Bdah and Abo Taha (2016) also conducted a study aimed at defining administrative creativity in terms of the availability of its constituents, the degree of its practice and the relationship between them. The study sample included (105) individuals. The study reached many results, the most important of which is: the elements of administrative creativity from the point of view of private kindergarten principals in Amman are available to a large extent.

Al-Jassar (2015) conducted a study that aimed at discovering the level of administrative creativity among secondary school principals in Jerash Governorate. A questionnaire was used to measure the level of administrative creativity of secondary school principals from the teachers' point of view. It consisted of (52) paragraphs divided into six axes: administrative planning, administrative organisation and coordination, administrative direction and control, development and administrative change, solving administrative problems and administrative evaluation. The study was applied to a sample of (344) male and female teachers from public secondary schools in the Jerash Directorate. One of the most important findings of the study is that the level of administrative creativity of principals for secondary schools came with an average grade in all axes from the teachers' point of view, and the absence of statistically significant differences attributable to the effect of the gender variable.

Bakirera (2015) conducted a study in New Zealand aimed at identifying the level of creativity and charismatic personality of high school principals. The sample of the study consisted of (84) secondary school principals and (190) male and female teachers chosen randomly. To achieve the goal of the study, a questionnaire was used in the data collection process. The results of the study indicated that the level of creativity and charismatic personality of high school principals ranged from medium to high. In addition, there are no differences due to the gender variable.

The study of Suriano (2015) aimed at identifying the level of creativity among high school principals, and exploring the factors that encourage creativity in the school environment from the principals' point of view. The sample of the study consisted of (118) principals. One of the most important results the study indicated is that the creativity level of school principals was average from their point of view.

It is noted that previous studies have all attempted to identify the practice of creative behaviour in different societies and variables. This study differs and is characterised by identifying the ability of principals to practice creative behaviour in their management at an

important stage, which is the basic stage; it may also be distinguished for being the only study that has focused on principals practicing creative behaviour within the limits of their knowledge

Study Methodology

The survey descriptive approach was used to suit the study objectives.

The Study Sample

The sample of the study consisted of (100) male and female principals in Abu Dhabi schools, and Table (1) shows the distribution of the study personnel according to the study variables.

Table 1: *Distribution of Study Sample Individuals According to the Study Variables*

Variable	Level	Count
Gender	Male	49
	Female	51
	Total	100
Years of experience	1 to 7	53
	More than 7	47
	Total	100

Table (1) shows that the sample consisted of two variables; the first is gender and it consists of two levels: males and its number is 49, females and its number is 51. The second variable is experience and it consists of two levels. The first level is from one to seven years and their number is 53. The second level is more than seven years and their number reached 47. The sample consisted of 100 individuals.

Study Tool

The researchers designed the study tool after referring to the educational literature. The tool consisted of one field related to creative behaviour and 27 paragraphs in the first image of the tool.

Tool Validity

The aim is to demonstrate that the terms included in the study tool can collect data accurately. The tool has been subjected to a virtual honesty test by being judged by experts in the subject of the study to identify the accuracy of language, clarity of the paragraphs of the

questionnaire, and the extent of suitable paragraphs for the field. The tool has settled in its final form on the field of creative behaviour and 23 paragraphs.

Tool Correction

To examine the degree of respondents' consent to the different paragraphs of the questionnaire, a five-Likert scale was adopted. Each of the paragraphs mentioned in the questionnaire was given five degrees of approval from (1-5), respectively, where (5) means a very large degree, and (4) to a large degree, (3) a moderate degree, (2) a little degree, and (1) a very small degree. As for the limits that were adopted in this study to judge the arithmetic mean of the respondents' response to the paragraphs related to the study variables, the researchers assigned three levels which are (high, medium, and low) and based on the following formula:

Length of the period = (upper grade limit - minimum grade limit) / number of levels
 $(5-1) / 3 = 4/3 = 1.33$ Thus, the approval levels are as follows:

A - The mean of 1-2.33 reflects a low approval score.

B- The mean of the average whose value ranges between 2.34-3.66 reflects an average approval score.

C - The mean of the average value of 3.67-5 reflects a high degree of approval.

The Stability of the Study Tool

The stability of the application was verified by distributing the study tool twice to a study sample from outside the study sample consisting of (40) male and female teachers outside the original study sample, with a two-week time difference. Pearson Correlation coefficient was used to find the difference between their grades in both times and extract a coefficient Stability for testing. The stability factor is 0.89, and this parameter is valid and suitable for study purposes.

Study Variables

The study included the following variables:

First: Independent Variables

- **Gender:** It has two categories (male and female).
- **Years of experience:** It has two levels: (one to seven years) (more than seven years).

Second: The Dependent Variable: The ability of principals of primary schools in Abu Dhabi to practice creative behaviour from their point of view.

Statistical Methods

The researchers used arithmetic means and standard deviations. T-test was also used.

Analysis of the Study Results and Interpretations

The researchers analysed the results of the study and explained it according to the study questions.

First: Presenting and interpreting the results related to the first question: What is the ability of principals of primary schools in the Abu Dhabi region to practice creative behaviour from their point of view?

To answer this question, the means and standard deviations were extracted from the responses of the sample members on the study tool paragraphs, and the tool as a whole; Table (2) illustrates this.

Table 2: Arithmetic Means and Standard Deviations of the Sample Individuals' Responses to the Paragraphs of the Field of Creative Behaviour and the Paragraphs as a Whole

Rank	Number	Paragraph	Arithmetic mean	Standard deviation	Ability
2	1	The school administration responds to the external changes that are affecting the community consciously	3.72	0.89	High
3	2	The school administration helps teachers to produce innovative new methods to achieve new goals	3.65	0.81	Medium
4	3	Practice management has creative ideas that help the teacher in the adaptation process	3.60	0.89	Medium
5	4	The school administration holds regular discussions to extract creative ideas from	3.44	1.07	Medium

		teachers and works to implement them			
6	5	The school administration encourages the use of personal skills for teachers to demonstrate creativity and talents	3.42	1.02	Medium
7	6	The school administration is constantly updating training programs to improve the creative skills of teachers	3.24	1.06	Medium
8	7	The school administration introduces new creative methods and ideas to improve performance	3.23	1.07	Medium
10	8	The school administration has the courage to do creative work	3.20	1.09	Medium
9	9	The school administration provides support and motivation to the owners of distinct ideas continuously	3.22	1.01	Medium
1	10	The school administration continuously submits new concepts to ensure that the work progresses according to the goals set for the school	3.73	0.91	High
12	11	The school administration is continuously following up on ideas and proposals	2.88	1.11	Medium
11	12	The school administration is concerned with the success of new ideas at work	2.89	1.13	Medium
13	13	The school administration is concerned with encouraging individual initiatives from teachers	2.86	1.17	Medium

14	14	The school administration provides the teacher with the information necessary to do the job effectively	2.83	1.02	Medium
23	15	The school administration empowers teachers to enable them make decisions while working	2.34	1.11	Medium
15	16	The school administration shares teachers' ideas to develop their administrative systems	2.78	1.07	Medium
16	17	The school administration responds to the needs of teachers positively	2.75	1.09	Medium
17	18	The school administration accepts and works on innovative solutions and methods	2.73	1.03	Medium
18	19	The school administration avoids creating problems among teachers through justice practice among them	2.70	1.16	Medium
19	20	The school administration explores the problems facing teachers	2.69	1.15	Medium
20	21	The school administration makes effective decisions in a timely manner	2.67	1.00	Medium
21	22	The school administration removes the obstacles it encounters creatively	2.35	1.01	Medium
22	23	The school administration has an innovative system to deal with crises without stopping activities	2.35	1.13	Medium
Paragraphs as a whole			3.01	0.82	Medium

It appears from Table (2) that the mathematical means for the responses of the sample individuals to the field paragraphs ranged between (3.73-2.34); the highest was in paragraph No. (10) which states "School administration provides new perceptions continuously to ensure the progress of work in accordance with the objectives drawn to the teacher" where the arithmetic average reached (3.73); and the lowest for paragraph (15), which states "School administration delegates powers to teachers that enable them to make decisions during work" where the arithmetic average reached (2.34).

As for the field as a whole, it has an arithmetic average of (3.01) and it reflects an average ability of the principals of primary schools in the Abu Dhabi region in practicing creative behaviour from their point of view.

This may explain that school principals have a kind of ability to practice creative behaviour in their management and leadership of their schools with their teachers, students, the ministry, and with the educational learning environment in general. The researchers hope that principals practice creative behaviour in an effective and sound manner in order to advance the academic and administrative work in their schools.

The results of this study are consistent with Al-Awawdeh's study (2018), Al-Shaqrat's study (2016), Al-Jassar's study (2015), and the study by (Bakker, 2015) and the study of Soriano (2015) which showed that the practice of creative behaviour is moderate, while it differs with the results of the study of each of Al-Zayoud (2017) Badah and Abu Taha (2016), which both indicated that creative behaviour is practiced to a great degree.

Second: Presenting and interpreting the results related to the second question: Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the ability of principals of primary schools in Abu Dhabi to practice creative behaviour from their point of view according to the two variables (gender, experience)?

To answer this question, the means and standard deviations were extracted from the responses of the study sample individuals on the fields of the study tool and the tool as a whole according to the study variables, and an independent Samples T-Test was applied according to the study variables separately.

Gender Variable

Table 3: Results of Applying the Independent Samples T-Test to the Field of Study as a Whole, According to the Gender Variable

Field	Males		Females		T	Statistical significance
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Creative behaviour	2.90	0.75	3.13	0.68	3.66	0.00

Table (3) shows that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the responses of the study sample individuals on the practice of creative behaviour by principals of primary schools in favour of females.

This result can be explained based on the female's psychological formation and the process of socialisation that makes the female have a mental image stating that her reception is directly related to success or failure in her field of study and work which creates great confidence in the ideas she adopts. The researchers may also attribute this result to the belief that females are more able to combine intellectual, creative and aesthetic interests. The results of this study differ from the study of Al-Jassar (2015), the study of Bakira (2015), each of which showed that there were no statistically significant differences attributable to the effect of the gender variable.

Experience Variable

Table 4: Results of Applying (Independent Samples T-Test) on the Field of Study as a Whole, According to the Variable of Experience

Field	From 1 to 7		More than 7		T	Statistical significance
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Creative behaviour	2.99	0.86	3.02	0.82	0.52	0.132

Table (4) shows that there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the responses of study individuals about the practice of creative behaviour by principals of primary schools. The researchers may attribute this result to the fact that principals, regardless of their years of experience, have no differences in their ability to practice creative behaviour, and this may be due to their inability to develop themselves professionally by following up on accelerating changes and bringing in new things to serve the work environment which in turn created a lack of differences in factor of experience. The



results of this study are consistent with the Al-Zyoud study (2017), which emphasised that there are no statistically significant differences in the practice of creativity due to the variable of experience.

Recommendations

In light of the above results, the study came out with several recommendations:

1. The necessity for developing educational curricula, including what calls for developing creativity to play its role in developing innovation in schools for teachers and learners.
2. The necessity for providing a set of material and moral facilities in the school environment which will enhance the creative growth of the educational staff.
3. The need to increase cooperation with local community institutions and families because creativity development is not confined only to schools; the local community plays an important role in creating environments that encourage creativity.
4. The school administration must work continuously to improve and develop structures, regulations, and methods of work so as to ensure contribution and participation, stimulate creativity, and encourage research, experimentation, initiation and innovation.

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